

In-service Training and Job Security as Determinants of Teachers' Job Commitment in Public Senior Secondary Schools in Abia State

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Abstract

The paper investigated in-service training and job security as determinants of teachers' commitment in public senior secondary schools in Abia State. There were two research questions and two hypotheses which guided the study. Correlation design was used for the study. The population of the study was 550 vice principals in 275 public senior secondary schools in Abia State out of which 275 vice- principals in 138 public senior secondary schools were sampled for the study using proportionate stratified random sampling technique. Two questionnaires were used for collection of data and they included a 16 item questionnaire titled 'In-service Training and Job Security Questionnaire' (ITJSQ) as well as a 15 item questionnaire titled 'Teachers' Job Commitment Questionnaire' (TJCQ). The questionnaires were face and content validated by two experts in the Department of Psychology, Guidance and Counselling, University of Port Harcourt. Cronbach alpha was used to estimate the reliability of the questionnaire with co-efficients of 0.75 and 0.74 for the sub-sections of ITJSQ and 0.86 for TJCQ. The questionnaires were administered by the researcher with the aid of two research assistants. Simple regression was used to answer the research questions while t-test associated with simple regression was used to test the hypotheses at 0.05 alpha level. The findings of the study showed a moderate positive relationship of $r=0.59$ between in-service training and teachers job commitment as well as high positive relationship of $r=0.68$ between job security and teachers job commitment in these schools. It was recommended based on the findings that teachers should be exposed to regular training programmes such as conferences and seminars to enhance teachers job commitment.

Keywords: *In-service, Job Security, Commitment, Secondary, Abia State*

Introduction

Teachers' commitment is an important subject in education industry. While teachers are not just expected to perform their roles, it is also expedient that they perform all their roles with commitment. Commitment refers to dedication to doing what is required for the achievement of predetermined goals. Teachers' commitment therefore refers to the willingness of teachers to participate and give their best towards the achievement of the goals of the school where they work. A committed teacher is one that is self-motivated; one that enjoys his job and shows signs of job satisfaction. Teacher commitment is *idiosyncratic*. It varies from one teacher to another. It therefore could account for the differences in the productivity and performance of different teachers working in the same or different schools. A committed teacher is likely to be more productive and resourceful as a teacher than a non-committed teacher (Igbogi, 2018). However,

the commitment of the teacher must come with the relevant reward package in order to achieve increased productivity. There are different reward packages that employers of labour can use to manage the job commitment of their employees. This includes exposing them to in-service training, ensuring job security among other factors.

Training of teachers is the process of inculcating functional and relevant skills into people. Salas, Tannenbaum, Kraiger and Smith-Jentsch (2012) defined training as educating technical and operational employees in how to better do their current jobs. Human capital development can be achieved through training and retraining of persons. In-service training is one of the methods of training and developing human capital for organizations. In-service training for teachers refers to the process of equipping teachers with functional and relevant skills and knowledge that will ensure increased teachers' productivity. In-service training differs from other forms of training because it is the totality of training which employees receive during years of service delivery. The rationale for teachers in-service training is that it ensures continuous professional development of teachers (Engetou, 2017). This is important for any school that intends to develop a professional work force.

Total Quality Management (TQM) principles propose that continuous training and retraining of workers will help organizations to maintain quality staff. An organization with quality staff will offer quality and satisfactory service delivery to their customers. In-service training improves teachers' capacity for job enrichment and job enlargement. In some organizations, in-service training received by employees is used as a criterion for promoting employees. In-service training therefore can be used as a form of reward for maintaining teachers' commitment to quality service delivery in the school. Secondary school managers can shortlist teachers that have rendered astounding service for training opportunities that will enhance their career proficiency.

In-service trainings can be organized within the school or outside the school. These trainings that happen within the school include; mentorship, coaching, supervision, job rotation, job enrichment, and so on. On the other-hand, in-service training can take place outside the school (Redd, Boccanfuso, Walker, Princiotta, Knewstubb & Moore, 2012). A good example is sponsored workshops and conferences. Such conferences and workshops can be organized by the government or any of its agencies, multinational companies, civil society groups and other stakeholders. These conferences and workshops are often geared towards improving teacher quality, promoting the implementation of change and innovation in secondary school delivery, or advancing solutions to emerging educational problems. Sometimes, during such sponsored programmes, participants are often given some form of financial incentives and certificates. The financial incentives no matter how little help participants (teachers) to cater for some of their economic and welfare needs.

The certificates on the other-hand raise teacher's self-esteem, market value and likelihood for recognition and promotion. Generally, training and professional development of employees raises their productivity (Aibiyei, 2014; Egbo & Okeke, 2006). When the productive capacity of teachers is raised, it can increase their self-esteem, morale and consequently commitment.

In-service training, allows them to earn, continuous learn and get rewarded for new knowledge and skills learnt. Some teachers desire to participate in several training programmes in order to enhance their skill, certification, recognition and promotion prospects. However, the problem of limited private resources and high cost of training programmes, limits teachers' participation. Teachers can be rewarded with opportunities to receive in-service training at a no-cost-burden on them or at highly subsidized cost. The management of in-service training

programmes and opportunities in secondary schools is necessary to ensure that clear-cut criteria for determining who should be qualified to be rewarded with in-service training opportunities should be well defined and this should be clearly communicated to the teachers. This is necessary for ensuring that there is fairness and unbiased reward of teachers with in-service training opportunities. In-service training and development is one of the ways teachers can achieve their need for career growth and self-actualization.

Denying any teacher such opportunity is like standing in the way of the achievement of the teacher's need for career growth and self-actualization. This could be demoralizing and can consequently cause teachers' commitment to decline. When teachers perceive that if they work hard and become more effective, they would merit opportunities for in-service training they are likely to be more committed towards service delivery. Training is a continuous process that continuous throughout the working period of an employee's career. When a teacher receives (as a reward) an opportunity to participate in an in-service training programme, the teacher will be motivated and would therefore become more committed so as to ensure that he/she merits future opportunities to receive further trainings. Teachers' commitment arising from in-service training can also be achieved when there are opportunities for teachers who undergo in-service training to apply what the skills and knowledge they acquired from the in-service training sessions.

The essence of management is to harness and optimise the use of available human and other resources. Secondary school principals are expected to act as school managers. Thus, teachers whose capacities have being improved through various forms of training should be assigned commensurate responsibilities to contribute towards the achievement of the goals of the school. Such opportunity to utilize newly learnt skills is a critical motivator in personnel management. This issue is critically considered when planning and managing in-service training as a reward for maintaining teachers' commitment. Learning is only a motivation when it is relevant and functional (Obioma, 2016). However, no matter how functional and relevant a skill and knowledge set may seem to be, if there are not opportunities to apply them, they become almost irrelevant and useless. When teachers are sent for in-service trainings, the school should ensure the requisite policies, facilities, technology and enabling environment is put in place to promote functional application of the learning outcomes of the in-service training.

In order to achieve higher level of teachers commitment, it is important for the right strategies to be adopted in training teachers for enhanced service delivery. Omar (2014) identified some of the strategies that must be adopted to include the following:

1. That in-service training shall be implemented according to a through, comprehensive and well organised plan that includes goals, objectives, strategies, activities, materials, assessment plan and program evaluation procedures that are well defined and co-ordinated with each other.
2. Each method and approach used in in-service training in schools must have its strong and weak points. Hence, to use the right methods or approaches should be suitable to the objectives, contents, ability of the participants and facilities available in the training program.
3. It is important that the content that is delivered should be suitable and be able to increase and develop the level of skills, knowledge and positive attitudes of teachers. In schools, the contents are more emphasized on the subject syllabus, the pedagogy of learning, teaching and learning strategies of certain subjects or skills and classroom management.

4. Another important aspect in conducting in-service training is what kind of materials and media is suitable and effective in delivering the course content. The choice of equipment and materials must be suitable with the contents and training objectives that will be presented. The materials and equipment must be evaluated from time to time to make sure its effectiveness and suitability.
5. In conducting in-service training in schools, time factor will affect the effectiveness of training. Too long of a training session will interfere with the teachers concentration while sessions held just after schooling time will not be suitable because teachers are tired after teaching. If it is conducted during weekend, some teachers would think that it is a holiday for them. Therefore, it is important to identify the most suitable time and session for training, teachers recommendation should be taken into account. This will make sure that teachers will be more ready and prepared to attend the training program (P. 7).

Based on the above recommendations, Hacer (2012) opined that the effectiveness of in-service training depends on the level of agreement between the trainers, the trainees and the resources required. When these resources are in agreement, the training session will be effective and this will in the long run boost the morale of teachers and increase their level of commitment. It is the expectation of every teacher to leave their place of work better than they came in and this can only be achieved through quality in-service training. This goes a long way to boost employee commitment in any organization.

Job security is important to employees. An employee's job is secured when the employee cannot be unfairly or unlawfully fired from his/he job. Job security also refers to a situation where organizations cannot sanction and demote an employee without following legally defined due process (International Comparative Legal Guide, 2019; Cole, 2005). Teachers, who contribute towards goal achievement in their school, expect that the school should reward them with job security. This means that the school should in recognition of their input, formulate polices that protects them from losing their job or from demoted to handle responsibilities below their capacity, qualification and experience. There are responsibilities that should be handled by beginning teachers and it may seem unfair to assign such responsibilities to an experienced teacher who has over the years of their career risen to the ranks of Directors.

Job security protects teachers from all forms of unfair labour practices or treatment from employers to their employees. Sometimes, in other to protect the interest of an organization or due to result scarcity or certain unplanned changes in the organization, the management may decide to cut-down on some of the rights and privileges of their employees. In other to ensure that organizations do not do this recklessly or unfairly, employees solicit for job security. Advocating for the members' job security is one of the major focuses of labour unions (Fashoyin 2011). Whether or not there are pressure from labour union, secondary school managers can reward the teachers with job security. There are several legal principles that can be adopted by school management to ensure that teachers are rewarded with job security. One of such principles is the principle of vicarious liability.

This principle presupposes that if a teacher takes any action un-behalf of the school or under the directive of the school management, the school or her management will bear the responsibility for the implication of such action. When a teacher perceives that he/she is rewarded with such dimension of job security the teacher will be motivated because it will be evident that

the management has faith in the teachers' judgement, discretion and capacity. Teachers that appear to be motivated by the actions and policy instrument of the school tend to be more committed than their colleagues who are not motivated. Job security of teaches makes them give their best to the school. When teachers realize that the school upholds the principle of vicarious liability, it encourages teachers to be dynamic, innovative and daring of challenging task. They give their best to the school because they know that the school can protect their job.

A job is a person's means of livelihood. People depend on their job to meet their needs. Hierarchy of needs theorists have outlines five levels of human needs that employees depend on their job to satisfy. These needs include; physiological needs, safety need, social needs, self-esteem needs, and self-actualization needs (Aruma & Hanachor, 2017; Castetter, 2006). With a job (opportunity to work and learn an income and other incentives) a person can meet all of the five levels of human needs. The fear of losing one's job is one of the biggest fears of employees (including teachers). No matter how meagre the salary and other incentives, people have value for their job and therefore wishes that there is job security in the workplace. Daud (2017) supported by Aswathapa (2002) noted that job security is important to personnel because it gives them opportunity to lawfully seek redress when they are in any way treated unfairly by their employers.

Rewarding teachers with job security increases their stake in the school. Since they cannot be unfairly removed from the school, it becomes part of their personal interest to be committed and to contribute their best towards goal achievement in the school. Employees that work in places where there are no job security, show signs of job disengagement and lack of commitment. They assume that they can be laid off any day or demoted from positions they have risen to. They are in fact mentally prepared to leave the organization any day they are fired than they are mentally prepared to continue to work for the organization. Secondary school managers, who fail to reward their teachers with job security, will likely witness teachers' apathy in issues that concerns effective and efficient administration of the school and its development.

There is a positive relationship between job security and job satisfaction (Araya & Haiyan, 2015). It is the duty of secondary school managers to ensure that teachers experience job satisfaction. It is when teachers have job satisfaction that they can become committed to the welfare of students and the school. Job security for teachers entails that the school cannot unfairly deny teachers their rights and privileges that are merited. For instance, the guarantee that if a teacher is due for promotion or is qualified for appointment into the office of a vice principal or principal, he/she will not be denied such entitlement, is part of the issues addressed when there is job security. Teachers who perceive that the management of the school is committed to offering them job security will have no reservation giving their best to the school so as to merit the rights and privileges that comes from such commitment.

One area where the issue of job security has continued to raises concern amongst educationists is the issue of whether or not there is job security for teachers who are not indigenes of the State that owns funds and manages the public school where they are recruited to serve. This issue is a critical one because the commitment of teachers that are non-indigenes of the State where they work can be low if such teachers are unsure of the security of their job and entitlements. Ezechukwu (2015) explains that certain State governors in Nigeria have set a negative precedent by laying-off employees who are not indigenes of their State. Such negative precedent sends fear across the hearts of teachers and could make them emotionally disconnected from their job. The

responsibility is on the State governments and school managers to reassure all teachers under their payroll (indigenes and non-indigenes) of job security.

Job security also implies that the roles and responsibilities assigned to teachers in the school should not be done based on any form of bias, favouritism, nepotism, ethnicity or any form of discrimination. This implies that in a secondary school where there is perceived job security, the school principals should not use any form of bias or discrimination to assign or withdraw responsibilities to/from teachers. Teachers should be treated with equality, fairness and merit. A teacher assigned a duty or position where he or she gets some form of incentives should not be removed from the duty or position because the principals wants to assign it as an act of favouritism to another teacher. When teachers' perceive that principals are bias when it comes to delegation of duties, teachers who feel that such bias negatively affects them may become nonchalant as they will expect only the favour ones to contribute their best to the school.

Akpan (2013) pointed out from his study that job security no doubt job security significantly predicts organizational commitment especially among teachers. According to Akpan, the job security of teachers especially University teaching staff is relatively stable. It was pointed out that it is this stable career prospect that helps to increase the commitment of these lecturers. Therefore, one can point out with no doubt that job security goes a long way to increase organizational commitment which will continue to rise as teachers feel that their job is more secured. The security of an employee's job is not an intrinsic benefit since it is beyond what the employee can offer for their personal use. The security of an employee's job is therefore an extrinsic reward and as such must be provided for the employee in order to boost their morale. Since job security is not at the prerogative of the employee, the employee is expected to feel more satisfied if he can achieve this important class of reward that is beyond his control. This is why job security contributes more to the commitment of employees to their job. One of the highest expectations of any employee from his place of work is the security of their job (Abdullah & Ramay, 2012). Therefore employees in any organization will be more committed to their job if they feel secured where they work. Job security therefore promotes commitment as it also goes a long way to create an emotional and mental balance which is required for employees to development commitment in their place of work.

Aim and Objectives of the Study

The aim of the study was to investigate in-service training and job security as determinants of teachers' commitment in public senior secondary schools in Abia State. Specifically, the study sought to:

1. investigate the extent in-service training contribute to teachers' commitment in public senior secondary schools in Abia State.
2. ascertain the extent job security contribute to teachers' commitment in public senior secondary schools in Abia State.

Research Questions

The following research questions guided the study

1. To what extent does in-service training contribute to teachers' commitment in public senior secondary schools in Abia State?
2. To what extent does job security contribute to teachers' commitment in public senior secondary schools in Abia State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. In-service training does not significantly contribute to teachers' commitment in public senior secondary schools in Abia State.
2. Job security does not significantly contribute to teachers' commitment in public senior secondary schools in Abia State.

Methodology

Correlation design was adopted for the study. The population of the study was 550 vice principals in 275 public senior secondary schools in Abia State. The sample for the study was 275 vice- principals in 138 public senior secondary schools in Abia State. The sample was drawn using proportionate stratified random sampling technique. Instrument used for collection of data was a 16 item questionnaire titled 'In-service Training and Job Security Questionnaire' (ITJSQ) as well as a 15 item questionnaire titled 'Teachers' Job Commitment Questionnaire' (TJCQ). for the dependent and independent variables of the study. The instrument was face and content validated by two experts in the Department of Psychology, Guidance and Counselling, University of Port Harcourt. Cronbach alpha was used to determine the reliability of the questionnaire with coefficients of 0.75 and 0.74 for the sub-sections of the independent variable of the study and 0.86 for the dependent variable. The questionnaire was administered by the researcher with the aid of two research assistants. Simple regression was used to answer the research questions while t-test associated with simple regression was used to test the hypotheses at 0.05 alpha level.

Results

Research Question One: To what extent does in-service training contribute to teachers' commitment in public senior secondary schools in Abia State?

Table 1: Simple regression analysis on the contribution of in-service training to teachers' commitment in public senior secondary schools in Abia State

Model	R	R Square	Adjusted R Square	Decision
1	.59	.35	.32	35% contribution

Table 1 reveals that the computed regression coefficient of R is .59 while the squared regression value was computed to be .35. This implies that in-service training contribute to teachers' commitment in public senior secondary schools in Abia State by 35% as indicated by the coefficient of determination. Therefore, the remaining 65% is accounted for by other factors.

Hypothesis One: In-service training does not significantly contribute to teachers' commitment in public senior secondary schools in Abia State.

Table 2: t-test associated with simple regression analysis on the contribution of in-service training to teachers' commitment in public senior secondary schools in Abia State

Model	Unstandardized Coefficients		Standardized Coefficient	T	P-Val	Alpha level	Remarks
	B	Std Error	Beta				
Constant	83.23	2.55		83.05	.00		
In-service training	3.69	1.10	.59	.44	.00	0.05	Hypothesis is rejected

Table 2 shows that standardized beta coefficient is .59. The t-value of .44 associated with simple regression is statistically significant at .00 when subjected to alpha level of significance of 0.05. Therefore, the null hypothesis three is rejected. By implication, in-service training significantly contributes to teachers' commitment in public senior secondary schools in Abia State.

Research Question Two: To what extent does job security contribute to teachers' commitment in public senior secondary schools in Abia State?

Table 3: Simple regression analysis on the contribution of job security to teachers' commitment in public senior secondary schools in Abia State

Model	R	R Square	Adjusted R Square	Decision
1	.68	.46	.43	46% contribution

Table 4.4a shows that the computed regression coefficient of R is .68 while the squared regression value was computed to be .46. This implies that job security contribute to teachers' commitment in public senior secondary schools in Abia State by 46% as indicated by the coefficient of determination. Therefore, the remaining 54% is accounted for by other factors.

Hypothesis Two: Job security does not significantly contribute to teachers' commitment in public senior secondary schools in Abia State.

Table 4: t-test associated with simple regression analysis on the contribution of job security to teachers' commitment in public senior secondary schools in Abia State

Model	Unstandardized Coefficients		Standardized Coefficient	t	P-Val.	Alpha level	Remarks
	B	Std Error	Beta				
Constant	76.67	2.58		99.31	.00		
Job security	.66	.63	.68	.87	.01	0.05	Hypothesis is rejected

Table 4 reveals that standardized beta coefficient is .68. The t-value of .87 associated with simple regression is statistically significant at .01 when subjected to alpha level of significance of 0.05. Therefore, the null hypothesis four is rejected. By implication, job security significantly contributes to teachers' commitment in public senior secondary schools in Abia State.

Discussion of Findings

In-Service Training and Teachers' Job Commitment in Public Senior Secondary Schools in Abia State

In-service training is an essential part of organizational efficiency in any organization. When teachers are trained, it gives them the opportunity of acquiring contemporary skills and knowledge that will enable them perform better on the job. For this purpose, teachers appreciate the provision of in-service training as a reward because it gives them the opportunity of acquiring additional knowledge and skills that can be used for future personal and professional development. The study respondents used for this study revealed that in-service training correlates with teachers job commitment at $r= 0.59$ implying a moderate positive relationship between the two variables. It is expected that in-service training should relate positively and highly with teachers job commitment. On the other hand, it is equally important to point out that teachers value in-service training differently. This was supported when Akpan and Ita (2015) reported that different programmes such as seminar, workshop, induction affects teachers in the same school differently. Teachers who aspire for career development may value in-service training more than those who have no plan for career development in their place of work; as such, these teachers will value in-service training differently as a determinant for their commitment on the job.

According to the findings of this study, in-service training contributes to teachers' commitment in public senior secondary schools in Abia State by 35% as indicated by the coefficient of determination. Nwakohu (2017) asserted from his study that it is through training that teachers confidence is enhanced at work. This shows a moderate level of relationship between the two variables. This also suggests the need for school administrator to consider better methods of training their employees if they want these employees to improve in their level of commitment at work. In the same vein, the null hypothesis three was rejected. By implication, in-service training significantly contributes to teachers' commitment in public secondary schools in Abia State. In-service training therefore has some level of influence on teachers commitment but to a certain extent. Educational researchers have revealed that in-service training programmes helps to build the self-confidence of teachers. When the confidence of teachers is enhanced on the job, they will not just become committed to their job, their level of productivity is also likely to increase.

The training of teachers has a multiplier effect on the general administration of the school. Teachers who are adequately trained are in a better position to manage their relationship with other teachers, stakeholders and learning resources at their disposal. It is the benefit that such training can offer that goes ahead to enhance the commitment of these teacher. When teachers receive adequate in-service training, they have little or no reason to leave their place of employment. Adesola, Oyeniyi and Adeyemi (2013) revealed in their study that the training received by teachers in the school goes a long way to affect their quality of work. The training received by the teacher builds the teachers confidence in the operations of the school and thereby limiting the teachers

plan to leave the school for other job opportunities. The in-service training received by the teacher also promotes innovativeness. When a teacher is innovative, it is either the teacher will be unwilling to leave the school or the school administrators will be unwilling to let the teacher leave. This gives the teacher some level of belongingness which also promotes their job commitment. Teachers who are trained are expected to perform better on their job and this goes to enhance the relationship between employees and their employers.

In-service training also enhances the scope of work that a teacher can do in the school. Osinbanjo, Kehinde and Abiodun (2012) said from their study that when teachers are trained regularly, they stay satisfied and contented at work. Training brings about information and it is the information at the disposal of a teacher that determines the volume of work that can be covered. When a teacher is properly trained, adequate information is gathered which can be used to carry out different work functions. When the teacher is adequately equipped with the skills and knowledge needed for discharging their administrative functions, commitment to work is enhanced to the advantage of the teacher and the school in general.

Job Security and Teachers' Job Commitment in Public Senior Secondary Schools in Abia State

One of the major factors that often determine whether or not a job seeker will accept an employment offer is the security of the job. The security of the job also goes a long way to determine the commitment of employees on the job. Supporting this position, the respondents used for the study agreed that the relationship between job security and teachers job commitment was $r = 0.68$ indicating a strong positive relationship between job security and teachers job commitment. It was also reported from the findings of the study that job security contributes to teachers' commitment in public senior secondary schools in Abia State by 46% as indicated by the coefficient of determination. This value reveals the strong influence that job security has on the commitment of teachers in public senior secondary schools in Abia State. Supporting this finding, Akpan (2013) pointed out in his study that teachers with job security show higher levels of job satisfaction.

It was revealed from the hypothesis of the study that job security significantly contributes to teachers commitment in public senior secondary schools in Abia State. Obinna (2016) showed from his study that principals who protect the job of their teachers get higher job commitment from these teachers. Job security entails that an employee should have some level of certainty as regards the duration of the job assigned to him or her. It also implies that the teacher should have some level of confidence that all things being equal, the job at hand will not be lost for any reason. It is the security of an employee's job that often influences the level of performance. When a teacher realizes that the job on ground is secured, it increases the level of morale on the job which also promotes performance in the long run. Teachers who have secured jobs also contribute more to the growth and development of the school since they are assured that they are building a career in their place of work.

Study has also revealed that teachers who have secured jobs are often more creative than those who do not. Khan, Ahmad, Akeem and Hamed (2011) asserted that when teachers have secured jobs, they have lesser complains at work which can affect their productivity. The reason

for this may not be far from the fact that when workers are sure that their job is secured, the worker is likely to invest his time, skill, knowledge and ability for personal and organizational growth and development. Workers feel committed when they have the impression that the organization is also concerned about their well-being. The relationship between the worker and the organization is mutual such that the employee shows commitment to the organization as long as the organization protects the interest of the employee. It is also important to note that given the high rate of unemployment crisis in the nation, teachers and other staff of formal organizations endeavour to put in their best for the success of the organization in order to avoid being sent into the unemployment market. The teacher is hence compelled to be well behaved and committed to assigned functions knowing that the failure to do so will be a treat to the present job. This helps to ensure that the teacher puts in their best into the job at hand and promotes their level of commitment.

It is equally important to point out the fact that when teachers are sure that they have a secured job, it promotes their level of innovativeness. Sangeetha and Sahu (2009) revealed from their study that job security of teachers is the most important determinant of a teachers work life. In order to remain on the job, the teacher has to give in their best service which includes being innovative to as to avoid being laid off. It is the competence and contribution of the teacher that contributes to their job security. The security of the teachers job is also a motivating factor since the teacher is aware that other benefits accrued to the job will get to them as long as they have a secured job. This promotes teachers overall participation in the entire work taking place in the school. The security of a teachers job goes a long way to affect the commitment of the teacher to the entire functions of the school as well as to stakeholders in the school.

Conclusion

It was concluded from the findings of the study that;

There was a significant and positive relationship between teachers' in-service training as well as job security and their job commitment in public senior secondary schools in Abia State.

Recommendations

The following recommendations were made based on the findings of the study:

1. In-service training such as; conferences, workshops, ICT training and seminars on the job and off the job training programme should be provided for teachers and made compulsory in order to improve the technical know-how of teachers and thereby enhanced their performance. The state government in line with the school administrators should make in-service training regular and compulsory for all staff to acquire new skills for carrying out their duties.
2. Labour agreement should be adequately adhered to by all the teachers and their employers. The agreement so reached would enable the teachers to be sure of their job security. This agreement should be reviewed by the government and labour unions from time to time in order to make teachers to be relevant in the school system and the society at large.

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