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Instructors' Job Commitment: The Role of in-Service Course, Enugu State, Nigeria

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ABSTRACT

This study investigated the role in-service course plays in instructors' job commitment. The ex-post-facto of descriptive survey method was adopted for this study. The participants were 2403 teachers in registered private secondary schools in Enugu State, from which a sample of 480 respondents was selected using a stratified sampling technique. Two instruments for data collection were self-developed entitled "In-Service Course Questionnaire (ICQ) and the Instructors' Job Commitment Questionnaire (IJCQ). Face and content validity were employed in validating the instruments and further subjected to a reliability test, which yielded a coefficient of .78 and .89 respectively. Analysis was done using mean rating, standard deviation, ranking and coefficient of determination while Pearson *r* was used to test the hypothesis at a significance level of 0.05. Findings show that seminars, workshops, orientation, lesson study, classroom/school visitation, further study, study groups, online training, mentorships, peer coaching, teachers' conventions, and conferences were commonly used in-service course programs in private secondary schools in Enugu state. In addition, the level of instructors' job commitment in private secondary schools in Enugu state was high. Furthermore, there was a significant relationship between instructors' job commitment and in-service courses in Enugu State. Accordingly, it was recommended that school proprietors/proprietresses and principals of private secondary schools in the state of Enugu should routinely conduct intense and sufficient in-service course programs for teachers.

INTRODUCTION

Education is a fundamental human right. It is a social investment aimed at influencing the present and the future. Similar to other investments, it must adhere to the laws of a market that expects quality, relevance, durability, and a fair price in order to be desirable and enticing to its customers. As a basic human right, it is the obligation of the Nigerian government to provide proper education for its inhabitants. Public education systems in several developing nations, including Nigeria, encounter a number of obstacles. Curriculums are often out of date; textbooks and other teaching resources are sometimes in limited supply; student-to-teacher ratios are far higher than anticipated; and, among other issues, student retention rates and test scores are poor. Since the government may not be able to carry these issues and the expense of education on its own, private persons must get involved. There is accumulating evidence that private engagement in education may enhance efficacy in a cost-effective and equitable way (Olanrewaju, 2021). In Enugu state, however, private persons, missionaries, and organizations have started assisting the government in providing education for its inhabitants, so long as the established processes for establishing schools are followed. It is widely considered that private engagement in education may enhance pedagogical, technical, and managerial abilities at all educational levels. It seems that private schools have longer school days and school years, smaller class sizes, fewer teacher absenteeism, and more time for other topics. In addition, because of their greater management freedom, private schools may readily

implement new curriculum and program innovations as well as enhanced assessment methods. Among other methods, this may be achieved by examining their work plan and textbooks. This is done on occasion to reinforce the pupils' weak areas and improve their academic performance. Private schools in the nooks and crannies of Enugu State, Nigeria, seem to have a good impact on learning and parental participation in their children's education. In this regard, private schools have an edge over public schools. This benefit includes, among others, an expanded educational experience for pupils and a safe learning environment with a high level of discipline and respect between faculty and students. It may seem that there is a built-in accountability mechanism in schools due to the fact that parents are able to pick or switch their children's schools from public to private or private to private.

Despite its apparent benefits, private sector involvement in education needs a robust regulatory structure to assure instructors' commitment to high-quality instruction. Teachers see their dedication as part of their professional identity; it identifies them and their job, and gives them satisfaction (Berger & Van, 2018). In this research, commitment is utilized to identify instructors who are compassionate, committed, and take their jobs seriously from those who put their own interests first. It should be mentioned that a teacher's commitment to teaching is an affective or emotional response to their experience in a school environment. It may be seen as a learned behavior or attitude linked with teachers' professional conduct. Teachers choose their amount of desire to personally

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engage in a certain school setting or a specific group of pupils based on their emotional responses to the school environment.

The researcher views teachers' dedication as an investment in a specific vocation, in this instance, the performance of given teaching obligations. Additionally, it is the individual's desire to spend personal resources in the teaching endeavor. Commitment is a feeling of loyalty and steadfastness. In other words, the feeling of belonging at the heart of the notion of commitment will foster a link between the organization and its members, bringing them together around a shared value, goal, and culture. As a technique of survival, many instructors in Enugu State limit their devotion and engagement in the school, according to the study. In other instances, these educators choose to quit the profession entirely. For these reasons, teachers' commitment is a crucial predictor of teachers' job performance, absenteeism, burnout, and departure, in addition to having a significant impact on kids' accomplishments and attitudes toward school (Viozeza & Utami, 2021). Since the in-service course is believed to play a vital role in education, particularly in today's private schools, it might be correlated with instructors' work dedication.

The in-service course is basic instruction in skills relevant to the job description. In-service course for teachers is any formal information gained on the job. This training may take the form of an orientation, seminar, conference, or additional study. The in-service course is one means through which instructors may enhance their abilities, so enhancing their performance and, ultimately, their dedication to duty. It is one of the means through which companies train and develop their human resources. The in-service course for teachers is the process of providing instructors with functional and relevant skills and information in order to boost their productivity. In-service course is distinct from other types of training since it encompasses all of the training workers get over the course of many years of service delivery. The purpose of in-service course for teachers is to guarantee their continuing professional growth (Engetou, 2017). This is essential for schools that want to cultivate a professional workforce. Total Quality Management (TQM) principles suggest that continual training and quality in-service course should, through workshop trainees, increase the quality of programming for the professional development of teachers in the field.

A dedicated educator is never content with the information previously learned. Rather, they are always on the lookout for fresh ideas and methods to keep themselves current of contemporary educational breakthroughs (Prestridge, 2019). In-service course often satisfies the need for new skills, information, and ideas. In-service course is training that a teacher gets while still employed (Christiana & Olalekan, 2022). It assists the teacher in self-improvement, making him a better-equipped and more dedicated educator. Preparing teachers for the teaching profession is required since they have direct contact with

pupils and the current focus in education is on the kid. The researcher has discovered that in Enugu state private secondary schools, educating teachers professionally is a greater priority for any owner or proprietors/ proprietress who want the greatest and highest quality education for their institution. This might be due to the fact that this job is seen as demanding and crucial, and can contribute to a nation's rise and success in several sectors, such as productivity, creativity, entrepreneurship, and technical advancements. Wolf & Behrman (2018) found that private schools spend more in teachers' professional development than public schools, which has increased their work dedication. His findings also apply to private secondary schools in the state of Enugu. The researcher's experience demonstrates that although some private schools take the required steps to educate or develop their instructors professionally, others do not train their employees owing to budgetary constraints.

The most significant issue confronting private schools is the absence of a budget for teacher training and professional development opportunities (Bolapeju, Agboola, Emmanuel, & Offiong, 2018). Even though continual in-service course and development is necessary to keep up with the changing requirements of the profession, private school owners felt that instructors should be fully trained before being employed. The curriculum taught in Nigerian professional teaching degree programs may not be appropriate to real-world classroom conditions. In addition, the demands of students fluctuate and adapt in tandem with technological development. As a consequence of the shifting trend, instructors who participate in in-service course may take advantage of new chances and methods. Effective and continuous training courses for teachers may assist them in acquiring the skills and information necessary to meet the learning demands and difficulties of their pupils (Akachukwu 2012).

Teachers without the necessary qualifications and experience may not only compromise the delivery of education but also the quality of education provided to pupils. This is especially true for instructors with years of experience who are used to outdated teaching practices and have little drive to learn about current trends in education. If teachers are not provided with chances to learn and grow via training programmes, they may not be able to provide a quality education for the next generation, which should not be the case in 21st-century education. Currently in Enugu State, there are rumors that private schools are beginning to recognize the urgent educational need for teachers to receive adequate educational and professional training, knowledge, teaching skills, and competence in order to be able to dedicate themselves to the teaching profession. However, only a small number of schools may have taken an interest in the professional training of teachers. From a different angle, in-service course for teachers has been associated with the growth of work commitment. Denying any teacher this chance is tantamount to standing in the way of the

teacher's professional development and self-actualization. This might be disheartening, resulting in a drop in instructors' dedication. When instructors believe that they will be eligible for in-service course if they work hard and become more successful, they are more likely to be devoted to service delivery. Training is a continuous process that continues throughout an employee's whole career. When a teacher obtains (as a reward) the chance to participate in an in-service course program, the teacher will be motivated and, as a result, will be more devoted to ensuring that he or she warrants future training opportunities.

When there are chances for teachers who undertake in-service course to use the skills and information they have learned, it is possible to attain the commitment that results from in-service course. Findings reveal that instructors whose commitment to the teaching profession was poor before in-service course became highly engaged after being permitted to participate (Akinbode, 2019). In-service course for teachers might therefore be seen as a catalyst capable of accelerating good behavioral changes, enhancing their morale and work dedication. Drucker, referenced by Onasanya (2009), said that a company must provide the leaders of tomorrow today. The author further added that training is a sort of specialized education that aims to provide the trainee with the specific or specialized information, abilities, and attitudes he needs to function well in a certain professional role. In Nigeria, secondary school teachers are educated in university faculties of education.

Several studies have shown a correlation between staff training and production. Peretomode & Chukwuma, (2007) claimed that the lack of postgraduate programs in many Nigerian institutions of higher education necessitated a robust staff development program. He said that some colleges employ professors who are unfamiliar with the geography of the educational world and who have never been required to articulate their educational ideologies or teaching and learning perspectives. According to a research done by Dearden, Reed, and Reanen (2015), work-related training has a substantial association with employee commitment, as every one percent increase in training results in a 0.6 percent improvement in job commitment. Therefore, it is essential that instructors be empowered and strengthened via training so that they can teach effectively, be dedicated, and deliver excellent education throughout time (Nkedishu, 2020).

Statement of the Problem

Education is a basic human right for which states are responsible. But they do not have to be the only supplier. Private participation may augment governmental capacity to meet the rising demand for education while maintaining quality. According to scholars, for the private sector to be engaged, a robust regulatory framework is required to assure high quality and equality, while simultaneously stimulating investment and competition. To guarantee good quality, education stakeholders think

that teachers are the most important inputs and that their dedication to the teaching profession is crucial. They assert that teachers' dedication should be rewarded with incentives that foster investment, competitiveness, and production in private secondary schools. Employers of labor may utilize a variety of compensation packages to control the employment commitment of their staff. One of these is providing them with in-service course. It is possible to arrange in-service courses inside or outside of the institution. According to studies, some instructors want to enroll in many training programs in order to improve their skills, certification, recognition, and advancement opportunities. Denying any teacher this chance is tantamount to standing in the way of the teacher's professional development and self-actualization. This might be disheartening and result in a drop in teachers' commitment. When teachers believe that they will be eligible for in-service course if they work hard and become more successful, they are more likely to be devoted to service delivery. In light of the above, it is essential to investigate in-service course as a professional training program and instructors' job commitment in private secondary schools in the state of Enugu. The aim of this study was to investigate the relationship between in-service course and instructors' job commitment in private secondary schools, Enugu state, Nigeria. In specific term, the study was aimed at;

1. Identifying commonly used in-service course for private secondary school teachers in Enugu State.
2. Examining the level of instructors' job commitment in private secondary schools in Enugu State.
3. Examining the relationship between in-service course and instructors' job commitment in private secondary schools, Enugu state.

Research Questions

1. Which in-service course are commonly used for private secondary school teachers in Enugu State?
2. What is the level of instructors' job commitment in private secondary schools in Enugu state?
3. In-service course is not related to instructors' job commitment in private secondary schools in Enugu state.

Hypothesis

1. In-service course is not significant to instructors' job commitment in private secondary schools in Enugu state.

Methods

This study adopted the correlational survey method of the ex-post facto research design. The study population was 2403 teachers in registered private secondary schools in Enugu State, from which a sample of 480 respondents was selected using a stratified sampling technique. Two instruments for data collection were self-developed by the researcher entitled "In-Service Course Questionnaire (ICQ) measuring issues on in-service course available to teachers and Instructors' Job Commitment Questionnaire (IJCQ) to ascertain the level of teachers' commitment

in private secondary schools in Enugu State. In the In-service course Programme Questionnaire (ISTPQ), the respondents were meant to respond on four-point scale of Strongly Agree which was rated as 4, Agree rated as 3, Disagree rated as 2, and Strongly Disagree rated as 1. The four-point rating scales of Very High (VH) = 4 points, High (H) = 3 points, Low (L) = 2 points and Very Low (VL) = 1 point was used for Instructors' Job Commitment Questionnaire (IJCQ). The instruments were validated through experts' judgment and its reliability was established through split-half reliability test

and a coefficient of .78 and .89 were obtained respectively revealing high index reliability. Mean, standard deviation, ranking and coefficient of determination were used to answer research question while Pearson r was used to test hypothesis at significance level of 0.05.

RESULTS AND DISCUSSION

Results

Research Question One

Which in-service course are commonly used for private secondary school teachers in Enugu State?

Table 1: Mean rating, standard deviation and ranking on commonly used in-service course for teachers

S/No	Commonly Used in-service Course	Mean	SD	Ranking
1	Seminars	3.36	.63	1 st
2	Workshops	3.14	.73	2 nd
3	Orientation	3.02	.80	3 rd
4	Lessons study	3.02	.82	4 th
5	Classroom/school visitation	2.96	.89	5 th
6	Further study	2.91	.94	6 th
7	Study groups	2.65	.90	7 th
8	On-line training	2.63	.85	8 th
9	Mentorships	2.58	.87	9 th
10	Peer coaching	2.58	.82	10 th
11	Teachers' conventions	2.56	.94	11 th
12	Conferences	2.51	.84	12 th
13	Focused conversations	2.46	.92	13 th
14	Viewing educational videos	2.40	.87	14 th
15	Conference Audio tapes	2.27	.96	15 th
16	Video conferencing	2.06	.74	16 th

Source: Fieldwork; Benchmark = 2.50

Data in Table 1 shows Mean rating, standard deviation and ranking on commonly used in-service course for teachers. The result shows that respondents rated with mean scores of 3.36, 3.14, 3.02, 3.02, 2.96, 2.91, 2.65, 2.63, 2.58, 2.58, 2.56, 2.51, 2.46, 2.40, 2.27 and 2.06 on seminars, workshops, orientation, lessons study, classroom/school visitation, further study, study groups, on-line training, mentorships, peer coaching, teachers' conventions, conferences, focused conversations, viewing educational videos, conference audio tapes and video conferencing.

It can therefore be concluded that commonly used in-service course for teachers in private secondary schools in Enugu State includes; seminars, workshops, orientation, lessons study, classroom/school visitation, further study, study groups, on-line training, mentorships, peer coaching, teachers' conventions and conferences

Research Question 2

What is the level of instructors' job commitment in private secondary schools in Enugu state?

Table 2: Mean rating and standard deviation on level of instructors' job commitment

B(i)	Level of instructors' job commitment	Mean	SD	Remark
1	Punctual to class	3.31	.68	+
2	Regular to school	3.62	.56	+
3	Use of curriculum responsibly	3.45	.65	+
4	Meet the needs of individual students	3.12	.70	+
5	Actively contribute to the teaching profession	3.29	.65	+
6	Volunteer to help school administrator	3.06	.80	+
7	Express a desire to advance the school	2.97	.75	+

8	Listen to the suggestions of other teachers	3.00	.68	+
9	Show leadership skills	3.06	.78	+
10	Be a team player	2.91	.70	+
11	Request evaluations from school administration	2.56	.84	+
12	Being adaptable to the environment	3.16	.72	+
		3.13	.71	

KEY: + = high, - = low; Source: Fieldwork; Benchmark 2.50

Data in Table 2 shows the mean rating and standard deviation on level of instructors' job commitment. The result shows that respondents agreed on all the items with mean rating of 3.31, 3.62, 3.45, 3.12, 3.29, 3.06, 2.97, 3.00, 3.06, 2.91, 2.56, 3.16, 3.16 on punctual to class, regular to school, use of curriculum responsibly, meet the needs of individual students, actively contribute to the teaching profession, volunteer to help school administrator, express a desire to advance the school, listen to the suggestions of other teachers, show leadership skills, be a team player,

request evaluations from school administration, being adaptable to the environment, respectively. The average mean rating of 3.13 which is higher than the mean rating of 2.50 benchmark shows that the level of instructors' job commitment in private secondary schools in Enugu state was high.

Research Question 3

In-service course is not related to instructors' job commitment in private secondary schools in Enugu state

Table 3: Relationship between in-service course and instructors' job commitment

Variables	Mean	SD	R	r2	Remark
In-service course	2.69	0.85	.683	.466	Positive relationship
Instructors' job commitment	3.13	0.71			

Data in Table 3 shows relationship between in-service training programmes and instructors' job commitment. The result shows in-service training programmes with a mean rating of 2.69, SD=0.85 and teachers job commitment with a mean rating of 3.13, SD = 0.71. The r value of .683 shows that there is a positive relationship between in-service training programmes and instructors' job commitment. The r² value of .466 revealed that in-service training programmes is related to instructors' job

commitment by 46.6%. Thus, there is positive relationship between in-service training programmes and instructors' job commitment in private secondary schools in Enugu state.

Hypothesis one

In-service course is not significant to instructors' job commitment in private secondary schools in Enugu state. Data in Table 4 shows Pearson r on relationship between

Table 4: Pearson r on in-service course and instructors' job commitment

In-service course	Pearson Correlation	1	.683*
	Sig. (2-tailed)		.210
	N	480	480
Instructors' job commitment	Pearson Correlation	.683*	1
	Sig. (2-tailed)	.210	
	N	480	480

Keys: IC = In-service course, IJC = Instructors' job commitment, * Significant

in-service course as a professional training programme and instructors' job commitment. The result showed a strong positive relationship between in-service course as a professional training programme and instructors' job commitment with r=.683 and significance p=.210. Therefore, the null hypothesis which states that there is no significant relationship between in-service course as a professional training programme and instructors' job commitment in private secondary school in Enugu State was rejected. Thus, there is a significant relationship between in-service course as a professional training

programme and instructors' job commitment in private secondary school in Enugu State.

Findings revealed that seminars, workshops, orientation, lesson study, classroom/school visitation, further study, study groups, on-line training, mentorships, peer coaching, teachers' conventions, and conferences are commonly used in-service course programs in private secondary schools in Enugu state. This is coherent with the Cambridge professional development qualification (2014), which states that in-service course programs for teachers, such as mentorships, study groups, peer

mentoring, Lessons study, and classroom/school visits, are intended to maintain instructors' subject-matter expertise. Whether private secondary school teachers in the state of Enugu attend conferences or seminars, educate themselves alone, or join a collaborative learning community, ongoing professional development is crucial for providing high-quality education.

Okpara (2016) investigated the training needs of public and private high school teachers in Bangknok. According to the study, teachers preferred training in diagnosing students' learning needs, identifying students' personal needs and difficulties, organizing instruction for enrichment, developing multi-grade teaching skills, developing learning activities on subjects, adopting problem-solving skills, developing emotional intelligence skills, publishing research papers, conducting action research, and developing skills in total quality management. Consequently, instruction in the aforementioned competencies, which improve student performance and professional credentials, is vital. The optimal strategy is pragmatic. Similarly, Mduma & Mkulu (2021) revealed that instructors see in-service education as more effective when its content is based on their self-reported training needs. In addition, they identified the factors that might attract teachers to engage in in-service course programs. These factors include the following content and procedure-oriented preferences of teachers: competent resource persons, trainee participation in the training process, consultation with teachers to determine their needs, and support for teachers to implement new ideas/innovations obtained through in-service course programs.

Significant teacher learning is suggested by competent resource folks (Carstensen & Klusmann, 2020). Participation facilitates effective education because teachers participate in hands-on activities to minimize passive listening. Consultation with educators guarantees the applicability of the course. In conclusion, the need for learning applications is emphasized. Additionally, they agreed that it is not the duration of the program but rather the degree of satisfaction with the in-service course events that adds to the success of the training in the classroom. Likewise, they believed that student performance depends on the quality of education. Therefore, it is essential to improve teaching skills and instructional quality, as well as to customize their training to their individual work environment.

Finding show that the level of instructors' job commitment in private secondary schools in Enugu state was high. The reason for this is that the level of teacher commitment is one of the most significant factors of school staff performance and quality, especially in private schools. Teachers are required to arrive on time and consistently so that academic activities can begin on time, use curriculum responsibly, meet the needs of individual students, actively contribute to the teaching profession, volunteer to assist the school administrator, and demonstrate a desire to advance the school. Internal supervisors are

occasionally recruited to ensure that these responsibilities are carried out efficiently. This conclusion is consistent with the findings of Sikorska (2018), who discovered that greater levels of organizational commitment are characterized by fondness for one's work (affective commitment), fear of losing (continuance commitment), and a sense of responsibility to remain ("normative commitment"). According to Adebayo (2017), the high degree of commitment among instructors in private schools might be related to the fear of losing their job or the fines imposed on defaulters. It is a known truth that several private secondary schools in the state of Enugu penalize their instructors each term for tardiness to school or absence from duty without authorization from the proper authorities. Teachers at these private schools would not like to be subjected to such punishments; thus, they should perform what is expected of them.

In agreement with the conclusion, Meyer & Allen (2018) revealed that appointing internal supervisors led to a high degree of commitment among instructors. These supervisors ensure that the curriculum is covered in a responsible manner, that lesson notes are written effectively, that lessons are provided with the appropriate teaching aids, and that instructors are attentive to the requirements of their pupils. Educators who are loyal to their tasks are rewarded, while those who are not are questioned or dismissed of their positions after many warnings. As a consequence, there will be intense competition to be regarded as one of the finest teachers. In private secondary schools in the state of Enugu, the degree of teacher commitment would undoubtedly increase as a result of these activities.

The finding shows that instructors' job commitment was significant to the in-service courses. The reason for this finding is that instructors with appropriate in-service course have no motive to quit their current position. The provision of in-service course for professional development that prepares teachers with functional and relevant skills and knowledge is valued by educators. In turn, this increases the productivity, efficiency, and devotion of educators. According to Engetou (2017), the provision of in-service courses for professional growth and self-confidence development is appreciated by teachers. Therefore, denying a teacher this chance is equivalent to standing in the way of the instructor's professional development, self-actualization, and intrinsic devotion.

The result is also consistent with the findings of Akinbode (2019), who observed that instructors whose commitment to the teaching profession was poor before to in-service courses became extremely dedicated after being permitted to engage in such training. According to a research by Dearden *et al.* (2015), there is a substantial association between work-related training and employee commitment, as every one percent increase in training generates a 0.6 percent improvement in job commitment. It follows that the more instructors are involved in in-service courses, the more dedicated they become.

Onasanya (2009), who observed that in-service course is a sort of specialized education designed to equip the learner with the specific or specialized information, abilities, and attitudes he needs to successfully perform in a certain role on the job, concurred with this conclusion. The in-service course fosters attitudes of creativity in the teaching profession among instructors. Akinbode (2019) observed that innovative workers are devoted. These personnel are continually seeking more efficient methods to do even the most ordinary responsibilities. Such personnel should be respected by their employers, which should push them to generate better ideas and provide incentives for their accomplishments and inventions. In-service course provides teachers with new ideas to explore in the teaching-learning process, including classroom management, lesson delivery, note-taking, parent administration, and so on. It all contributes to greater commitment.

CONCLUSION

In-service course is intended for the school system's and education's overall human resource development. If instructors are to carry out their duties successfully and efficiently, they must get training in new skills and contemporary methods. The more the educational attainment of teachers, the higher the educational standard of the nation via superior instruction and greater dedication. No surprise the national Policy on Education (2014) said that no education level can surpass the caliber of its instructors. At-service training courses provided to teachers in private secondary schools in the state of Enugu include seminars, workshops, conferences, online training, orientation, mentoring, study groups, peer coaching, lesson study, classroom/school visits, teachers' conventions, and further study. A surprising factor that predicts successful performance and the accomplishment of a quality education is a competent instructor. Performance in education places a high premium on teaching dedication; when instructors are able to fulfill their professional teaching obligations or achieve educational objectives. Teachers' work dedication is a factor of the quality of education and academic achievement of pupils or schools; hence, it is high in private secondary schools in Enugu state. In addition, there was a substantial correlation between in-service course as professional development programs and teachers' work commitment.

RECOMMENDATIONS

Accordingly, it is recommended that proprietors/ proprietresses and principals of private secondary schools in the state of Enugu should routinely conduct intense and sufficient in-service course programs for teachers. The services of internal supervisors should be employed to monitor teachers' activities, thereby fostering a high level of teachers' commitment in private secondary schools in the state of Enugu; in order to maintain a significant correlation between teachers' in-service course

and job commitment, additional training programmes such as audio conferences and teachers' conventions should be implemented. Teachers at Enugu State's private secondary schools should be permitted to engage in in-service course. In addition, proprietors/ proprietresses might support exceptional instructors to attend seminars hosted in Enugu state capital to represent the institution.

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