

**PROFESSIONAL DEVELOPMENT OF TEACHERS AS CORRELATES OF
TEACHERS JOB COMMITMENT IN PUBLIC SECONDARY SCHOOLS IN
ANAMBRA STATE.**

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Abstract

The study examined professional development of teachers as correlates of teachers' job commitment in public secondary schools in Anambra State. The study adopted Correlational research design. Three research questions and three null hypotheses guided the study. The hypotheses were tested at 0.05 level of significance. The population of the study consisted of 5133 teachers and 263 principals. Multi stage sampling techniques was used to select the respondents which comprised 610 respondents. The instruments for data collection were two sets of structured questionnaires by the researcher tagged; "Professional Development of Questionnaire (PDQ)", and Teachers' Job Commitment Questionnaire (TJCQ)". The instruments were subjected to face validity. Cronbach Alpha procedure was employed to determine the reliability of the instruments which yielded 0.74 and 0.895 for PDQ and TJCQ respectively which were considered adequate for the study. The data collected after administration of the instruments were analyzed. The research questions were answered using Pearson Product Moment Correlation Coefficient (PPMCC), test of significance of correlation was used to test hypotheses all at 0.05 level of significance. The findings of the study showed that professional development of teachers had a significant relationship with teachers' job commitment in public secondary schools in Anambra State. Based on the findings of the study, it was recommended among others that Policy makers and school administrators (principals) should constantly plan for teachers' development so as to inculcate in them the best teaching methodology needed in the teaching profession for school goals accomplishment.

Keywords: Professional Development, Job Commitment, Workshop, Conference, Mentoring

Introduction

Education is an indispensable tool for developing individuals' skills and knowledge in order to contribute to societal development. Onyido and Duru, (2019) pointed out that

education is a vital instrument for the acquisition of fundamental and essential skills needed for technological breakthrough and socio-political improvement which accelerate national development. Formal education is given in school settings such as primary, secondary and tertiary institution of learning. At the secondary level of education principals are regarded as managers who set the tone of the school (Lipham, 2016). It is the duty of principals to stimulate the available human and material resources in schools to ensure quality output.

Teachers as part of the school resources are essential in the achievement of set educational goals. Teachers through their classroom activities facilitate the attainment of educational objectives. Daniel and Felix (2014) stated that teachers are the crucial resources for effective implementation and realization of the educational policies and objectives at the practical level of classroom. These set objectives can be attained when the available teachers are committed to their work. Therefore, since the position of teachers in the attainment of school's set objectives is crucial, principals should endeavour to ensure that teachers are enticed to actualize the desired educational goals through continuous professional development that may motivate teachers and get them committed to their job.

Commitment is the force that binds an individual to a course of action. This force is the state of mind, which can be seen in an individual in form of devotion, loyalty, attachment, affliction and affection (Wolowska, 2014). Commitment is to dedicate one's self to the job he performs. It can be physical or non-physical effort; however, it requires the readiness of mind to carry out the pre-determined action (Mart, 2015). Commitment is the feeling of responsibility that a person has toward the mission and goals of an organization (Peretomode & Bello, 2018). Altun (2017) handled commitment from a direct perspective of education. He expressed that commitment has been considered as passion teachers have toward their work. This passion is at the core of effective learning and teaching. Hansen (2014) also mentioned that committed teachers are equipped with passion and zeal which can encourage students to do better because students' successes are subject to the commitment of their teachers. Teachers that are not committed may not be able to improve students' learning. So, in a situation where by teachers lack commitment which is highly required and needed in teaching field, students may not acquire knowledge as expected and school expectations may not be fulfilled.

Hence, for a school to be successful it requires continuous commitment on the part of teachers. Then to get teachers committed, constant provision of development is required so as to attain the set goals of the school. No matter how good pre-service training for teachers is, it cannot be enough to prepare teachers for all the challenges they will face throughout their careers (Darling-Hammond et al., 2017). Education system therefore strives to provide opportunities for a continuous professional development in order to maintain high standard in teaching methodology and to retain high quality teaching staff.

The issue of teachers' non commitment in their job seems to have been a source of worry not only to principals', but to the society at large and needs to be addressed to ensure the attainment of school set goals and development of the society. It was in order to curtail the level of teachers' non commitment and ensure that qualified teachers are provided and

maintained that teachers' professional development becomes more desirable in secondary schools.

Profession is a disciplined group of individual who adhere to ethical standards and who hold themselves out and are accepted by the public as possessing special knowledge and skills (Talentlyft, 2020). Professional development is a systematic approach of bringing about change in the classroom practices of teachers in terms of attitude, skills, knowledge and beliefs, and in the learning outcomes of students (Serin, 2017). Kenneth (2015) took a functionalist perspective and described teacher professional development as technical procedure that assists teachers to provide better service to learners.

Teachers' professional development is a complex process, which requires cognitive and emotional involvement of teachers individually in terms of convictions, beliefs and enactment of appropriate alternatives for improvement or change (Avalos, 2015). Professional development is the process designed to expose teachers to new approaches and trends in education in order to equip them with the required skills (Azaru et al 2014). In addition to this, Abdulrahman (2015) pointed out that staff professional development practices through seminar, in- service training or workshops offer one of the most promising ways for improving classroom instruction. Presently, the increase quest for education in any developing country necessitated the ever increasing need for re-training of teachers in order to ensure efficient and effective implementation of curriculum for teaching productivity and functional Nigerian educational system. The extent of academic development and the increasing demand with regards to knowledge-based economy and technology advancement need a constantly and regularly update of teaching workforce.

Therefore, organizing in-service training for teachers helps to equip them with emerging trend and strategies in the teaching profession. Thus, teachers that are professionally trained and have acquired necessary skills are expected to expose to recurrent training due to the changing in job content and environment (Abdulrahman 2015). Since professional development affords teachers the opportunity to acquire additional competencies and qualifications to perform their teaching job successfully and also instills confidence in the teaching profession, thus, advancing teachers' career. It must become a life-long process. There are several professional development practices that could enhance teachers' job commitment. Among others are; symposiums, continuous training and retraining, workshops, research opportunity, conferences, mentoring and study leave for refresher courses (Serin, 2017). Professional development in the context of this study was delimited to workshop, conference and mentoring

Workshop is an interactive training section enriched with training packages and functions which is used for practical activities in which the instructional guidelines, demonstrations and directives are given, while the largest amount of the time is devoted to the participants' actual practice of the art or skill in question (Orobor, 2018). It is a form of training organized by institution of learning for the purpose of making teachers acquires new knowledge, better methods among others for improving their skills towards more effective, efficient and competent rendering of service in various fields and to diverse groups of people.

Workshop helps to enhance continued professional growth of teachers which help them to keep abreast with new developments in their field for the attainment of school set goals.

Conference is defined as a teacher professional development technique that educational stakeholders embark on so as to inculcate in the teachers some professional skills that will enhance teachers' achievement in the pursuance of the school set goals (Ojokheta, 2015). It is a meeting for discussion- most commonly adopted by associations and institutions for their regular meetings through which many teachers update their knowledge through sponsorship by their institutions. It is usually associated with the most traditional type of presentation that is papers, followed by questions.

Mentoring is the act of training someone so that the person can equally grow. In this view, mentoring is a powerful development and empowerment tool. It is a partnership between two people (mentor and mentee). A mentor is someone that helps, supports, and gives guidance to another person (mentee). It can be an older person mentoring a youth or an expert mentoring a novice to grow on a particular field of work. (Ukaegbu et al (2014).

The effective and efficient curriculum planning and implementation involves teachers who are professionally trained because they are important factors in educational development for the quality of teachers determines the quality of their output (Paschal et al, 2020). These qualitative outputs in educational sector can only be achieved by effective development of teachers by school principals. Since the achievement of school set goals required trained teachers, it necessarily requires that principals have to plan constantly for their development for the purpose of achieving the organization goals. Otherwise, some negative attitude may emerge from teachers which may lead to decline in the attainment of set goals.

Statement of the problem

Teachers' job commitment seems to have been a major concern to educators globally, for they are the crucial resources for effective implementation and realization of the educational policies and objectives at the global, national, and state levels. Teachers' job commitment seems to be below expectation and has invariably been affecting the set objectives of education. The worry is not out of place due to the fact that Anambra State is known as Educationally Advantaged State. Therefore, there is need for an improvement in teachers' development so as to get them committed to their work to yield quality output. Otherwise, the decline in their development may lead to teachers' negative attitude to their work such as lateness to school, lack of meaningful contribution towards school work, poor class management, non- preparation of lesson note, truancy and opting out of the profession at a slightest opportunity without regret. It is against this backdrop that the researcher examined professional development as correlates of teachers' job commitment in public secondary schools in Anambra State.

Purpose of the study

The main purpose of this study was to investigate professional development of teachers as correlate of teachers' job commitment in public secondary schools in Anambra State. Specifically, the study sought to:

1. examine the relationship between workshop and teachers' job commitment in public secondary schools in Anambra State.
2. find out the relationship between conference and teachers' job commitment in public secondary schools in Anambra State.
3. determine the relationship between mentoring and teachers' job commitment in public secondary schools in Anambra State

Research Questions

The following research questions guided the study

1. What is the relationship between workshop and teachers' job commitment in public secondary schools in Anambra State?
2. What is the relationship between conference and teachers' job commitment in public secondary schools in Anambra State?
3. What is the relationship between mentoring and teachers' job commitment in public secondary schools in Anambra State?

Hypotheses

The following hypotheses guided the study

1. There is no significant relationship between workshop and teachers' job commitment in public schools in Anambra state.
2. There is no significant relationship between conference and teachers' job commitment in public secondary schools in Anambra State.
3. There is no significant relationship between mentoring and teachers' job commitment in public secondary schools in Anambra State.

Methodology

The study adopted a correlational survey design which aimed at determining the relationship between professional development of teachers and teachers' job commitment in public Secondary schools in Anambra state. A correlational survey design is a type of study that investigates relationship between variables (dependent and independent) without the researcher controlling or manipulating any of them (Pritha Bhandari, 2021).

The population of the study consisted of 5133 teachers and 132 principals. The sample for the study comprised 610 respondents using multi-stage sampling technique. The major instruments for data collection were two structured questionnaires designed by the researcher, which are "Professional Development Questionnaire (PDQ), and Teachers' Job Commitment Questionnaire (TJCQ). The first instrument tagged "Professional Development Questionnaire (PDQ) has 30 item statements on various forms of teachers' development which is divided into three clusters of A, B and C with 10-item statements each. Cluster 'A' elicited information on mentoring, cluster 'B' on conference and cluster 'C' on workshop. Teachers' Job Commitment Questionnaire (TJCQ) has 20 items which elicited information on the level of teachers' job commitment in secondary schools. The items were placed on a four point rating scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE), and Very Low Extent (VLE). The face validity of the instruments was determined by three experts, two experts in Educational Management and one expert in Measurement and Evaluation, all in the Department of

Educational Foundations; Faculty of Education, Chukwuemeka Odumegwu Ojukwu University Igbariam Campus.

Cronbach alpha procedure was used to determine the reliability of the instrument. The reliability yielded coefficient of 0.86 for Workshop, 0.72 for Conference, 0.65 for Mentoring and 0.89 for teachers' job commitment. The researcher used direct approach to administer copies of the questionnaire. In doing so, the researcher worked with six research assistants, who were briefed on what to do. This helped to ensure that the greater percentage of questionnaires administered were collected back. A total number of 122 and 488 questionnaires for principals and teachers were retrieved and used for the study. Pearson Product Moment Correlation Coefficient (PPMCC) and Test of significance of correlation were used for data analysis.

Results

The results were analyzed and discussed in line with the research questions and hypotheses as follows:

Research Question 1

What is the relationship between workshop and teachers' job commitment in public secondary schools in Anambra State?

Table 1

Pearson (r) of the relationship between workshop and teachers' job commitment in public secondary school in Anambra State.

Variables	N	Workshop	Teachers' job commitment	Remark
Workshop	488	1.00	.213 ^{xx}	Low positive relationship
Teachers' job commitment	122	.213 ^{xx}	1.00	

^{xx} (.213) = low positive relationship

Table 1 revealed that Pearson (r) of the relationship between workshop and teachers' job commitment was .213 which indicated a low positive relationship (r = .213, N= 610). This implied that there was a low positive relationship between workshop and teachers' job commitment in public secondary schools in Anambra State

Research Question 2

What is the relationship between conference and teachers' job commitment in public secondary schools in Anambra State.

Table 2

Pearson (r) of the relationship between conference and teachers' job commitment in public secondary school in Anambra State.

Variables	N	Conference	Teachers' job commitment	Remark
Conference	488	1.00	.906 ^{xx}	Very High

Teachers' job			relationship
Commitment	122	.906 ^{xx}	1.00

^{xx} r (.906) = Very high relationship

As can be seen, result from Table 2 revealed that Pearson (r) of relationship between conference and teachers' job commitment was .906 which indicated a very high positive relationship (r = .906, N = 610). This concluded that there was a very high relationship between conference and teachers' job commitment in public secondary schools in Anambra State.

Research Question 3

What is the relationship between mentoring and teachers' job commitment in public secondary schools in Anambra State.

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Table 3

Pearson (r) of the relationship between mentoring and teachers' job commitment in public secondary school in Anambra State.

Variables	N	Mentoring	Teachers' job commitment	Remark
Mentoring	488	1.00	4.38 ^{xx}	Moderate positive relationship
Teachers' job commitment	122	.438 ^{xx}	1.00	

^{xx} r (.438) = moderate positive relationship

Analysis from Table 3 showed the Pearson (r) of the relationship between mentoring and teachers' job commitment was .438 which showed a moderate positive relationship (r = .438, N =610). This indicated that there was a moderate positive relationship between mentoring and teachers' job commitment in public secondary schools in Anambra State.

Hypothesis 1

There is no significant relationship between workshop and teachers' job commitment in secondary schools in Anambra State.

Table 4:

Test of significance of correlation between workshop and teachers' job commitment in public secondary school in Anambra State.

Variables	N	r	r ²	p- value	Remarks
Workshop	488	.213 ^{xx}	.045	.187	Not Significant
Teachers' job commitment	122				

^{xx}correlation is not significant at the 0.05 level (2- tailed)

Table 4 displayed that at 0.05 level of significance, the calculated r was .213 with a p-value of .187 which was greater than 0.05 alpha level. Since the p-value of .187 was greater than 0.05, the null hypothesis was not rejected. This meant that the relationship between workshop and teachers' job commitment in public secondary schools in Anambra State is not significant.

Hypothesis 2

There is no significant relationship between conference and teachers' job commitment in public secondary schools in Anambra State.

Table 5:
Test of significance of correlation between conference and teachers' job commitment in public secondary school in Anambra State.

Variables	N	r	r ²	p- value	Remarks
Conference	488				
		.906 ^{xx}	.820	.000	Significant
Teachers' job commitment	122				

^{xx} correlation is significant at the 0.05 level (2- tailed)

The analysis in Table 5 showed that the correlation between conference and teachers' job commitment was .906 and p-value of .000 which was less than 0.05 level of significance. Hence, the p-value of 000 was less than 0.05 level of significance, the null hypothesis was rejected. This study depicted that the relationship between conference and teachers' job commitment is significant.

Hypothesis 3

There is no significant relationship between mentoring and teachers' job commitment in public secondary schools in Anambra State

Table 6:
Test of significance of correlation between mentoring and teachers' job commitment in public secondary school in Anambra State.

Variables	N	r	r ²	p-value	Remarks
Mentoring	488				
		.438 ^{xx}	.191	.000	Significant
Teachers' job commitment	122				

^{xx} correlation is significant at the 0.05 level (2- tailed)

Analysis from Table 6 indicated that the correlation between mentoring and teachers' job commitment was .438 and p-value of .000 which was less than 0.05 level of significance. Since, the p-value of .000 was less than 0.05 level of significance, the null hypothesis was rejected. This implied that there is a significant relationship between mentoring and teachers' job commitment in public secondary schools in Anambra State.

Discussion of Findings

The results of the study revealed that the relationship between workshop and teachers' job commitment indicated a positive relationship. This indicated that organizing development programmes in schools for teachers does determine their level of commitment in schools. This is in line with Ekpoh, et al., (2015) which showed that, teachers who attend workshop perform effectively in their work concerning the subject content, classroom management, teaching

method and evaluation of students. This implies that when teachers' attain workshop, they learn new concept, which exposes them to new methods of doing things at the expense of their colleagues and in turn attract recognition from the management and they remain outstanding in schools.

Findings on the relationship between conference and teachers' job commitment in public secondary schools in Anambra State revealed that there is a very high positive relationship between conference and teachers' job commitment. This is in line with Obi cited in Akpan & Ita, (2015) assertion that proper conference organization brings about quality in the education industry.

Findings on the relationship between mentoring and teachers' job commitment in public secondary schools in Anambra State indicated that there is a positive relationship between mentoring and teachers' job commitment in public secondary schools in Anambra State. This is in line with Ronfeldt et al., (2018) who opined that mentoring gives teachers' opportunities to advance in their career which thus makes them more likely to stay in the job and reduces their truant nature.

The results of the test for significance of correlation of hypotheses showed that there is no significant relationship between workshop and teachers' job commitment and there is significant relationship between conference, mentoring and of teachers' job commitment in public secondary schools in Anambra State. Hence, the null hypothesis of no significance difference was rejected. This means that professional development helps to get teachers' committed to their work for the actualization of school set goals.

Conclusion

Professional development of teachers has showed to be important in educational system for the process of ensuring qualitative teaching and students' learning outcome. Therefore, it should be carried out regularly for the effective utilization of teachers and the actualization of school aims. The results of this study indicated that professional development of teachers positively and significantly relates with teachers' job commitment in public secondary schools in Anambra State.

Recommendation

Based on the finding and conclusion of this study, the following recommendations were made:

- 1 Policy makers and school administrators (principals) should constantly plan for teachers' development so as to inculcate in them the best teaching methodology needed in the teaching profession.
- 2 Teachers should be encouraged to participate in the development programmes organized in the school to enable them function effectively in attainment of educational goals.

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