

## IN-SERVICE TRAINING AS CORRELATE OF TEACHERS' JOB COMMITMENT IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

By

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### Abstract

The study examined in-service training as correlate of teachers' job commitment in public secondary schools in Anambra State. Two research questions guided the study and two null hypotheses were tested at 0.05 level significance. The study adopted correlational research design. The population of the study comprised 6598 teachers in 267 public secondary schools in the six Education Zones of Anambra State. A sample of 660 teachers was used for the study. Proportionate stratified random sampling technique was used for the study. The instruments for data collection were a researcher-structured questionnaire titled: Teachers' In-service Training Questionnaire (TISTQ) and Teachers' Job Commitment Questionnaire (TJCQ). The instruments were content validated while the construct validation was ascertained using Principle Component Analysis Approach. The reliability of the instruments were determined using Cronbach Alpha Coefficient method which gave coefficient values of 0.87 for teachers' part-time academic programme and 0.86 for teachers' seminar programme and 0.899 for teachers' job commitment. Pearson Product Moment Correlation Coefficient was used to answer the research questions and hypotheses. The study revealed that teachers' part-time academic programme and teachers' seminar programme have strong positive and significant correlation with teachers' job commitment in public secondary schools in Anambra State. Based on the findings, the study recommended that the government should encourage and fund teachers' participation in part-time academic programmes, seminars, and workshops that enhance their teaching skills and knowledge.

**Keywords:** *Part-Time Academic Programme, Seminar Programme, In-Service Training, Teacher, Job Commitment*



## Introduction

Education is an indispensable tool for developing individuals' skills and knowledge in order to contribute to societal development. The primary concern of education is the elevation of human conditions. Teachers play significant role in maintaining quality education and they are in the best position to make decisions that directly affect the well-being and academic achievement of students (Agogbua & Chukwudolue, 2022). All over the world, education is the key to development which clearly demonstrated that education. Teachers as part of the school resources are essential in the achievement of set educational goals (Ohamobi et al. 2024; Onyejekwe, Obi & Ohamobi, 2025). Teachers through their classroom activities facilitate the attainment of educational objectives. This is to say that the quality of education is largely determined by the level of teachers' job commitment.

Teachers' job commitment is one of the most essential elements that could facilitate the effective teaching required to enhance the academic achievement of students. Teacher commitment as defined by Njoku (2016) is an internal force and or passion that drive teachers to teach effectively. It is the emotional bond teachers demonstrate toward their assigned responsibilities. Teachers' commitment to their job could be determined by their proper execution of basic task and additional responsibilities assigned by the management, active involvement in school functions, punctuality to work, remaining in the school till the closing hour, willingness to help students to learn and regularity in school.(Ohamobi & Ekwe ,2024). Teaching cannot be conducted effectively without a passion for the profession. This, in turn, leads to higher job satisfaction and a lower turnover rate, contributing to the stability and quality of education in schools. In this study, teachers' job commitment is the teachers' complete dedication and devotion to their job, their loyalty to the school and its goals. In the light of these explanations, some schools of thought have also argued that teachers' job commitment can be improved through in-service training.

In-service training is the process of developing skills, habits, knowledge and aptitudes in employees for the purpose of increasing the effectiveness of employees in their present positions as well as preparing employees for future positions. Adama (2019) explained that teachers' in-service training is the professional development programmes designed for teachers to improve their teaching skills and stay updated with the latest educational practices while they are actively employed. Gabrscek and Roeders (2013) described teachers' in-service training as the continuous education and training that teachers receive while employed, aimed at refining their professional skills and adapting to new teaching technologies. This involves the formal and informal educational programmes offered to teachers to enhance their teaching skills and keep them updated with changes in the education sector. In this study in-service training is any planned programme of learning designed to improve the skills, knowledge and attitude of teachers. In-service training



can be acquired through academic part-time, seminar, workshop and online learning programmes. But this study focused only on part-time academic programmes and seminar programmes.

Part-time academic programme is one of the in-service programmes. It is a structured educational approach that combines academic coursework with periods of practical industrial experience relevant to student's field of study (Ike, 2015). As noted by Obi (2015), this type of programme enables teachers to continue their studies while taking on a lighter course load, specifically designed for those who must juggle education with work or other responsibilities. It provides a flexible learning option where teachers enroll in fewer courses each semester than in full-time programmes, allowing them to manage both personal and professional obligations. Additionally, academic part-time programme extend the timeline for degree completion, with classes often scheduled during evenings, weekends, or online, making them accessible to teaching profession. These programmes cater for individuals unable to commit to full-time studies due to various commitments, allowing them to progress at a pace that aligns with their unique situations. As teachers acquire new qualifications and skills, their job satisfaction and commitment tends to increase, as they feel more competent and capable of contributing to their schools' success (Ike, 2015).

Another channel through which teachers can acquire in-service training is through seminar programmes. Seminar programme is a series of academic sessions designed to facilitate in-depth discussions and analysis on specific topics, often led by experts and attended by students or professionals seeking advanced knowledge (Njoku, 2016). Seminar often feature experts, speakers or presenters sharing their knowledge and experiences. Okon (2015) defined a seminar programme as a structured series of meetings or workshops aimed at enhancing the skills and knowledge of participants within a particular field, often involving interactive activities and presentations. Tella (2017) described a seminar programme as a coordinated set of educational sessions intended to develop employees' competencies, covering various subjects relevant to the organization's goals and often featuring guest speakers and collaborative projects. In this study, a seminar programme consists of multiple sessions or panels focusing on specific themes or areas of interest, providing attendees with opportunities for networking, learning and professional growth through expert-led discussions. It also involves series of public lectures or workshops organized to educate and engage community members on various topics, promoting lifelong learning and civic participation.

Considering the explanations of the importance of in-service training programmes to teachers' job commitment, it is crucial that teachers receive opportunities for in-service training. This is essential in enhancing teachers' job satisfaction, motivation, and professional growth, ultimately leading to improved educational outcomes. Unfortunately, in Nigeria, the reality often falls short of this ideal. Many teachers face inadequate and limited access to professional development opportunities, which adversely affects their commitment and effectiveness in the classroom (Ogunleye, 2019). In Anambra State, the government has recruited 3,115 teachers into public primary and secondary schools, following the 2022 recruitment of 5,000 teachers by the



Soludo administration (Cable Newspapers, p. 26, 2024). This recruitment aimed to address the teacher shortage.

Simply recruiting more teachers may not be enough to ensure their retention or improve students' academic performance in external exams, as commitment remains an issue. The question arises: with Anambra State's recent recruitment, how long will these teachers remain? As UBEC noted, no State Government, including Anambra, has implemented programs like in-service training or online academic courses to enhance teachers' commitment (Thisday Newspaper, p.14, 2022). Without such development initiatives, the commitment of these newly recruited teachers could still be at risk. The researchers also observed that in secondary Schools in Anambra State, teachers' low commitment to work manifesting in inadequate coverage of scheme of work, persistent lateness to work, frequent conflict among themselves, poor classroom management and curriculum implementation could be as a result of lack of continuous development programmes. Ohamobi, Obi and Akulue (2025) insisted that low academic performance among some students is to be as a result of teachers' inability to commit their time to their job.

Despite the documented issues of limited in-service training, existing literature often treats these factor independently, overlooking their combined impact on teachers' job commitment in public secondary schools. This necessitates a comprehensive investigation into how in-service training collectively influence teacher dedication. Such research is particularly vital for Anambra State, where the sustainability of newly recruited teachers' commitment remains uncertain. This study aimed to address this problem by examining the in-service training as correlate of teachers' job commitment in public secondary schools in Anambra State.

### **Research Questions**

The study was guided by the following research questions.

1. What is the correlation between teachers' part-time academic programmes and teachers' commitment in public secondary schools in Anambra State?
2. What is the correlation between teachers' seminar programmes and teachers' commitment in public secondary schools in Anambra State?

### **Hypotheses**

The following hypotheses were formulated and tested at 0.05 level of significance.

1. Teachers' part-time academic programmes has no significant correlation with teachers' commitment in public secondary schools in Anambra State.
2. Teachers' seminar programmes has no significant correlation with teachers' commitment in public secondary schools in Anambra State.

### **Method**

The study adopted correlational research design. The study was carried out in Anambra State. The population of the study comprised 6,598 teachers in the 267 public secondary schools from the six Education Zones in Anambra State. The sample size of the study was 660 teachers. These selected teachers represented 10% of total number of teachers in public secondary schools



in Anambra State. Proportionate stratified random sampling technique was used to select 10% of teachers in the 267 public secondary schools in Anambra State. The instruments for data collection were Teachers' In-service Training Questionnaire (TISTQ) and Teachers' Job Commitment Questionnaire (TJCQ). The instruments were divided into section A and B. Section 'A' which has two clusters sought information on teachers' part-time academic programme and teachers' seminar programme; while section 'B' sought information on teachers' job commitment. The instruments were on four point rating scale of Strongly Agree (SA) (4 points), Agree (A) (3 points), Disagree (D) (2 points), and Strongly Disagree (SD) (1 point). The face and construct validity of the instrument was established by three experts; one from Measurement and Evaluation and two in Education Management. All the experts are all from the Faculty of Education, Chukwuemeka Odumegwu Ojukwu University. The questionnaire reliability was ascertained through a pilot test. The data collected were analyzed with Cronbach Alpha method and coefficient values of 0.87 for teachers' part-time academic programme, 0.86 for teachers' seminar programme, and 0.899 for teachers' job commitment. Out of 634 copies of the instrument administered to the respondents, 622 of the instrument were correctly completed and returned.

## Result

**Research Question 1:** What is the correlation between teachers' part-time academic programmes and teachers' commitment in public secondary schools in Anambra State?

**Table 1: Summary of the correlation between teachers' part-time academic programmes and teachers' commitment in public secondary schools in Anambra State**

Variables	N	Teachers' Commitment	Teachers' Part-Time Academic Programmes	Remark
Teachers' Commitment	622	1.00	.875**	Strong Relationship
Part-Time Academic Programmes	622	.875**	1.00	

Table 1 shows the summary of the correlation between teachers' part-time academic programmes and teachers' commitment in public secondary schools in Anambra State. The results revealed that the r-value was 0.875 with a sample size of 622 teachers. This implies that there is a strong positive correlation between teachers' part-time academic programmes and teachers' commitment in public secondary schools in Anambra State.



**Research Question 2:** What is the correlation between teachers' seminar programmes and teachers' commitment in public secondary schools in Anambra State?

**Table 2: Summary of the correlation between teachers' seminar programmes and teachers' commitment in public secondary schools in Anambra State**

Variables	N	Teachers' Commitment	Teachers' Part-Seminar Programmes	Remark
Teachers' Commitment	622	1.00	.721**	Strong Relationship
Seminar Programmes	622	.721**	1.00	

Table 2 shows the summary of the correlation between teachers' seminar programmes and teachers' commitment in public secondary schools in Anambra State. The results revealed that the r-value was 0.721 with a sample size of 622 teachers. This implies that there is a strong positive correlation between teachers' seminar programmes and teachers' commitment in public secondary schools in Anambra State.

**Hypothesis 1:** Teachers' part-time academic programmes have no significant correlation with teachers' commitment in public secondary schools in Anambra State.

**Table 3: Summary of the correlation between teachers' part-time academic programmes and teachers' commitment in public secondary schools in Anambra State**

Variables	N	Teachers' Commitment	Teachers' Part-Time Academic Programmes	Sig.	Remark
Teachers' Commitment	622	1.00	.875**	.000	Significant
Part-Time Academic Programmes	622	.875**	1.00		

Table 3 shows the test of hypothesis five on correlation between teachers' part-time academic programmes and teachers' commitment in public secondary schools in Anambra State. The results revealed that the r-value was 0.875 with a p-value of 0.000 which is below the 0.05 level of significance. Thus, the null hypothesis was rejected while the alternative hypothesis was retained. This implies that there is a strong positive correlation between teachers' part-time academic programmes and teachers' commitment in public secondary schools in Anambra State.



**Hypothesis 2:** Teachers' part-time academic programmes have no significant correlation with teachers' commitment in public secondary schools in Anambra State.

**Table 4: Summary of the correlation between teachers' seminar programmes and teachers' commitment in public secondary schools in Anambra State**

Variables	N	Teachers' Commitment	Teachers' Part-Seminar Programmes	Sig.	Remark
Teachers' Commitment	622	1.00	.721**	.000	Significant
Seminar Programmes	622	.721**	1.00		

Table 4 shows the test of hypothesis six on correlation between teachers' seminar programmes and teachers' commitment in public secondary schools in Anambra State. The results revealed that the r-value was 0.721 with a p-value of 0.000 which is below the 0.05 level of significance. Thus, the null hypothesis was rejected while the alternative hypothesis was retained. This implies that there is a strong positive correlation between teachers' seminar programmes and teachers' commitment in public secondary schools in Anambra State.

### Discussion of Findings

The findings of research question one and test of hypothesis one revealed that there is a strong positive significant correlation between teachers' part-time academic programmes and teachers' commitment in public secondary schools in Anambra State. The assertion that there is a strong positive significant correlation between teachers' participation in part-time academic programs and their commitment in public secondary schools finds support in several studies, though it is not without contradictions. Chukwu and Nnamani (2020) that part-time academic programs provide teachers with opportunities for professional growth and skill enhancement, which, in turn, boost their job commitment. Eze and Nwafor (2021) findings attested that teachers who engage in academic programs often gain deeper subject knowledge and pedagogical skills, increasing their confidence and dedication to their roles. Similarly, Okafor and Umeh (2020) found that such programs enhance teachers' qualifications, positioning them for career advancement, which motivates them to remain committed to their institutions.

Contrarily, some studies question the sustainability of this correlation. Uche and Obi (2019) observed that while part-time academic programs may initially increase teachers' commitment, the associated workload and financial strain could lead to burnout or reduced focus on teaching duties. Nduka and Amadi (2022) argued that the benefits of these programs depend on the availability of institutional support, such as funding and flexible schedules. Without such



support, teachers may struggle to balance academic pursuits with their professional responsibilities, potentially diminishing their commitment.

These conflicting perspectives underscore that while part-time academic programs can positively impact teachers' commitment, their success depends on a supportive environment that addresses associated challenges (Okeke & Chukwuma, 2023). Policymakers in Nigeria should prioritize providing resources and incentives, such as tuition subsidies and study leaves, to help teachers fully benefit from these programs. By doing so, part-time academic programs can be leveraged to sustain and enhance teachers' commitment in public secondary schools.

The findings of research question two and test of hypothesis two revealed that there is a strong positive significant correlation between teachers' seminar programmes and teachers' commitment in public secondary schools in Anambra State. The claim that there is a strong positive significant correlation between teachers' seminar programs and their commitment in public secondary schools is supported by various studies, though it also faces contradictory perspectives. Nduka and Amadi (2022) found that seminar programmes serve as platforms for professional development, skill enhancement, and exposure to modern teaching strategies, which in turn foster teachers' commitment. Eze and Nwankwo (2021) findings noted that seminars equip teachers with updated knowledge and innovative teaching techniques, boosting their confidence and enthusiasm for their roles. Similarly, Okafor and Umeh (2020) found that participation in seminars fosters a sense of community and collaboration among teachers, enhancing their dedication to organizational goals. Teachers who frequently engage in seminars are more likely to stay committed as they perceive their professional growth is being prioritized.

Conversely, some studies question the direct link between seminar participation and commitment. Nduka and Amadi (2022) found that the effectiveness of seminars depends on their relevance and frequency. Teachers may view poorly organized or infrequent seminars as unproductive, leading to dissatisfaction and limited impact on their commitment. Additionally, Uche and Obi (2019) findings highlighted that inadequate funding or lack of incentives for attending seminars can diminish their effectiveness. Teachers burdened with seminar-related costs or those unable to see tangible career benefits may remain indifferent, regardless of their participation.

These contrasting findings suggest that while seminar programs hold potential for enhancing teachers' commitment, their success relies on proper planning, relevance, and institutional support (Okeke & Chukwuma, 2023). Policymakers in Nigeria should ensure regular, well-funded, and practically oriented seminar programs tailored to teachers' needs to maximize their impact on commitment in public secondary schools.

## Conclusion

In-service training play pivotal roles in influencing teachers' job commitment in public secondary schools. The availability of part-time programmes, and seminars, workshops further enhances teachers' professional development, equipping them with modern skills and pedagogical strategies that increase their effectiveness in the classroom. Based on the findings, the study concluded that in-service training positively and significantly correlate with teachers' job commitment in public secondary schools in Anambra State.

## Recommendations

1. Government should encourage and fund teachers' participation in part-time academic programs, seminars, and workshops that enhance their teaching skills and knowledge.
2. School management should promote and support online academic programs that offer teachers the flexibility to pursue further studies and professional development without disrupting their work schedules.

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