



An Examination of Professional Training and Development as a Determinant of Teachers' Job Satisfaction in Public Secondary Schools in Obio-Akpor Local Government Area of Rivers State, Nigeria

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Abstract

This study examined professional training and development as a determinant of teachers' job satisfaction in public secondary schools in Obio-Akpor Local Government Area of Rivers State, Nigeria. The study employed a descriptive survey design. Specifically professional training and development on teachers' job satisfaction in public secondary schools in Obio/Akpor Local Government Area of Rivers State, Nigeria. The study population comprised 1,297 teachers, from which a sample of 400(30%) was selected using stratified sampling. Data were collected using a researcher-designed questionnaire titled Professional Training and Development for Teachers' Job Satisfaction (PTDTJS), validated by experts and yielding a reliability coefficient of .760 through the test-retest method. The questionnaire consisted of demographic data and items on job satisfaction, scored on a 4-point Likert scale. Of the 400 distributed questionnaires, 400(100%) were retrieved and used for analysis. Descriptive statistics (mean and standard deviation) and t-test analyses were employed. Findings revealed that professional training and development significantly influence teachers' job satisfaction. The study recommends sustained investment in professional support to enhance teacher effectiveness and morale.

Keywords: Examination, Professional Training, Professional Development, Teachers, Job Satisfaction, Public, Secondary Schools, Obio-Akpor LGA., Rivers State, Nigeria.

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BACKGROUND TO THE STUDY

Teacher job satisfaction is a crucial factor influencing educational outcomes, particularly in public secondary schools. In Obio-Akpor Local Government Area (LGA) of Rivers State, Nigeria, professional training and development have been identified as significant determinants of teachers' job satisfaction. This study examined how professional training and development impact teachers' job satisfaction in public secondary schools within the region. Professional training and development encompass activities that enhance teachers' skills, knowledge, and competencies. In Obio-Akpor LGA, these activities include workshops, seminars, mentoring programs, and in-service training. Such programs are aimed to improve instructional delivery and adapt to evolving educational demands.

Anyanwu and Abe (2023) conducted a study on the influence of mentoring on teachers' instructional delivery in secondary schools in Obio-Akpor. Their findings revealed that one-on-one mentorship programs are prevalent and significantly enhance teachers' service delivery. The study recommended the implementation of structured mentoring programs to support teachers' professional growth.

Similarly, Asita et al. (2019) highlighted the importance of various professional development programs, including short-term courses, seminars, and workshops in enhancing teachers' instructional skills. These programs are essential for teachers to stay updated with new teaching methodologies and curriculum changes.

Professional training and development have a direct impact on teachers' job satisfaction. When teachers engage in continuous professional development, they feel more competent and confident in their teaching abilities, which may lead to increased job satisfaction. A study by Raji et al. (2018) examined the relationship between training and development, job satisfaction, and job performance among public primary school teachers in Nigeria. The study concluded that training and development significantly contribute to teachers' job satisfaction and overall performance. Although the study focused on primary schools, the findings are applicable to secondary schools in Obio-Akpor which emphasis the importance of professional development in enhancing job satisfaction.

Ololube (2011) reported that teachers training and development opportunities demonstrated improved teaching efficiency and effectiveness. The study emphasized the need for continuous education and lifelong learning to maintain high-quality teaching standards. However, in spite of the recognized benefits, several challenges hinder the effective implementation of professional training and development programs in Obio-Akpor. These challenges include inadequate funding, lack of access to training resources, and limited support from educational authorities.

Statement of the Problem

In recent years, public secondary schools in Rivers State, Nigeria, have experienced growing concerns regarding low levels of teacher job satisfaction. Despite the recognized importance of teachers in shaping educational outcomes, many educators report feelings of under appreciation, lack of motivation, and professional stagnation. One major factor contributing to this situation is the limited access to effective professional training and development opportunities. Many teachers in public secondary schools do not receive regular or relevant training to improve their instructional skills and career growth, leading to diminished enthusiasm and job dissatisfaction.

Inadequate training programs, poor implementation, and lack of institutional support further compound the issue. Consequently, there is a need to examine the extent to which professional training and development influence teachers' job satisfaction in public secondary schools across Rivers State. Addressing this problem is crucial for improving teacher morale, performance, and ultimately, the quality of education delivered to students.

Aim and Objectives of the Study

The study examined impact of professional training and development on teacher's job satisfaction in public senior secondary school teachers in Obio-Akpor Local Government Area of Rivers State. Specifically, the study sought to:

- Examine how professional training of teachers can serve as a motivational strategy to enhance their job satisfaction in public senior secondary schools in Obio-Akpor and Local Government Area of Rivers State.
- Examine how professional development enhances teachers' job satisfaction in public senior secondary schools in Obio-Akpor Local Government Area, Rivers State.

Research Questions

The following research questions guided the study:

- How does professional training of teachers enhance their job satisfaction in public senior secondary schools in Obio-Akpor and Local Government Area of Rivers State?
- How does professional development of teachers enhance their job satisfaction in public senior secondary schools in Obio-Akpor Local Government Area of Rivers State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

- There is no significant difference in the mean response rating of male and female teachers regarding their professional training and job satisfaction in public senior secondary schools in Obio-Akpor Local Government Area of Rivers State.
- There is no significant difference in the mean response rating of male and female teacher's regarding their professional development and their job satisfaction in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State.

LITERATURE REVIEW

Professional Training and Teachers Job Satisfaction

Professional training play vital role in equipping teachers with the necessary skills, knowledge, and attitudes to perform effectively in the classroom. In the context of public senior secondary schools in Rivers State, Nigeria. Professional training is particularly significant given the evolving educational landscape, curriculum reforms, and the increasing expectations placed on

teachers. Job satisfaction among teachers is a critical factor that influences do not only their performance but also student outcomes and the overall success of the educational system. Professional training serves as a key determinant of job satisfaction by promoting competence, career advancement, and a sense of value and recognition.

Firstly, professional training enhances teachers' competencies, which is a primary source of job satisfaction. According to Adnot et al. (2017), teachers who participate in regular and relevant training sessions develop stronger instructional strategies and classroom management skills. In Rivers State, where teachers often face challenges related to limited resources and large class sizes, the opportunity to acquire new teaching methodologies and technologies through training programs helps reduce work-related stress and boosts confidence. When teachers feel competent and capable, they are more likely to enjoy their work and remain committed to their profession.

Secondly, ongoing training opportunities contribute to career progression and professional growth, both of which are closely linked to job satisfaction. Teachers who are offered avenues for advancement through certifications, workshops, and advanced degrees often perceive their work environment as supportive and growth-oriented. As noted by Ingersoll and Strong (2011), professional training initiatives signal to educators that their contributions are valued, and their careers are worth investing in. In Rivers State, public senior secondary school teachers who benefit from structured training programs report a higher level of engagement and motivation in their roles.

Moreover, professional training fosters a culture of collaboration and peer support, which is instrumental in improving job satisfaction. Training workshops often bring together teachers from various schools, creating opportunities for networking, experience sharing, and peer mentoring. This collegial atmosphere can alleviate the feeling of isolation that teachers may experience, especially in under-resourced or rural areas of Rivers State. According to Avalos (2011), collaborative professional training helps build a sense of community and shared purpose among teachers, thereby enhancing their emotional well-being and job satisfaction.

In addition to improving instructional skills and fostering professional growth, training also contributes to the psychological empowerment of teachers. When teachers are equipped with the tools they need to succeed, they experience a greater sense of autonomy and control over their work. This empowerment leads to increased motivation and a positive attitude toward teaching. In the Nigerian context, where teachers often contend with bureaucratic constraints and policy instability, training serves as a buffer that enhances resilience and optimism (Ogunyinka et al., 2015).

However, the impact of professional training on job satisfaction depends largely on the relevance, quality, and frequency of the training provided. According to Ololube (2011), one of the challenges in Rivers State is the inconsistency in the provision of meaningful training programs. Some teachers report attending workshops that are poorly organized or unrelated to their specific teaching needs. For training to be truly effective, it must be continuous, needs-based, and aligned with current educational trends and policy directions.

Professional training significantly enhances teachers' job satisfaction in public senior secondary schools in Rivers State by improving their competencies, supporting their professional growth, fostering collaboration, and empowering them psychologically. It is essential for educational stakeholders, including government agencies and school administrators, to invest in and prioritize quality professional development programs. Doing so not only benefits teachers but also contributes to improved teaching and learning outcomes across the state.

Professional Development and Teachers Job Satisfaction

Teacher job satisfaction is a critical element in the effectiveness and sustainability of educational systems. In Rivers State, Nigeria, the professional development of teachers plays a pivotal role in enhancing their job satisfaction, especially in the context of secondary education. Professional development encompasses the wide range of activities such as workshops, seminars, mentoring, conferences, and in-service training that aim to improve teachers' skills, knowledge, and attitudes. When effectively implemented, these programs significantly contribute to increased motivation, confidence, and retention among teachers.

One of the primary ways professional development enhances job satisfaction is by improving teachers' instructional competence. When teachers are given opportunities to upgrade their pedagogical skills and learn new teaching strategies, they are better equipped to manage classrooms and engage students effectively. This competence leads to a sense of accomplishment and professional pride. According to Avalos (2011), teachers who receive regular and relevant training often express greater satisfaction in their roles because they feel more effective and valued in their profession. In Rivers State, where teachers often face challenges related to large class sizes, curriculum changes, and limited resources, ongoing training helps them adapt and perform more confidently.

Another key factor is that professional development fosters career progression and professional recognition. Teachers who participate in continuous learning activities are more likely to gain promotions, leadership roles, or specialization opportunities. This advancement not only enhances their professional profiles but also provides a sense of achievement and fulfillment. Ingersoll and Strong (2011) argued that professional development programs that are linked to career growth contribute positively to teachers' morale and satisfaction, as they feel their efforts are being rewarded and acknowledged. In many public secondary schools in Rivers State, such opportunities can serve as a motivating factor in a system where financial incentives may be limited.

Moreover, professional development promotes collaboration and community among teachers. Workshops and training sessions often bring educators together from different schools or regions, allowing for the exchange of ideas, shared experiences, and mutual support. This sense of belonging and collegiality reduces feelings of isolation, especially for teachers working in rural or underserved areas. As noted by Darling-Hammond et al. (2017), effective professional development includes collaborative learning, which builds trust and shared responsibility among educators. In Rivers State, such collaborative environments have been shown to contribute to a more positive school climate and greater job satisfaction.

Additionally, professional development programs empower teachers by involving them in decision-making and giving them a sense of autonomy. When teachers feel they have control over their instructional practices and are trusted as professionals, their motivation and job satisfaction increase. Empowered teachers are more likely to innovate and take ownership of their teaching methods. In Nigeria's educational context, where bureaucratic limitations can sometimes hinder teacher autonomy, professional development serves as a means of reclaiming professional agency (Ogunyinka et al., 2015).

However, for professional development to truly impact job satisfaction, it must be continuous, relevant, and tailored to the actual needs of teachers. Some teachers in Rivers State report that training programs are often generic or poorly implemented, leading to limited practical benefits. Therefore, stakeholders including the Ministry of Education, school

administrators, and teacher training institutions must work collaboratively to design and deliver meaningful professional development that aligns with both national standards and local realities.

However, Ololube (2011) noted that professional development significantly enhances teachers' job satisfaction in secondary schools in Rivers State by improving instructional competence, support career advancement, promote collaboration, and empower teachers. A strategic investment in well-structured, needs-based and sustainable training programs is essential for strengthening the teaching workforce and improving educational outcomes across the state.

METHODOLOGY

This study employed a descriptive survey design to investigate the impact of professional training and development on teachers' job satisfaction in Obio/Akpor Local Government Area of Rivers State. The choice of this design was appropriate as it enabled the researcher to gather and analyze data from a sample representative of the target population in a systematic and structured manner.

The target population consisted of all public secondary school teachers in Obio/Akpor Local Government Area of Rivers State, totaling 1,297 teachers. (Source: Planning Research Statistics Department, RSSSSB, Headquarters, Port Harcourt, March 2024). A stratified sampling technique was used to ensure equal representation of schools within Obio/Akpor LGA. Twenty public secondary schools were selected, from which 400 teachers approximately 30% of the population were randomly chosen to participate in the study. These responses formed the basis for the analysis.

Data were collected using a researcher-designed questionnaire titled Professional Training and Development for Teachers' Job Satisfaction (PTDTJS). The questionnaire comprised two sections: the first gathered demographic information such as school name, location, gender, age, marital status, salary scale, highest qualification, and years of service. The second section contained ten items related to job satisfaction, rated on a 4-point Likert scale: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1).

To ensure validity, the instrument underwent face and content validation by three experts in Educational Management from the Ignatius Ajuru University of Education, Nigeria. Their feedback guided necessary revisions to improve clarity and relevance. The reliability of the instrument was determined using the test-retest method. It was administered twice to a group of 30 teachers from the study area, with a two-week interval between administrations. The resulting reliability coefficient was .760, indicating a high level of consistency.

The researcher personally distributed the questionnaires to the 400 selected respondents across the sampled schools. Questionnaires completed on the spot were collected immediately, while others were retrieved later. All 400 questionnaires were successfully retrieved, yielding a 100% response rate for analysis. Descriptive statistics (mean and standard deviation) were used to analyze responses to the research questions. To test the formulated hypotheses, independent sample t-tests were applied at a .05 level of significance.

RESULTS

Answer to Research Questions

Research Question One: How does professional training of teachers enhance their job satisfaction in public senior secondary schools in Obio-Akpor Local Government Areas of Rivers State.

Table 1: Mean and standard deviation analysis of male and female teachers' responses on professional training and teachers job satisfaction in public senior secondary schools in Rivers State

S/N	Items	Male (N=173)		Female (N=207)		Mean Set	Remarks
		Mean	SD	Mean	SD		
1.	In Service training enhances teachers job satisfaction	2.95	1.06	3.07	0.87	3.01	Agree
2.	Re-training programmes in my profession gives teachers job satisfaction	3.04	0.94	3.19	0.66	3.12	Agree
3.	Opportunity to attend workshops enhance teachers job satisfaction	2.96	0.61	3.05	0.55	3.01	Agree
4.	Providing opportunity to attend conferences enhances teachers job satisfaction	3.56	0.78	3.72	0.58	3.64	Agree
5.	Opportunity to engage in excursion visits enhances teachers job satisfaction	3.59	0.85	3.69	0.78	3.64	Agree
6.	Creativity and taking new challenges enhances teachers job satisfaction	3.55	0.75	3.60	0.76	3.58	Agree
Aggregate		3.28	0.83	3.39	0.73	3.33	Agree

The results presented in Table 1 show the responses of male and female teachers on the role of professional training and development in enhancing job satisfaction in public senior secondary schools in Rivers State. The table analyzes six specific aspects of professional development, using the mean and standard deviation scores from 173 male and 207 female teachers.

The responses indicate a general agreement among both male and female teachers that professional training contributes positively to job satisfaction. All six items recorded mean scores above 2.50, which is typically considered the benchmark for agreement on a four-point Likert scale. Notably, both male and female teachers agreed that in-service training, re-training programs, workshops, and conference attendance play important roles in improving job satisfaction.

Among the items, the highest mean scores were observed in statements related to conference attendance (mean = 3.64), excursion visits (mean = 3.64), and opportunities for creativity and new challenges (mean = 3.58). These responses suggest that teachers place a high value on professional experiences that allow for exposure, growth, and innovation. These activities not only help them update their knowledge and skills but also increase their sense of fulfillment and motivation in the workplace.

In terms of gender differences, female teachers consistently reported slightly higher mean scores than their male counterparts across all items. For instance, the mean score for conference attendance among females was 3.72 compared to 3.56 for males, and for excursion visits, 3.69 for females versus 3.59 for males. Despite these minor variations, the general pattern of

responses remains consistent between the two groups, indicating a shared recognition of the importance of professional development.

The standard deviation scores were relatively low across all items, ranging from 0.55 to 1.06, suggesting a moderate to high level of agreement among respondents. Female teachers' responses also showed slightly less variability, which may reflect a more unified perception of the benefits of professional training.

Overall, the findings demonstrate that both male and female teachers perceive professional training as key determinants of job satisfaction. Activities such as attending conferences, engaging in excursions, and participating in workshops and creative challenges are especially valued. These opportunities not only improve teachers' competencies but also contribute to their professional fulfillment and overall satisfaction in the teaching profession.

Research Question Two: To what extent does professional development of teachers enhances their job satisfaction in public senior secondary schools in Obio Akpor Local Government Area of Rivers State.

Table 2: Analysis of responses on profession development of teachers and their job satisfaction in public senior secondary schools in River State

S/N	Items	Male (N=173)		Female (N=207)		Mean Set	Remarks
		Mean	SD	Mean	SD		
6.	Advancement and promotion in my job makes me good	3.16	0.89	2.97	1.00	3.07	Agree
7.	Providing opportunities for advancement in my job is good	3.23	0.86	3.18	0.84	3.21	Agree
8.	Receiving potential and personal growth in my job is my goal	3.14	0.62	3.09	0.54	3.12	Agree
9.	Achievement of my goals for excellence is my goal	3.74	0.51	3.76	0.51	3.75	Agree
10.	Recognition by my boss motivates me to work	3.73	0.71	3.69	0.79	3.71	Agree
Aggregate		3.40	0.72	3.34	0.74	3.372	Agree

Table 2 presents an analysis of male and female teachers' responses regarding the relationship between professional development and job satisfaction in public senior secondary schools in Rivers State. The table focuses on five key items that reflect various aspects of professional development, including promotion, personal growth, goal achievement, and recognition.

The responses from both male (N=173) and female (N=207) teachers indicate general agreement that professional development significantly contributes to job satisfaction. Each item recorded a mean score above 2.50, confirming that the respondents positively perceive the connection between professional growth and their job fulfillment.

The item with the highest mean score was "Achievement of my goals for excellence is my goal," which received a combined mean of 3.75 (3.74 from males and 3.76 from females), indicating a strong shared aspiration for excellence among teachers. Closely following this was the statement, "Recognition by my boss motivates me to work," with a mean of 3.71. These findings highlight that intrinsic motivations such as personal achievement, and extrinsic factors such as managerial recognition play crucial roles in teachers' satisfaction at work.

Other items, such as opportunities for advancement (mean = 3.21) and promotion (mean = 3.07), also received favorable responses, further emphasizing that growth opportunities are

essential components of job satisfaction for teachers. While male teachers generally reported slightly higher mean scores than their female counterparts on most items, the differences were minimal, suggesting that both groups share similar views on the importance of professional development.

Standard deviation values ranged from 0.51 to 1.00, indicating moderate variability in responses, with lower variability observed in items related to goal achievement. This consistency suggests a strong consensus among teachers on the importance of pursuing excellence and receiving recognition for their efforts.

The overall aggregate mean score of 3.37 reflects a positive attitude among teachers toward professional development as a driver of job satisfaction. In summary, the data in Table 2 reinforces the idea that teachers in Rivers State public senior secondary schools value advancement, personal growth, goal attainment, and recognition, all of which contribute significantly to their professional satisfaction and motivation.

Test of Hypotheses

Hypothesis One: There is no significant difference in the mean response rating of male and female teachers regarding their professional training and job satisfaction in public senior secondary schools in Obio-Akpor Local Government Area of Rivers State.

Table 3: T-test table showing the mean response of male and female teachers on professional training and job satisfaction in public secondary schools in Obio-Akpor Local Government Area of Rivers State

Variables	N	Mean	SD.	t-cal	t-crit	Df	Sig. Level	Decision
Male Teachers	173	3.86	0.80	4.72	1.96	398	0.05	Rejected
Female Teachers	207	3.10	0.84					

Table 3 presents the results of a t-test analysis comparing the mean responses of male and female teachers on the impact of professional training on job satisfaction in public secondary schools within Obio-Akpor Local Government Area of Rivers State. The aim of this analysis is to determine whether there is a statistically significant difference between the perceptions of male and female teachers on this subject. From the table, male teachers (N = 173) had a higher mean score of 3.86 with a standard deviation of 0.80, while female teachers (N = 207) had a lower mean score of 3.10 with a standard deviation of 0.84. The calculated t-value (t-cal) is 4.72, which is notably higher than the critical t-value (t-crit) of 1.96 at a 0.05 level of significance and 298 degrees of freedom.

Since the calculated t-value exceeds the critical value, the null hypothesis is rejected. This result indicates that there is a statistically significant difference in the responses of male and female teachers regarding the effect of professional training on job satisfaction. The implication of this finding is that gender plays a role in shaping teachers' perceptions of professional training and its impact on their job satisfaction. Specifically, male teachers appear to have a more favorable perception of how professional training enhances their job satisfaction compared to their female counterparts. This difference may be influenced by varying access to training opportunities, differences in career expectations, or levels of motivation between male and female teachers in the area.

The data shows a meaningful gender-based difference in how professional training is perceived in relation to job satisfaction, which highlighted the need for more inclusive and equitable training policies that address the specific needs and experiences of both male and female teachers.

Hypothesis Two: There is no significant difference in the mean response rating of male and female teacher's regarding their professional development and their job satisfaction in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State.

Table 4: T-test table showing the mean response of male and female teachers on professional development and job satisfaction in public secondary schools in Obio-Akpor Local Government Area of Rivers State

Variables	N	Mean	SD	t-cal	t-crit	Df	Sig. level	Decision
Male Teachers	173	3.28	0.83	1.22	1.96	398	0.05	Accepted
Female Teachers	207	3.39	0.73					

Table 4 displayed the results of a t-test analysis comparing the mean responses of male and female teachers on the relationship between professional development and job satisfaction in public secondary schools within Obio-Akpor Local Government Area, Rivers State. The objective of this test is to determine whether a significant difference exists between male and female teachers' perceptions of professional development as a factor influencing job satisfaction.

According to the table, female teachers (N = 207) reported a slightly higher mean score of 3.39 with a standard deviation of 0.73, while male teachers (N = 173) had a mean score of 3.28 with a standard deviation of 0.83. The calculated t-value (t-cal) is 1.22, which is less than the critical t-value (t-crit) of 1.96 at the 0.05 level of significance and 298 degrees of freedom, because the calculated t-value does not exceed the critical value, the null hypothesis is accepted. This indicates that there is no statistically significant difference between the responses of male and female teachers regarding the influence of professional development on job satisfaction.

This outcome suggests that both male and female teachers in Obio-Akpor Local Government Area generally perceive professional development to have a similarly positive impact on their job satisfaction. Despite the small difference in mean scores with females rating it slightly higher, the overall agreement across both groups reinforces the importance of professional development as a key factor in teacher satisfaction, regardless of gender.

Table 4 shows that male and female teachers hold comparable views about the role of professional development in enhancing job satisfaction. Therefore, professional development initiatives should be equally accessible and relevant to all teachers, as both genders benefit similarly from such opportunities.

DISCUSSION

Professional Training and Teachers Job Satisfaction

The findings of this study demonstrated that both male and female teachers perceive professional training as key determinants of job satisfaction. The data shows a meaningful gender-based difference in how professional training is perceived in relation to job satisfaction existed. These results are in line with Avalos (2011), Ingersoll and Strong (2011), Ogunyinka et al. (2015) and

Adnot et al. (2017). They noted that professional training enhances teachers' competencies, which is a primary source of job satisfaction. Teachers who participate in regular and relevant training sessions develop stronger instructional strategies and classroom management skills. When teachers feel competent and capable, they are more likely to enjoy their work and remain committed to their profession. Continuous training opportunities contribute to career progression and professional growth, both of which are closely linked to job satisfaction. Teachers who are offered avenues for advancement through certifications, workshops, and advanced degrees often perceive their work environment as supportive and growth-oriented.

Moreover, professional training fosters a culture of collaboration and peer support, which is instrumental in improving job satisfaction. Training workshops often bring together teachers from various schools, creating opportunities for networking, experience sharing, and peer mentoring. When teachers are equipped with the tools they need to succeed, they experience a greater sense of autonomy and control over their work. This empowerment leads to increased motivation and a positive attitude toward teaching.

Professional Development and Teachers Job Satisfaction

The findings indicate that the overall aggregate reflects a strong positive perception among teachers regarding professional development as a key contributor to job satisfaction. This suggests that both male and female teachers in Obio-Akpor Local Government Area recognize the significant positive impact that professional development has on their work satisfaction. These results are consistent with the findings of Ololube (2011), Avalos (2011), and Darling-Hammond et al. (2017), they emphasized that professional development enhances job satisfaction in secondary schools because it strengthens instructional competence, facilitates career progression, fosters collaboration, and empowers educators.

When teachers are provided with opportunities to refine their pedagogical skills and adopt innovative teaching strategies, they are better prepared to manage classrooms and effectively engage students. Ingersoll and Strong (2011) also noted that professional development initiatives aligned with career advancement significantly boost teacher morale and satisfaction, as they foster a sense of recognition and reward. Furthermore, effective professional development often involves collaborative learning, which cultivates mutual trust and shared responsibility among teachers.

In Rivers State, such collaborative practices have contributed to improved school climates and higher levels of job satisfaction. Empowered teachers are more likely to experiment with new instructional methods and take ownership of their teaching practice. Within the broader Nigerian educational system, where administrative challenges can restrict teacher autonomy, professional development plays a vital role in restoring a sense of professional agency (Ogunyinka et al., 2015).

CONCLUSION

This study has shown that both professional training play crucial role in enhancing teachers' job satisfaction in public secondary schools in Obio-Akpor LGA, Rivers State. The findings revealed that while male and female teachers alike value training opportunities, a significant gender-based difference exists in their perceptions of its impact. Professional training improves teachers' instructional abilities, boosts confidence, and promotes motivation, which is essential for long-

term job satisfaction. Likewise, professional development contributes to career advancement, collaborative learning, and empowerment are factors that create a supportive and growth-oriented work environment. When teachers are consistently supported through relevant training and development programs, they become more effective, committed, and satisfied with their roles. The study emphasized the need for sustained investment in teacher training and development to promote a thriving educational system in Rivers State and Nigeria at large.

Recommendations

Based on the findings from the study, the researches recommend that:

- Ministry of Education should strengthen the need to emphasize and further encourage professional training of teachers in Obio-Akpor Local Government Area.
- Ministry of Education should strengthen the need to promote and advance professional development of teachers in Obio-Akpor Local Government Area.

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