



# TEACHER COMPETENCY, COMMITMENT & JOB SATISFACTION. A REVIEW OF PRIMARY SCHOOL TEACHERS.

Dawi DalaMangari<sup>1</sup>, Mohammed Musa Gwoma<sup>2</sup>

<sup>1</sup> Department of General Studies Education, Kashim Ibrahim College of Education, Maiduguri (Nigeria).

<sup>2</sup> Department of Political Science Education, Kashim Ibrahim College of Education, Maiduguri (Nigeria)

## **Abstract**

*Education is the key in the transformation and success of any society. It also provides direction for meaningful growth to take place. Teacher is the engine room in the functioning of any school activity and plays a critical role in the advancement of the entire educational process. Commitment and competency of a teacher directly influence the satisfaction he derives from the job and also enhance the professionalism in his career as a teacher. This paper therefore examines the impact of teacher competency and commitment on the job satisfaction of primary school teachers in Borno State, Nigeria.*

**Keywords:** *Competency, Commitment, Job Satisfaction, Primary School Teachers.*

## 1. INTRODUCTION

Education is a key in making social transformation a reality. The consequence of poor quality instruction on learner results is devastating and amassed. On the other hand, the impact of quality instruction on learning outcomes are better than the one arising from learner's experiences. Over dependence on curriculum values and nationwide evaluation of policies without considering proper attention to the quality of educators seems to be inadequate to increase the progress in the performance of learners. Teachers work is not a simple task except great amount of specialized talents and commitment are instilled into teacher's disposition, coaching program will remain uncompleted. Teacher's effort involves hard work in and outside as well as constant collaboration with all stakeholders (parents and community members). For this reason, teachers need to be well trained to become competent in performing their job.

In a research conducted on making teachers happiness; Work contentment among elementary school tutors in rural northwest china in a study of teacher work contentment in underprivileged countryside in northwest china, the writer analyzed elements which lead to work contentment among teachers working in deprived rural populations. Survey conducted on village elementary school tutors, head teachers, and community elders in the year 2000 in Gansu was also analyzed. This write up examined whether new and old teachers have lesser degree of contentment. Additionally, writers noticed that female tutors, married tutors, tutors who are occupied higher positions and those

that share common feature communally and in conformity with their closesocieties are more contented. Edward <sup>[1]</sup> conducted a study “perceptions of elementary teachers regarding the relationships between the performance evaluation process and improvement of elementary teacher practices”, the investigation gave different results. Few of the important outcomeswere that teachers see the appraisal process about them as a progressivepractice is the one which advancesappraisal process as one on which enhances coachingexercise. Tutorsthought seeing the reason forappraisal process are for teacher development and growth, instead ofemployee’s decisions, it will in fact make progress teachingpreparation.

Gamoran<sup>[2]</sup>, in his study “School Effectiveness and school improvement”, establishedskill growthprospects are likely to enhance tutor’s knowledge of specialized commitment in schools, while activities which individualtutorspartake excluding other tutors in the school are not likely to be effective. Anotherconsequence of specializedgrowth in the institution level may be the formation and improvement of specialized competency. Specialized efforttends to reinforce tutor social connection.

Avila<sup>[3]</sup>, analyzed the impact of certaininstructionalcapabilities on higher elementary school pupils’successes. The reason was to find out ifsomecoachingabilitiesused in teaching will enhance students’knowledge. The modelcomprised controlled and newtutors and pupils in English and social studies lessons at higher elementary level. The informationwasexamined by using Analysis of Covariance. The results revealed that through employee growth activitiestutors can learn andrelateparticularcoachingskills during teaching, coaching skillscorrectly used in in the field will considerably increase the possibility that pupils will study effectively, tutors can also be taught to correctly use somecoaching skills and learn thevalues of education in classroom, the scheduled and regular application of coaching skills can be evenlyoperated in enhancing the knowledge cognitive levels; knowledge, comprehension and application.

Investigation conducted by Miller and John<sup>[4]</sup>, on “teachers in transition”. The researched on influence adultage on the workcontentment and discontent of tutors. Deliberations by prominenteducationalists from a Canadian school district about their work pleasure and displeasure, goals, and life changes indocumentedconversations supplied the maininformation for the observation of adult growth among tutors and managers.

Ramakrishnan<sup>[5]</sup>conducted a research “Job satisfaction of teachers at various levels” and discovered tutors in overall were contented with their work. Their workcontentment was brought about by several factors significant among was themanager’s approach and wages which were given prominence to working condition.

Investigation carried out by Srivastava<sup>[6]</sup> to find outconditions of elementary school tutorsin relation to workcontentment and specialized efforts of elementary school tutors, theconclusionsof the findings are; female elementary school tutorsenjoy greater satisfaction on their job than their male counterpart.

Specialized effort was valued more and greater than the satisfaction obtained from the job.



Female tutors were also found to be skillfully dedicated than their male counterpart.

## 1. DEFINITION OF MAJOR CONCEPTS

**1.1 Primary Education:** Primary education is the beginning of advancement of any educational system. To ensure that primary education becomes robust and endow the entire society, it is absolutely necessary to get qualified and committed teachers. But due to the conditions under which teachers are meant to operate, it makes impossible for them to be committed and get the desired results at the end. Teachers are confronted with many challenges which need to be attended to and improved upon holistically by the major stakeholders in the education sector. Since it is the responsibility of the teacher to transform the child in a socially acceptable manner, the society also has the responsibility to play a role in enhancing the status of teachers by placing them where they rightly deserve since education at the primary level is the foundation of any meaningful education. **Competency:** Instructional skills which comprise gaining and putting into practice the combined knowledge needed for effective teaching like lesson presentation, clarity in questioning, exploratory enquiries, illumination, steps of lesson, strengthening, sympathetic teen consciousness, diagnosing behavior, classroom management and control. **Capability growth** must a constant process in the organization. The skill based method tutor instruction, on its being interpreted into real exercise lead in success not only the presentation of the tutors but also assist in raising their position in society.

**1.2 Commitment:** Teaching is regarded as occupation. Teaching is not just a profession meant to get money for living, but it is a service to humanity. Teacher ought to be always dedicated to his job. Those who have selected teaching their occupation, need to obtain essential understanding and expertise without personal likes and sentiments attached. Professional commitment means the sensitivity of commitment among the people of a particular set to their job. This aspect involves the critical constituents which include egotism in one 's being in the teaching job and aspiration for professional growth. After linking the job, they need to totally comprehend and have to improve in understanding that it is a noble profession saddled with enormous tasks as the society hands over its younger ones to this system for their overall educational process. Teachers 'total involvement and devotion' is must for allowing the students acquire knowledge.

**1.3 Job Satisfaction:** Job satisfaction may be defined as an approach which result in the combination of many desired and undesired practices in relation to work. Work contentment is the outcome of several behaviors and approaches that influence by a worker to his work. These approaches are connected to precise issues such as wage, incentives of work, chances, working atmosphere and colleague. Job satisfaction came into fame by Hoppock<sup>[7]</sup> where he explained job satisfaction the mixture of mental, physical and ecological conditions that leads to a person in saying honestly 'I am contented with my job.'

## 1.4 Role of Primary Education:

Primary education is the largest sub sector of any education system and offers the unique opportunity to contribute to the transformation of societies through education of the young. However, the quality of

primary education has not kept abreast of the expansion in enrolment. Thus universal quality primary education continues to be a global concern and was high on the agenda for the World Education Forum. The reality is that there are millions of children out of school and of those in school, a substantial proportion of them either do not complete the cycle or leave without being permanently literate and numerate. Therefore, primary education continues to be a priority for all.

### **1.5 Role of Teacher in Primary Education**

Primary education is the stepping stone for the progress of the educational system in the country. To make primary education strong and to empower whole nation there is a rising need of well trained teachers who are competent and committed. Teachers are facing several problems today which need to be focused and worked upon as a holistic effort of the community. Teachers need satisfying and gratifying environment to perform their level best. As it is the teachers' job to mold the children in socially acceptable way, it is the job of society and state to raise the socio economic status of teachers and give them the respected position which they deserve. Teachers are entrusted by the community to shoulder the crucial responsibility of shaping the present generation for the future through the process of teaching and learning. Teachers can act as trail blazers in the lives of learners and in the process of education for development.

### **2.CONCLUSION**

Findings from the studies conducted by various researchers on this topic revealed that there seems to be association between competency and commitment on the job satisfaction of teachers at all levels of education. The position of the various scholars with regards to commitment, competency and job satisfaction clearly identified the relationship between these variables, and the significance of their connection to each other in boosting the morals and enhancement of satisfaction teachers derive on their jobs. In conformity with the findings of the aforementioned scholars, similar study conducted among primary school teachers in Borno State, Nigeria revealed that job satisfaction plays a significant role on the competency and commitment of elementary school teachers. Furthermore, it was also revealed that teacher's welfare, incentives and working environment serve as tool for higher motivation and guarantee greater job satisfaction which lead to enhanced productivity and better outcome in teaching and learning process. It is against this background that there is absolute need for all major stakeholders (Government, School Managers, Community Leaders and Non-Governmental Organizations) to rise up to the challenge by taking teachers welfare with all seriousness it deserves so as to further promote and sustain the growth and development of education.



**REFERENCES**

- [1] Edwards, K. (2004). Perceptions of elementary school teachers. *Dissertation Abstracts International*, 65(5), 1023
- [2] Gamoran.O. (2003). School effectiveness and school improvement 6(2),18-20. Retrieved from <http://www.reload.ac.uk/umass/edu/html>.
- [3] Avila. (1989). Teaching competencies of secondary school teachers. Sited in fourth survey of educational research by M. B. Buch. 2(1), 1016.
- [4] Miller & John. (2001). Teachers in transition. *Dissertation Abstract International*.62 (2), 1036
- [5] Ramakrishnan,D.(1989). Job satisfaction of college teachers. Sited in fifth survey of educational research by M.B. Buch, vol.2, 1221
- [6] Srivastava, (1986). A study of job satisfaction and professional honesty of primary school teachers. UnpublishedP.hD, Univeristy of Avadh.
- [7] Hoppock, R. (1935). *Job Satisfaction*, Harper and Brothers, New York, p. 47.