

RELATIONSHIP BETWEEN PRINCIPALS' SUPPORT FOR PROFESSIONAL DEVELOPMENT AND TEACHERS' JOB COMMITMENT IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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ABSTRACT

The study examined principal support for professional development as correlates of teacher's job commitment in public secondary schools in Anambra State. The study was guided by two specific purposes, two research questions and two hypotheses, tested at 0.05 level of significance. Correlational research design was adopted for this study. The population of the study comprised 6,598 teachers in 267 public secondary schools in the six-education zone in Anambra State. The sample for the study consists of 819 teachers' drawn using proportionate stratified random sampling technique. Two sets of instruments titled "Principals' support for Professional Development Questionnaire (PSFDQ) (Formal and Informal Professional Development) and Teachers Job Commitment questionnaire (TJCQ)" were used for data collection. The instrument was subjected to face and construct validity. The data collected from PSPDQ (Formal and Informal Professional Development) and TJCQ were tested using Cronbach alpha technique. 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 revealed that there is a high positive relationship between principals' support for professional development and teachers' job commitment in public secondary school in Anambra State. Based on the findings, it was recommended that School Management should seek support from the communities, school Alumni, Non-Governmental Organisations (NGOs) such as The Education Partnership Centre (TEP Centre) to support teachers' professional development and foster job commitment.