



## **Teacher's Competency, Professional Commitment and Working Conditions as Correlate to Job Satisfaction in Public Secondary Schools in Onueke Education Zone of Ebonyi State Nigeria**

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### **Abstract**

*The study examined teachers' competency, professional commitment and working Condition as correlate to Job Satisfaction in public secondary school in Ouueke Education Zone of Ebonyi state Nigeria. Three research questions and three hypotheses guided the study. Correlational survey research design was adopted for the study. The population of the study comprised all the 65 public secondary schools in Onueke Education Zone of Ebonyi State. There are 65 principals and 1,378 teachers totaling 1,443 teaching personnel from which 287 were selected using simple random sampling technique. The instrument for data collection was researchers- structured and experts validated questionnaire titled Teachers' Competency, Professional Commitment, Working Condition and Job Satisfaction Questionnaire (TCPCWCJSQ). The reliability of the instrument was determined using Cronbach Alpha and it yielded overall reliability coefficient alpha index of 0.84 which is considered suitable for the study. The copies of the questionnaire were administered directly and collected by the researchers and three research assistants. to ensure high rate of return of the instrument administered. Research questions were analysed using linear model regression while the hypotheses were tested using t-test of significant of at 0.05 alpha level. The results showed strong significant relationship between teachers' competency, commitment, working condition and job satisfaction among Public Secondary Schools teachers in Onueke Education Zone of Ebonyi State. The study concluded that teacher's competence, professional commitment and teachers working condition are very important factors to their job satisfaction. Based on the findings, the study recommended that government through the appropriate agencies and stakeholders in the Secondary Education system should ensure that teachers with prerequisite competence are engaged, teachers are committed to their duties and favourable working conditions provided for teachers to enhance their job satisfaction.*

**Keywords:** Teaching profession, competency, Professional commitment, Working conditions, Job satisfaction, secondary education

## **Introduction**

In Nigeria, the pivotal role of quality teachers in the provision of quality education at all levels is being recognized that is why the National Policy on Education provided that the goals of teacher education among others shall be to: provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations; and enhance teachers' commitment to the teaching profession (Federal Republic of Nigeria [FRN], 2014). Despite these laudable objectives of our education system to produce highly motivated, conscientious and efficient classroom teachers for all levels, it is no doubt to say that teachers of present day seem not to be satisfied in their job. This is evident from lack of recognition of the teachers in the society compared to the doctors, lawyers, police or any other Government servants (Marak, 2017). In his contribution, Nakopodia (2016) noted that unsatisfactory working condition and conditions of service were the major contributory factors that are militating against teachers' effectiveness in their job. He wondered how teachers who were faced with the challenges of inadequate fringe benefits, irregular staff promotion or non-promotion at all, denial of right of workers, delayed and unpaid salaries and allowances could be satisfied and committed to perform their job. These issues must have contributed to the readiness of secondary school teachers to move to other jobs with better prospects if they have any slight opportunity. It is in the light of this seemingly loss of glory accorded to teaching profession that the present study wants to find out whether teachers' competency, professional commitment and working conditions correlate with their job satisfaction.

Teachers who are entrusted by the society with the responsibility of shaping the present and future generation through the process of teaching and learning are facing several problems because of the modern changes in science and technology. This has made it imperative that teachers must be professionally competent, committed and be provided with conducive environment for them to perform their best. Teaching as a profession is not a simple job because any mistake made while teaching affect more than mistakes made by other professionals put together. This is why it is good to engage only the teachers who were adjudged to be competent and committed professionally. If teachers acquire professional competencies and commitment and empowered materially to perform their multiple tasks in the classroom, school and community in a genuinely professional manner, they would be more willing to work to bring about high-quality learning among students in cognitive, affective and psychomotor domains of human development (Basir, 2017).

Teaching competencies include the acquisition and demonstration of the composite skills required for student teaching like introducing a lesson, fluency in questioning, probing questions, explaining, pace of lesson, reinforcement, understanding child psychology, recognizing behavior, classroom management, giving assignment and evaluation of learning outcome (Shukla, 2014). Competency development must a continuous process in the organization. Good (1998) described teaching competency as the state of having demonstrating skills, abilities or aptitudes in the satisfactory execution of a learning task. He also defined teaching competency as suitable or sufficient skill, knowledge and experience for teaching purpose. Rajpal (2016) defined teaching competency as any single knowledge, skill or professional expertise which (1.) a teacher may be said to possess and (2) the possession of which is believed to be relevant to the successful practice of teaching. This implies that teacher competency means an effective performance of all observable teacher behaviour that brings about desired learners' outcomes. Although there is no

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generally acceptable definition of competency yet, many scholars agreed that it can be measured; that is why some teachers are classified as effective while other are not. Rajpal (2016) posited that competency as an individual characteristic can be measured or counted reliably and that it can be shown to differentiate significantly between superior and average performers, or between effective and ineffective performers hence he described competency as a set of behaviour patterns that an incumbent need to bring to a position in order to perform its tasks and functions in the delivery of desired result or outcome. This author identified five types of competency characteristics consisting of motives, traits, self-concepts, knowledge and skills.

From the foregoing definitions, competency can be summarized as an underlying characteristic of an individual that is causally related to criterion-referenced effective and/or superior performance in a job or situation. Job competency is a set of behavior patterns that a job incumbent needs to bring to a position in order to perform its tasks and functions with competence. A job competency can be a motive, trait, skill, self-concept, body of knowledge or an attribute that allows an individual to perform a task or activity within a specific function or job. Competency is usually determined by the profession which means that the competency characteristics of any worker are closely related to the professional demand of such work. It may suffice to say that one need to be committed to his or her profession in order to be considered competent.

Teaching is classified as profession. Teaching is not simply an occupation aimed at making money for livelihood but it is a social service for national development. A teacher should be permanently committed to his work as those who have chosen teaching as profession is expected to continually acquire necessary knowledge and skills with no personal likes and dislikes. Being a member of a profession means the feeling of dedication among the individuals of a group towards their profession which connotes commitment. In education, commitment involves two essential components namely-pride in one's being in the teaching profession and a strong desire for professional development. In fact, after joining the profession, teachers are made to fully understand that as long as they are there, they have to develop pride knowing that teaching is a Nobel profession charged with great responsibilities as the society hands over its children to them for their wholesome education. It is in the light of this belief that Teachers Registration Council [TRC] Act 31 of 1993 maintained that in all wise and noble vocations like teaching, the rule is seek first professionalism and every other desirable will be added unto you.

Professional commitment is recognized as a natural ingredient of teaching profession because commitment is a term that teachers frequently use to distinguish those who are caring, dedicated and those who take the job seriously from those who put their own interests first. Teacher's professional commitment is closely connected to teacher's work performance, absenteeism, burnout and turnover that in all positively or negatively influence students' achievement in their studies and attitude towards school generally.

Marak (2017) saw professional commitment as socio-psychological bonding of an individual to his group or organization, its goals and values or to his occupation or profession. He refers to a career focus form of work commitment as one of the important factors determining people's work behaviour. Professional commitment of the teachers represents different ways in which the teachers perceive, understand and conceptualize the phenomenon of commitment. Teachers' total involvement and devotion is must for empowering the students. During and even after school hours, a committed teacher's mind remains always occupied with thoughts of children, their growth, individually as well as collectively and improvement of their performance. Committed

teachers not only seek all round development of children put to their charge but also work hard for their own professional growth to contribute their best to the profession as teachers. They observe professional ethics befitting the nobility of the profession. Teachers' tolerance, humility and modesty could endear them to their pupils, to the community and the parents alike, thus enhancing their confidence in the total process of education. These qualities when considered along with the professional competencies of teachers would ensure their commitment and dedication to the profession at their very best. It believed that having professionally committed teachers would help to guarantee quality academic success for all the learners. Shukla (2014) described commitment as total organismic direction involving not only the conscious mind but the whole direction which is gradually achieved by the individual through a close relationship in which even unconscious tendencies are as much respected as conscious choices. In other words, it is a state of attachment that defines the relationship between an actor (an individual, a group or organization) and an entity (commitment target). Shukla (2014) identified five areas of teacher professional commitment. They are: Commitment to learner, Commitment to the society, Commitment to the profession, Commitment to attaining excellence for professional actions and Commitment to the basic values.

Commitment can result from a teacher's personal decisions, which is why it can be seen as a process. In this process, one decides among the alternatives of which he or she is aware, or has alternatives selected in the course of discharging one's duties. After the decisions or selection is made, the commitment is pursued with some degree of commitment strength, through pertinent situations, and until achieved. Many studies observed that male and female teachers differ significantly in teaching competency and their level of professional commitment (Sood & Anand, 2010; Lata & Sharma, 2016; Halima & Khalid, 2018). This implies that gender play significant role in determining how competent and committed a teacher would be.

Other studies on demographic factors that would influence teachers' professional effectiveness (competency), commitment and job satisfaction revealed that working condition is a critical factor. It was so considered because it is a major component of the organizational factors that affect employee's job satisfaction. Some researchers believe that some factors such as working conditions and organizational culture play a regulatory role in job satisfaction. Working conditions determines the quality of training, freedom and security which in turn affect teacher's satisfaction. Alyaha and Mbogo (2017) observed that workers are satisfied when the work place is orderly with adequate tools, materials and a favourable environment; while poor equipment and facilities may lead to tension and stress among employees. They were of the views that if working conditions are not conducive, hardworking employees who can find jobs elsewhere leave while mediocre employees would stay and that performance of workers is influenced by the surrounding. Teachers value physical surroundings that are safe, comfortable, close to home, clean, with adequate tools, equipment and buildings that are in good conditions. Halpert (2011) added that employees also prefer pleasant working conditions due to their desire for physical comfort and the desire for conditions that facilitate work goals attainment.

In the vein, Rajpal (2016) noted that social and economic conditions of teachers have effects on their performance; for instance, low salary, lack of facilities, status of teachers in society, teachers' mental health and morale, stress of work, relation with staff and head teachers, working environment have been indicated to have strong impact on female teachers' performance. Naturally, it seems that the level of teachers' motivation will reduce when there is poor social and economic condition in the place where the school is located. International Labour Organisation

[ILO] (2016) maintained that working condition cover a broad range of topics and issues from working time (hour of work, rest periods, and work schedules) to remuneration, as well as the physical conditions and mental demand that exist in the work place. In the context of this study, working conditions are circumstances such as wages, working hours, stress, and degree of safety or danger prevalent in a work place. Working conditions bother on basic need because what employees eat, wear and where they are greatly determined by the wages they collect. This also on the long run influence their job satisfaction or dissatisfaction (Suriansyah & Aslamiah, 2018).

Job satisfaction is the result of various attitudes possessed by an employee towards his job. These attitudes are related with specific factors such as salary, service condition, opportunity, working condition and colleague. The term job satisfaction was conceived by Shukla (2014) as any combination of psychological, physiological and environmental circumstances that causes a person truthfully to say, I am satisfied with my job. Job satisfaction is employees' emotional reaction to their job resulting from the incumbent's comparison of actual outcomes with what they desire (Marak, 2017). It is the extent to which employees are happy with their jobs. Akram, Malik, Sarwar, Anwer and Ahmad (2015) defined job satisfaction as an index of preference for the experienced job against outside opportunities conditional on information available at time. Marak (2017) posited that Job satisfaction is important in its own rights as a part of social welfare, and this (simple) taxonomy [of a good job] allows a start to be made on such questions as "In what respects are older workers' job better than those of younger workers? (And vice versa), who has the good job? And are good jobs being replaced by bad jobs? In addition, measures of job quality seem to be useful predictors of future labor market behavior. The term 'job satisfaction' here refers to what teachers feel about their work of teaching. Teachers' job satisfaction can significantly affect the school life's aspects with regards to their organizational commitment and job performance.

Workers' decisions about whether to work or not, what kind of job to accept or stay in, and how hard to work are all likely to depend in part upon the worker's subjective evaluation of their work, in other words on their job satisfaction. Shukla (2014) pointed out five contributing factors to job satisfaction, namely (a) working conditions, wage, managerial policies and strategies, quality of working environment, and different trends regarding working environment. Furthermore, Shukla (2014) identified mentally challenging work, working conditions, work group, supervision and incentives and rewards as factors that would influence job satisfaction. Wahyu, Nor, Karwono, Ihsan, Azlin and Aida (2018). believed that employees' job satisfaction is determined by the balance of work-role inputs (such as education, working time, and effort) and work-role outputs (such as wage, fringe benefits, status, task importance, and working conditions). In the same vein, Addimando (2019) noted that positive working conditions enhance teachers' commitment and willingness to remain in their job.

All these point to the fact that there are compelling needs to identify some factors that seem to be responsible for job satisfaction for further studies. It is on the above premise that the present study focused on finding out how teachers' competency, professional commitment and working conditions correlate with their job satisfaction.

### **Statement of the problem**

In Onueke Education Zone, teachers have become constant objects of ridicule whenever issues of welfare and working conditions are mentioned. Teachers complain of poor and deplorable working conditions as observed by insecurity, poor salaries, lack of incentives, stagnation in one position and so on. This may probably have led to increased number of transfer requests and teachers quitting the teaching profession for other greener pastures. The constant call for enhanced salary for teachers could be an indicator that teachers are not satisfied with the situation of affairs which would be transferred to not being effective and committed to guarantee their job satisfaction. Experience has shown that perhaps, the movement of teachers out of the teaching profession could be attributed to the fact that working conditions in schools are no longer friendly to teachers: salaries are low, training opportunities are rare thus, making teaching to be viewed in the society as a profession of low income and prestige. It is also alleged that teachers' attrition and retention are influenced by the interplay of practices, processes and factors that mediate a teacher's decision towards teaching as a profession. It is speculated that people are not satisfied in their job when the working conditions are favourable. One could imagine what will happen when a teacher is not satisfied in his job. A dis-satisfied teacher is lost not only to himself but also to the entire education system. A dissatisfied teacher spells disaster to the country's future.

Considering the prime position of education, there is need for recruitment and retention of competent and committed teachers and this is possible only when government makes an effort to provide conducive working environment for teachers. A committed employee is an asset of any organization and occupies the most important place in an organizational setting especially schools because they are in charge of the future of the nation. One of the goals of any good education system is not only to attract but also to retain competent and committed teachers. This could be possible through provision of facilitating working conditions for teachers to enhance their professional commitment and job satisfaction. Improvement in the quality of our educational system might require teachers who are trained, and who are aware of their duties so that they will perform their jobs with commitment. Teachers' job satisfaction affects various components of a job and is influenced by many other components of the educational process as it could lead to overall low performance of the education system. In the present study, efforts will be made to provide answers to how teaching competency, professional commitment and working conditions relate with the job satisfaction of secondary school teachers in Onueke Education Zone of Ebonyi state. The people of the zone are predominantly subsistent farmers, with few civil/public servants, petty traders and artisans. Due to their occupation, majority live in extreme poverty which make it difficult for them to access education especially beyond secondary school level. However, the introduction of free education in Ebonyi state public secondary schools is a major relief to the zone as more people can now afford it hence, the need for this type of research to find out how teacher's competency, professional commitment and working conditions correlate with their Job satisfaction for the sustainability of the free education programme.

### **Purpose of the study**

The main purpose of the study is to investigate teachers' competency, professional commitment, and working conditions as correlate to job satisfaction in public secondary schools in Onueke Education Zone of Ebonyi state. Specifically, the study will:

1. Find out the relationship between teachers' competency and job satisfaction in public secondary schools in Onueke Education Zone.

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2. Determine the relationship between professional commitment and job satisfaction in public secondary schools in Onueke Education Zone.
3. Examine the relationship between working conditions and job satisfaction in public secondary schools in Onueke Education Zone.

### **Research Questions**

The following research questions will guide the study:

1. What is the relationship between teachers' competency and job satisfaction in public secondary schools in Onueke Education Zone?
2. What is the relationship between professional commitment and job satisfaction in public secondary schools in Onueke Education Zone?
3. What is the relationship between working conditions and job satisfaction in public secondary schools in Onueke Education Zone?

### **Research Hypotheses**

The following hypotheses were tested at 0.05 alpha level

Ho<sub>1</sub>: There is no significant relationship between teachers' competency and job satisfaction in public secondary schools in Onueke Education Zone.

Ho<sub>2</sub>: There is no significant relationship between professional commitment and job satisfaction in public secondary schools in Onueke Education Zone.

Ho<sub>3</sub>: There is no significant relationship between working conditions and job satisfaction in public secondary schools in Onueke Education Zone.

### **Research methods**

The design employed in the study was correlational survey research design. Correlational survey design involves collecting data from a sample drawn from a large population in order to ascertain the relationships that exists between two or more variable (Abonyi, Okereke, Omebe and Anugwo, 2006). The design is justified for this study because the researchers tend to collect original and relevant data from the respondents (sample) and analyze them as they are without manipulation.

The study was conducted in Onueke Education zone of Ebonyi State. Onueke Education Zone is one the three education zones in Ebonyi State. Onueke Education Zone is made up of four local government areas: Ezza North, Ezza South, Ishielu and Ikwo respectively. Onueke Education Zone is bound with in the East by Abakaliki Local government Area, in the West by Afikpo South Local Government Area, in the North by Enugu State, while in the South by Cross River State. The people of the zone are predominantly subsistent farmers, with few civil/public servants, petty traders and artisans. Due to their occupation, majority live in extreme poverty which make it difficult for them to access education especially beyond secondary school level. However, the introduction of free education in Ebonyi state public secondary schools is a major relief to the zone as more people can now afford it hence, the need for this type of research to find out how teacher's competency, professional commitment and working conditions correlate with their Job satisfaction for the sustainability of the free education programme.

The population of the study comprised all the 1443 teachers including principals in 65 public secondary schools in Onueke Education Zone of Ebonyi State. There are 65 principals and 1,378 teachers totaling 1,443 principals and teachers in the zone. (Planning, Research and Statistics (PRS) Dept: SEB, Abakaliki 2020/2021 school year). The sample of the study comprised of 287 teachers. Multistage sampling techniques were used for sampling. In the first stage, schools in Onueke education zone were clustered into four on the basis of local government areas. Secondly, two local government areas were selected from the clusters using simple random sampling. Finally, 287 teachers representing 40 % of the 718 teachers in Ezza South and Ikwo local government areas were drawn for the study. Nwana (1981) recommended that if a population is a few hundreds, 40% sample will do if in many hundreds, a 20% sample will do.

The instrument for data collection was researchers- structured questionnaire titled Teachers' Competency, Professional Commitment, Working Condition and Job Satisfaction Questionnaire (TCPCWCJSQ). The instrument was face –validated to ensure the appropriateness of the items by three experts, one from Educational Measurement and Evaluation Unit of Science Education Department and two others were from Educational Administration and Planning unit in the Department of Educational Foundations, all of Ebonyi State University Abakaliki. The reliability of the instrument was determined using Cronbach Alpha and it yielded overall reliability coefficient alpha index of 0.84 which is considered suitable for the study. The copies of the questionnaire were administered directly and collected by the researchers and three research assistants who were adequately briefed on what they are expected to do. Research assistants were told to make themselves available, be civil and attend to any clarifications the respondents may require. This is to ensure high rate of return of the instrument administered.

Research questions were analysed using linear model regression while the hypotheses were tested using t-test of significant of at 0.05 alpha level.

## Results

**Research Question one:** What is the relationship between teachers' competency and job satisfaction in Public Secondary Schools in Onueke Education zone of Ebonyi State.

**Table 1: This table presented the Relationship between Teachers' competency and Job Satisfaction in Public Secondary School.**

Computed R	R.square	Adjusted R.square	Standard Error
0.513	0.263	0.261	3.7252

The result of the data analysis present in table 1 revealed that computed R is 0.513 implying that there is strong relationship between teachers' competency and job satisfaction among Public Secondary School Teachers in Onueke Education of Ebonyi State. It further presented that coefficient of determination  $r^2$  is 0.263 implying that 26% of job satisfaction is attributed to teachers' job competency.

**Research Question 2:** what is the relationship between professional commitment and job satisfaction among teachers of Public Secondary Schools in Onueke Education Zone of Ebonyi State?

**Table 2: This table presented the Relationship between Professional commitment and job satisfaction among teachers of public secondary schools in Onueke Education Zone.**

Computed R	R.square	Adjusted R.square	Standard Error
0.534	0.285	0.283	4.31230

The result of data analysis presented in table 2 reveal that computed R is 0.534 implying also that there is a strong relationship between teaching professional commitment and job satisfaction among teachers in Onueke Education Zone of Ebonyi State. It also presented that Coefficient of determination  $r^2$  is 0.285 implying 29% of job satisfaction is attributed to teachers' professional commitment among teachers of Public Secondary School in Onueke Education Zone of Ebonyi.

**Tale 3: This table presented the Relationship between teacher working conditions and job satisfaction in Public Secondary Schools in Onueke Education Zone of Ebonyi State**

Computed R	R.square	Adjusted R.square	Standard Error
0.548	0.300	0.298	4.66474

The result of data analysis presented in table 3 reveal that computed R is 0.548 implying that there is a strong relationship between teachers working conditions and job satisfaction in the Public Secondary Schools in Onueke Education Zone of Ebonyi State. It also indicates that the coefficient of determination  $r^2$  is 0.30 implying 30% of job satisfaction is attributed to teachers' working conditions among teachers of Public Secondary school in Onueke Education Zone of Ebonyi.

### **Hypotheses**

**Ho<sub>1</sub>:** There is no significant relationship between teachers' competency and job satisfaction in Public Secondary Schools in Onueke Education Zone of Ebonyi State.

**Table 4: This table presented the Significant relationship between teachers' competency and job satisfaction in Public Secondary Schools in Onueke Education Zone of Ebonyi State.**

Computed R	R.square	Adjusted R.square	Standard Error	Beta	T	Sig of T
0.513	0.263	0.261	3.7252	0.513	10.08	0.000

Summary of result analysis presented in table 4 reveals that the alpha level of 0.05 is greater than significant of t (0.000). Based on this, the researcher rejects the null hypothesis and concluded that there is strong significant relationship between teachers’ competency and job satisfaction in Public Secondary Schools in Onueke Education Zone of Ebonyi State.

**H<sub>02</sub>:** There is no significant relationship between professional commitment and job satisfaction in Public Secondary Schools in Onueke Education Zone of Ebonyi State.

**Table 2:** Significant relationship between teachers’ professional commitment and job satisfaction in Public Secondary Schools in Onueke Education Zone of Ebonyi State.

Computed R	R.square	Adjusted R.square	Standard Error	Beta	T	Sig of T
0.534	0.285	0.282	4.31230	0.534	10.654	0.000

Summary of result presented in table 5 reveals that the alpha level of 0.05 is greater than significant of t (0.000). Based on this, the researcher equally rejects the stated hypothesis and concludes that there is strong significant relationship between teachers’ professional commitment and job satisfaction in Public Secondary Schools in Onueke Education Zone of Ebonyi State.

**H<sub>03</sub>:** There is no significant relationship between teachers’ working conditions and job satisfaction in Public Secondary Schools in Onueke Education Zone of Ebonyi State.

**Table 6:** This table presented the significant relationship between teachers’ working condition and job satisfaction in Public Secondary Schools in Onueke Education Zone of Ebonyi State.

Computed R	R.square	Adjusted R.square	Standard Error	Beta	T	Sig of T
0.548	0.300	0.298	4.66474	0.548	11.056	0.000

Summary of result presented in table 6 revealed that the alpha level of 0.05 is greater than significant of t (0.000). Based on this, the researcher rejects the null hypothesis and concludes that there is strong significant relationship between teachers’ working conditions and job satisfaction in Public Secondary Schools in Onueke Education Zone of Ebonyi State.

## Discussion of Results

The findings of the study are presented under following sub-heading as shown below.

### **Relationship Between Teachers' Competency and Job Satisfaction**

The result of data analysis presented in table 1 revealed that there is significant relationship between teachers' competency and job satisfaction. This is because, the computed R is 0.513 and R. square yielded 0.263 approximately (26%). The finding of this study is in line with that of Akram et al's study in (2015) which revealed that competency of teachers could enhance their professional commitment and job satisfaction.

### **Relationship Between Teacher Professional Commitment and job satisfaction among teacher**

The result of data analysis presented in table 2 revealed that there is strong relationship between teachers' Professional commitment and job satisfaction among teachers in Onueke Education Zone of Ebonyi State. It also revealed that the coefficient of determination  $r^2$  is 0.285 implying 25% of job satisfaction is attributed to teacher's professional commitment among teachers of public secondary schools in Onueke zone of Ebonyi State. The finding of this study is in line with that of Shulka (2014) who observed that competency of teachers and professional commitment could enhance job satisfaction.

### **Relationship Between Teachers' Working Condition and Job Satisfaction**

The result of the data analysis presented in table 3 revealed that, there is a strong relationship between teachers working condition and their job satisfaction in public secondary schools in Ouneke Education Zone of Ebonyi State. It also showed that the coefficient of determine  $r^2$  is 30% of job satisfaction which is attributed to teachers working condition among teachers of public secondary schools in Onueke Education Zone of Ebonyi State. The finding of this study is in line with that of Madaki (2016)'s study which observed that there was significant positive impact of prompt payment of salary, regular promotion, fringe benefit, regular staff development adequate welfare services and access to retirement benefit, to teaching and non-teaching staff job performance. Addimando (2019) study corroborated the findings of the present study as it noted that positive working conditions enhance teachers' commitment and willingness to remain in their job.

### **Conclusion**

The study concluded that teacher's competence, professional commitment and teachers working condition are very important factors to their job satisfaction.

### **Recommendations**

Based on the findings, the study recommended the following:

1. That government through its appropriate agencies and stakeholders in the Secondary Education system should ensure that teachers with prerequisite competence are engaged to teach in public secondary schools in Onueke Education Zone of Ebonyi State.
2. That government through the appropriate agencies and stakeholders in the Secondary Education system should ensure that teachers are committed to their duties through regular monitoring and supervision.

3. That government through the appropriate agencies and stakeholders in the Secondary Education system should also ensure that favourable working conditions are provided for teachers to enhance their job satisfaction.

### **Educational Implications**

The study provides useful information on the importance of teachers' competence, professional commitment and working conditions to their job satisfaction. The study has interesting information implication for government, secondary school proprietors and educational stakeholder (teachers, principal and parents) that teachers should be given adequate training for them to have required skills. Another implication is that teacher appropriate competence, professional commitment and good working condition will gives job satisfaction to the employers of labour.

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