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Teachers' Development and Effective Commitment of Public Secondary Schools in Etche Local Government Area of Rivers State

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ABSTRACT

This research examined teachers' development and effective commitment of public secondary schools in etche local government area of rivers state. This research was guided with three (3) research questions and three (3) hypotheses, the correlational research design was adopted for this study. The population of the study consists of an estimated 1,231 teachers in Etche local government area, Rivers State. A Sample size of 302 teachers in Etche local Government Area using the Taro Yamen (1967) formular was used for this study. A self-designed questionnaire titled "Teachers' Development and Effective Commitment of Public Secondary Schools in Etche Local Government Area of Rivers State (TDECPSSSELGARS)" was used to elicit responses from the sample. The reliability of the instrument for data collection was tested using test-retest method. Pearson Product Moment Correlation (PPMC) was used to answer the research questions and also test the hypothesis at 0.05 level of significance. This study explores the relationship between teachers' development and their effective commitment in public secondary schools within Etche Local Government Area of Rivers State. Specifically, it examines how professional growth opportunities, training, and capacity-building initiatives for teachers influence their dedication, performance, and sense of responsibility toward achieving the goals of the schools.

Keywords – Teachers' development, effective commitment, professional training, professional growth, teacher motivation, educational effectiveness

INTRODUCTION

Education plays a pivotal role in the socio-economic development of any society, with teachers serving as the backbone of the educational system. Teachers' development is a crucial component for enhancing their professional skills, knowledge, and overall effectiveness in delivering quality education. In public secondary schools, particularly in Etche Local Government Area of Rivers State, the relationship between teachers' professional development and their effective commitment is essential for achieving educational goals and improving students' performance.

The concept of teachers' development encompasses a range of activities aimed at improving the knowledge, skills, attitudes, and competencies of educators. These activities include workshops, seminars, in-service training, mentoring, and continuous professional education (Oluwadare, 2022). Effective teacher development initiatives equip educators with innovative teaching strategies, technological skills,

and classroom management techniques, thereby enhancing their confidence and productivity. In turn, these improvements foster a sense of professional fulfillment, which is a key driver of effective commitment.

In Etche Local Government Area of Rivers State, public secondary schools face numerous challenges, including inadequate infrastructure, limited funding, and a lack of professional development opportunities for teachers. These challenges significantly impact teachers' motivation and commitment, resulting in suboptimal educational outcomes. Akpan and Umoh (2023) emphasize that teachers who are not exposed to regular training and development programs often experience burnout and dissatisfaction, which can hinder their commitment to their schools. Conversely, when teachers receive adequate training and support, they are more likely to exhibit higher levels of enthusiasm and dedication, contributing to improved school performance.

The link between teachers' development and their effective commitment is supported by several theoretical frameworks. Herzberg's Two-Factor Theory, for instance, identifies professional growth and recognition as key motivators that enhance job satisfaction and commitment (Herzberg, 1966). Similarly, Bandura's Social Learning Theory highlights the importance of continuous learning and skill acquisition in building self-efficacy, which is critical for sustained commitment (Bandura, 1977). These theories underscore the need for deliberate and structured efforts to develop teachers as a means of fostering their loyalty and effectiveness in public secondary schools.

The context of Etche Local Government Area presents a unique setting for examining the dynamics of teachers' development and effective commitment. This area, like many others in Rivers State, faces socio-economic and infrastructural constraints that affect the quality of education. The government and other stakeholders must prioritize teacher development initiatives to address these challenges and ensure that teachers are adequately prepared to meet the demands of modern education. Oghuvbu (2023) indicates that investment in teacher development has a ripple effect, enhancing not only teacher commitment but also student performance and overall school effectiveness, mentorship and support systems provided by teachers play a pivotal role in fostering effective commitment within public secondary schools. The research indicates that mentorship enhances teacher capacity, improves student outcomes, and strengthens organizational loyalty. Effective mentorship programs offer professional guidance, emotional support, and practical advice, which collectively contribute to teachers' job satisfaction and commitment to institutional goals.

Effective Commitment in Public Secondary Schools

Effective commitment refers to the emotional attachment, identification, and involvement of teachers in their schools. According to Eze and Okoro (2021), effective commitment reflects an individual's desire to remain a part of an organization due to a sense of belonging and alignment with its values and goals. In the context of public secondary schools, teachers with high levels of effective commitment demonstrate greater dedication, reduced absenteeism, and improved performance. However, the extent to which teachers are committed to their schools often depends on the level of support and opportunities for professional growth provided by the school management and relevant stakeholders.

Effective commitment in public secondary schools is a critical factor that influences the overall performance and stability of the educational system. According to Uche and Chika (2023), teachers with strong effective commitment are more likely to remain in their schools, exhibit positive attitudes toward their work, and contribute to a supportive learning environment. This form of commitment fosters collaboration among staff, reduces turnover rates, and enhances the delivery of quality education to students.

Research has shown that various factors contribute to effective commitment in public secondary schools. Adegboye and Amadi (2022) identify job satisfaction, professional development opportunities, and a supportive school climate as significant predictors of teachers' commitment. Teachers' career advancement significantly influences their level of organizational commitment and, by extension, the overall effectiveness of educational institutions. Career advancement opportunities, such as professional

development programs, promotions, and recognition, enhance teachers' motivation, job satisfaction, and loyalty to their schools. When teachers perceive that their efforts are acknowledged and that there is room for growth within the educational system, they are more likely to exhibit effective commitment, characterized by a strong emotional attachment, involvement, and a sense of responsibility toward the success of their schools. When teachers feel valued and have access to continuous professional development programs, they are more motivated to perform their duties effectively. Conversely, a lack of resources, poor leadership, and unfavorable working conditions can erode teachers' commitment and negatively impact student outcomes. Thus, fostering effective commitment requires deliberate efforts by educational stakeholders to address these challenges and create an enabling environment for teachers to thrive.

Statement of Problem

In recent years, the level of teachers' development in public secondary schools in Etche Local Government Area of Rivers State has become a significant concern, as it directly impacts their commitment to delivering quality education. Despite various efforts by government and stakeholders to improve education, many teachers lack access to professional development opportunities, such as training, career advancement, and mentoring programs, which are essential for enhancing their skills and motivation. This gap raises questions about how adequately developed teachers can remain effectively committed to their roles amidst challenges such as limited resources, poor working conditions, and inadequate recognition. Consequently, understanding the relationship between teachers' development and their level of commitment becomes crucial to addressing the persistent challenges faced by public secondary schools in the area.

Research Significance

The significance of this study lies in its potential to highlight the critical role of teachers' development in fostering effective commitment to teaching in public secondary schools in Etche Local Government Area of Rivers State. By examining how professional development initiatives, such as training, career advancement, and mentorship, influence teachers' dedication and performance, the study will provide valuable insights for policymakers, school administrators, and education stakeholders. The findings could guide the design and implementation of targeted strategies to improve teachers' capacity, job satisfaction, and commitment, ultimately leading to enhanced educational outcomes for students. Additionally, this research will contribute to the body of knowledge on teacher development and its importance in addressing challenges within the educational sector.

Purpose of the study

The purpose of the study is to examine Teachers' Development and Effective Commitment of Public Secondary Schools in Etche Local Government Area of Rivers State.

Objectives

1. To determine the relationship between teachers' professional training and the effective commitment of public secondary schools in Etche Local Government Area of Rivers State.
2. To examine the relationship between teachers' mentorship/support systems and effective commitment of public secondary schools in Etche Local Government Area.
3. To identify the relationship between teachers' career advancement opportunities and effective commitment of public secondary schools in Etche Local Government Area.

Research Questions

1. What is the relationship between teachers' professional training and the effective commitment of public secondary schools in Etche Local Government Area of Rivers State?
2. What is the relationship between teachers' mentorship/support systems and effective commitment of public secondary schools in Etche Local Government Area?
3. What is the relationship between teachers' career advancement opportunities and effective commitment of public secondary schools in Etche Local Government Area?

Hypotheses

H₀₁: There is no significant relationship between teachers' professional training and the effective commitment of public secondary schools in Etche Local Government Area of Rivers State

H₀₂: There is no significant relationship between teachers' mentorship/support systems and the effective commitment of public secondary schools in Etche Local Government Area of Rivers State

H₀₃: There is no significant relationship between teachers' career advancement and the effective commitment of public secondary schools in Etche Local Government Area of Rivers State

METHODOLOGY

The correlational research design was used for this study. The population of the study consists of 1,231 teachers in Etche local government area, Rivers State. A Sample size of 302 teachers in Etche local Government Area using the Taro Yamen (1967) formular was used for this study.

$$n = \frac{N}{1 + N(e)^2}$$

Where:

n= sample size

N= population size = 1,231

e = level of significance = 0.05

The sample size of this study is determined thus:

$$\begin{aligned} n &= \frac{1231}{1 + 1231(0.05)^2} \\ &= \frac{1231}{1 + 1231(0.0025)} \\ &= \frac{1231}{1 + 3.08} \\ &= \frac{1231}{4.08} = 302 \text{ approximately} \end{aligned}$$

A self-designed questionnaire titled "Teachers' Development and Effective Commitment of Public Secondary Schools in Etche Local Government Area of Rivers State (TDECPSSSELGARS)" was used to elicit responses from the sample. The reliability of the instrument for data collection was tested using test-retest method. Pearson Product Moment Correlation (PPMC) was used to answer the research questions and also test the hypothesis at 0.05 level of significance.

RESULT PRESENTATION

Research Question One: *What is the relationship between teachers' professional training and the effective commitment of public secondary schools in Etche Local Government Area of Rivers State?*

H₀₁: There is no significant relationship between teachers' professional training and the effective commitment of public secondary schools in Etche Local Government Area of Rivers State.

Table 1: Summary of PPMC on the relationship between teachers' professional training and the effective commitment of public secondary schools in Etche Local Government Area of Rivers State.

		Teachers' Professional Training	Effective Commitment
Teachers' Professional Training	Pearson Correlation	1	.546**
	Sig. (2-tailed)		.000
	N	287	287
Effective Commitment	Pearson Correlation	.546**	1
	Sig. (2-tailed)	.000	
	N	287	287

****.** Correlation is significant at the 0.01 level (2-tailed).

Table 1 shows that the relationship between teachers' professional training and the effective commitment of public secondary schools in Etche Local Government Area of Rivers State is 0.546 while the R-square value is 0.298. This indicate that teachers' professional training account for about 29.8% relationship with effective commitment of public secondary schools in Etche Local Government Area of Rivers State. The sig value indicates that teachers' professional training relates to the effective commitment of public secondary schools in Etche Local Government Area of Rivers State (0.000). Hence, the null hypothesis one is rejected at 0.05 level of significance.

Research Question Two: *What is the relationship between teachers' mentorship/support systems and effective commitment of public secondary schools in Etche Local Government Area?*

H₀₂: There is no significant relationship between teachers' mentorship/support systems and the effective commitment of public secondary schools in Etche Local Government Area of Rivers State

Table 2: Summary of PPMC on the relationship between teachers' mentorship/support systems and the effective commitment of public secondary schools in Etche Local Government Area of Rivers State.

		Teachers' Mentorship/support systems	Effective Commitment
Teachers' Mentorship/support systems	Pearson Correlation	1	.729**
	Sig. (2-tailed)		.000
	N	287	287
Effective Commitment	Pearson Correlation	.729**	1
	Sig. (2-tailed)	.000	
	N	287	287

****.** Correlation is significant at the 0.01 level (2-tailed).

Table 2 shows that the relationship between teachers' Mentorship/support systems and the effective commitment of public secondary schools in Etche Local Government Area of Rivers State is 0.729 while the R-square value is 0.531. This indicate that teachers' Mentorship/support systems account for about 53.1% relationship with effective commitment of public secondary schools in Etche Local Government Area of Rivers State. The sig value indicates that teachers' Mentorship/support systems relate to the effective commitment of public secondary schools in Etche Local Government Area of Rivers State (0.000). Hence, the null hypothesis one is rejected at 0.05 level of significance.

Research Question Three: *What is the relationship between teachers' career advancement opportunities and effective commitment of public secondary schools in Etche Local Government Area?*

H₀₃: There is no significant relationship between teachers' career advancement and the effective commitment of public secondary schools in Etche Local Government Area of Rivers State

Table 3: Summary of PPMC on the relationship between teachers' career advancement and the effective commitment of public secondary schools in Etche Local Government Area of Rivers State.

		Teachers' Advancement	Career Effective Commitment
Teachers' career advancement	Pearson Correlation	1	.605**
	Sig. (2-tailed)		.000
	N	287	287
Effective Commitment	Pearson Correlation	.605**	1
	Sig. (2-tailed)	.000	
	N	287	287

****.** Correlation is significant at the 0.01 level (2-tailed).

Table 3 shows that the relationship between teachers' career advancement and the effective commitment of public secondary schools in Etche Local Government Area of Rivers State is 0.605 while the R-square value is 0.366. This indicate that teachers' career advancement account for about 36.6% relationship with effective commitment of public secondary schools in Etche Local Government Area of Rivers State. The sig value indicates that teachers' career advancement relates to the effective commitment of public secondary schools in Etche Local Government Area of Rivers State (0.000). Hence, the null hypothesis one is rejected at 0.05 level of significance.

Summary of Findings

1. Teachers' professional training relates to the effective commitment of public secondary schools in Etche Local Government Area of Rivers State.
2. Teachers' mentorship/support systems relate to the effective commitment of public secondary schools in Etche Local Government Area of Rivers State.
3. Teachers' career advancement relates to the effective commitment of public secondary schools in Etche Local Government Area of Rivers State.

DISCUSSION OF FINDINGS

The study investigated Teachers' Development and Effective Commitment of Public Secondary Schools in Etche Local Government Area of Rivers State. The findings of the study are here below presented and discussed in line with the research question and hypotheses.

Teachers' professional training and the effective commitment of public secondary schools in Etche Local Government Area of Rivers State

The result provided by the research question one and hypothesis one, shows the relationship between teachers' professional training and the effective commitment of public secondary schools in Etche Local

Government Area of Rivers State. The result showed that teachers' professional training relates to the effective commitment of public secondary schools in Etche Local Government Area of Rivers State. The study consolidated the previous research done by Akpan and Umoh (2023) emphasize that teachers who are not exposed to regular training and development programs often experience burnout and dissatisfaction, which can hinder their commitment to their schools. Conversely, when teachers receive adequate training and support, they are more likely to exhibit higher levels of enthusiasm and dedication, contributing to improved school performance.

Teachers' mentorship/support systems and the effective commitment of public secondary schools in Etche Local Government Area of Rivers State

The result provided by the research question two and hypothesis two, shows the relationship between teachers' mentorship/support systems and the effective commitment of public secondary schools in Etche Local Government Area of Rivers State. The result showed that teachers' mentorship/support systems relates to the effective commitment of public secondary schools in Etche Local Government Area of Rivers State. The study consolidated the previous research done by Oghuvbu (2023), Mentorship and support systems provided by teachers play a pivotal role in fostering effective commitment within public secondary schools. The research indicates that mentorship enhances teacher capacity, improves student outcomes, and strengthens organizational loyalty. Effective mentorship programs offer professional guidance, emotional support, and practical advice, which collectively contribute to teachers' job satisfaction and commitment to institutional goals

Teachers' career advancement and the effective commitment of public secondary schools in Etche Local Government Area of Rivers State

The result provided by the research question three and hypothesis three, shows the relationship between teachers' career advancement and the effective commitment of public secondary schools in Etche Local Government Area of Rivers State. The result showed that teachers' mentorship/support systems relates to the effective commitment of public secondary schools in Etche Local Government Area of Rivers State. The study consolidated the previous research done by Adegboye and Amadi (2022), Teachers' career advancement significantly influences their level of organizational commitment and, by extension, the overall effectiveness of educational institutions. Career advancement opportunities, such as professional development programs, promotions, and recognition, enhance teachers' motivation, job satisfaction, and loyalty to their schools., when teachers perceive that their efforts are acknowledged and that there is room for growth within the educational system, they are more likely to exhibit effective commitment, characterized by a strong emotional attachment, involvement, and a sense of responsibility toward the success of their schools.

CONCLUSION

In conclusion, teachers' development is essential for fostering effective commitment in public secondary schools in Etche Local Government Area of Rivers State. When teachers are provided with opportunities for continuous professional growth, such as training, mentorship, and career-advancement programs, they become more motivated, skilled, and dedicated to their roles. This commitment translates into improved teaching practices, better student outcomes, and the overall effectiveness of the school system. Investing in teachers' development not only enhances their professional competence but also strengthens their loyalty and sense of responsibility toward achieving the goals of education in the community. Therefore, prioritizing teachers' development is a crucial step toward building a sustainable and effective educational system in Etche Local Government Area.

RECOMMENDATIONS

Based on findings from the study, the following recommendations were made;

1. Public secondary schools in Etche Local Government Area should prioritize regular and targeted professional training for teachers. Workshops, seminars, and certification programs should focus on equipping teachers with modern pedagogical skills and best practices.
2. Schools should create formal mentorship programs where experienced teachers provide guidance and support to less-experienced colleagues. Additionally, school administrators should establish open communication channels and provide emotional and professional support to teachers, as this will foster a sense of belonging and dedication to the school.
3. Policies should be implemented to encourage teachers' career growth, such as access to advanced degrees, promotions, and leadership roles. Providing clear pathways for career progression will increase teachers' motivation and long-term commitment to their schools, ultimately improving the quality of education in the region.

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