

CHRISTIAN SERVICE UNIVERSITY COLLEGE, KUMASI

SCHOOL OF BUSINESS

DEPARTMENT OF MANAGEMENT AND GENERAL STUDIES

**AN ASSESSMENT OF JOB SATISFACTION LEVELS OF TEACHERS IN JUNIOR
HIGH SCHOOLS IN THE AMANSIE WEST DISTRICT ASSEMBLY**

By:

EMMANUEL ESSIEN	10003983
RUTH FOSUAH DWUMAH	10002993
ESTHER ANNAN	10003732
GRACE OKONA DARKO	10002736
GLORIA BOATENG	10002874

**A DISSERTATION SUBMITTED TO THE SCHOOL OF BUSINESS, CHRISTIAN
SERVICE UNIVERSITY COLLEGE, KUMASI, GHANA, IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE
OF BACHELOR OF BUSINESS ADMINISTRATION**

JULY, 2020

CHRISTIAN SERVICE UNIVERSITY COLLEGE, KUMASI

SCHOOL OF BUSINESS

DEPARTMENT OF MANAGEMENT AND GENERAL STUDIES

**AN ASSESSMENT OF JOB SATISFACTION LEVELS OF TEACHERS IN JUNIOR
HIGH SCHOOLS IN THE AMANSIE WEST DISTRICT ASSEMBLY**

By:

EMMANUEL ESSIEN	10003983
RUTH FOSUAH DWUMAH	10002993
ESTHER ANNAN	10003732
GRACE OKONA DARKO	10002736
GLORIA BOATENG	10002874

**A DISSERTATION SUBMITTED TO THE SCHOOL OF BUSINESS, CHRISTIAN
SERVICE UNIVERSITY COLLEGE, KUMASI, GHANA, IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE
OF BACHELOR OF BUSINESS ADMINISTRATION**

JULY, 2020

DECLARATION

Student

We hereby declare that this project work is the result of our own original work and that no part of it has been presented for another degree in this university or elsewhere:

Name	Index	Signature	Date
Emmanuel Essien	10003983	.....	.....
Ruth Fosuah Dwumah	10002993	.....	.....
Esther Annan	10003732	.....	.....
Grace Okona Darko	10002736	.....	.....
Gloria Boateng	10002874	.....	.....

Supervisor

I hereby declare that the preparation and presentation of the dissertation/thesis was supervised in accordance with the guidelines on supervision of dissertation/thesis laid down by the Christian service university college.

.....

Date:

JOSEPH KOFI NKUAH (DBA)

.....

Date:

HEAD OF DEPARTMENT

DEDICATION

This Project Work is dedicated to our families especially our husbands and wives who supported us throughout the programme.

ACKNOWLEDGEMENT

We have been fortunate to have an outstanding supervisor, Dr. Joseph Kofi Nkuah who carefully went through our work and gave us all the necessary comments and encouragement. May God richly bless him for all the support he gave us.

We also thank all senior members of the Christian Service University College, School of Business for the enormous contribution they made beginning from the presentation of the proposal through to the finalization of the report. Their comments in the form of criticisms have positively influenced the final product of our project work.

Our thanks also goes to all our respondents at the various Junior High Schools for their patience to respond to the bulky questionnaire. Besides, our sincere thanks go to our field enumerators for their assistance in data collection and entering.

ABSTRACT

The study assessed job satisfaction of Junior High School Teachers in the Amansie West District Assembly. The cross-sectional research design was employed in this study. The study adopted quantitative approach. Basically the study made use of primary data by use of questionnaire. Primary data were collected from teachers in the various Junior High Schools in the District. The sample size for the study was 125 of which 100% response rate was received. Generally, teachers were satisfied with aspects of the job environment, relationship with stakeholders and to some extent leadership style. The study recommended that management should provide enabling environment for teachers to access some services considered as part of teachers condition of service.

TABLE OF CONTENTS

DECLARATION	i
DEDICATION	ii
ACKNOWLEDGEMENT	iii
ABSTRACT.....	iv
TABLE OF CONTENTS	v
LIST OF TABLES.....	ix
LIST OF FIGURES.....	x
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the problem.....	3
1.3 Research Questions.....	4
1.4 Research Objectives.....	5
1.5 Significance of the Study.....	5
1.6 Scope of the Study	6
1.7 Limitations of the Study	7
1.8 Organization of the Study.....	7
CHAPTER TWO	9
LITERATURE REVIEW	9
2.1 Introduction.....	9
2.2 Theoretical Framework.....	9
2.2.1 Theories on Job Satisfaction.....	9
2.3 Definitions of Concepts	15
2.3.1 Job satisfaction.....	15
2.3.2 Job dissatisfaction.....	16
2.4 Conceptual Framework.....	17
2.5 Factors Affecting Job Satisfaction.....	22
2.5.1 Aspects of the Job Teachers are Satisfied or Dissatisfied with	23

2.5.2 Teacher Characteristics Influencing Job Satisfaction	24
2.5.3 Level of Job Satisfaction	28
2.6 Related Methods of Analysis Used by Previous Studies	29
CHAPTER THREE	31
METHODOLOGY	31
3.1 Introduction.....	31
3.2 Study Design.....	31
3.3 Data collection	32
3.3.1 Types and sources of data.....	32
3.3.2 Study population and sample size.....	32
3.3.3 Sampling procedure	33
3.3.4 Survey instrument	34
3.4 Methods of data analysis	34
CHAPTER FOUR	35
RESULTS AND DISCUSSION	35
4.1 Introduction.....	35
4.2 Background Information of Respondents	35
4.2.1 Gender.....	35
4.2.2 Marital status	36
4.2.3: Level of education	37
4.2.4: Membership to an association	38
4.2.5: Livelihood strategy besides teaching.....	39
4.3 Teachers' Knowledge and Awareness of conditions of service	40
4.3.1: Availability of study leave.....	41
4.3.2: Availability of maternity leave	42
4.3.3: Availability of sick leave	42
4.3.4: Opportunities for progress on the job	43
4.3.5: Unfavourable Conditions of Service	43
4.3.6: Knowledge and Awareness of the Effect of the condition of Service	45

4.4: Aspects of the Job that Teachers are Satisfied or Dissatisfied With	46
4.4.1 Teacher satisfaction with human resource development	46
4.4.1.1 Promotion prospects	47
4.4.1.2 In-service training.....	47
4.4.1.3 Opportunities for further Studies	48
4.4.2 Satisfaction with the job environment	49
4.4.2.1 Location of the school	50
4.4.2.2 Equipment for teaching.....	50
4.4.2.3 Teaching load.....	51
4.4.2.4 Class size	51
4.4.2.5 Students' performance	52
4.4.2.6 Ventilation and lightening	53
4.4.3 Satisfaction with relationship with stakeholders	53
4.4.3.1 Relationship with director.....	54
4.4.3.2 Relationship with headmaster/headmistress	55
4.4.3.3 Supervisor appreciation of teacher performance	56
4.4.3.4 Participation in PTA	56
4.4.3.5 Participation in Student Representative Council (SRC).....	57
4.4.3.6 Participation in decision making	58
4.4.3.7 Conflict management.....	59
4.4.4 Satisfaction with leadership style	59
4.4.4.1 Gender equity in leadership	60
4.4.4.2 Application of teacher code of conduct	61
4.4.4.3 Leadership style and conflict	61
4.4.4.4 Leadership style and freedom of expression	62
4.4.5 Satisfaction with Motivation.....	63
4.4.5.1 Access to accommodation	63
4.4.5.2 Maternity and sick leave	64
4.4.5.3 Health insurance	65
4.4.5.4 Salary advancement	66
4.4.5.5 Social support ceremonies	67

4.5: Level of Job Satisfaction among Teachers	67
CHAPTER FIVE	71
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	71
5.1 Introduction.....	71
5.2 Summary of Findings	71
5.2.1 Socio-demographic characteristics	71
5.2.2 Teachers' knowledge and awareness of their conditions of service.....	71
5.2.3 Aspects of the job that teachers are satisfied or dissatisfied with.....	72
5.2.4 Level of job satisfaction.....	72
5.2.5 Teacher characteristics influencing job satisfaction	73
5.3 Conclusions.....	73
5.3.1 Teacher knowledge and awareness of job satisfaction	74
5.3.2 Aspects of the job that teachers are satisfied or dissatisfied with.....	74
5.3.3 Level of job satisfaction.....	74
5.3.4 Respondents show a strong agreement with some satisfaction indicators.	74
5.3.5 Teacher characteristics influencing job satisfaction	75
5.4 Recommendations.....	75
5.4.1 Socio-demographic characteristics	75
5.4.2 Teacher knowledge and awareness of job satisfaction	75
5.4.3 Aspects of the job that teachers are satisfied or dissatisfied with.....	76
5.4.4 Level of job satisfaction.....	76
5.4.5 Teacher characteristics influencing job satisfaction	76
5.5 Area for Further Research	77
REFERENCES	78
Appendix 1: Questionnaire for teachers.....	85

LIST OF TABLES

Table 4. 1: Gender	36
Table 4. 2: Name of association	39
Table 4. 3: Teacher engagement in livelihood strategy besides teaching.....	40
Table 4. 4: Teacher Knowledge of Conditions of service	41
Table 4. 5: Unfavorable Condition of Service.....	44
Table 4. 6: Knowledge and Awareness of the Effect of Condition of Service.....	45
Table 4. 7: Satisfaction with human resource development indicators	46
Table 4. 8: Satisfaction with job environment indicators	49
Table 4.9: Satisfaction with relationship with stakeholders	54
Table 4. 10: Teacher satisfaction with leadership style	60
Table 4. 11: Satisfaction with motivation.....	63
Table 4. 12: Level of teachers' agreement with some satisfaction indicators	68

LIST OF FIGURES

Figure 2. 1: Illustration of Maslow hierarchy of needs	13
Figure 2. 2: Job Satisfaction framework.....	18
Figure 2. 3: Framework on job satisfaction and its effects.....	19
Figure 2. 4: Factors influencing job satisfaction	20
Figure 2. 5: Empirical framework of teacher job satisfaction	22
Figure 4. 1: Marital status	37
Figure 4. 2: Level of education.....	38

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

It is well recognized that human beings constitute the core assets of organizations (Armstrong, 2006), because they are the drivers of the existence and sustenance of organizations. Thus, in any organizational setup, the human resources are the most important of all assets. It is in view of this that Human Resource Accounting (HRA) is currently gaining much attention and interest in the literature and in organizational set up (Utuka, 2001). At the core of any nation's educational attempt at ensuring human capital formation is the teacher. Although in modern times, other infrastructural facilities are essential, the teacher remains the key determinant of the degree of success or failure of educational institution's effort to contribute towards the achievement of national educational development goals. The teacher gives credibility and character to educational institutions and more importantly serves as the vehicle through which knowledge is generated and skills developed (Ololube, 2005).

Given the critical role of the teacher in the human capital formation and socio-economic development of countries, it becomes of paramount importance to provide incentives as a morale booster of the teachers in the educational sector. This implies that, job satisfaction of the teacher remains a key ingredient in educational and socio-economic development of any country. Job satisfaction probably ranks alongside professional knowledge and skills, core competencies, educational resources and strategies as the veritable determinants of an educational system's success and performance (Ololube, 2005). In their survey conducted on motivation and job satisfaction in 12 countries in across countries like Asia and Sub-Saharan

Africa, including Ghana, Bennell and Akyeampong (2007) concluded that low teacher job satisfaction among teachers influenced absenteeism, lateness and lack of commitment to their work.

Though teachers are a crucial element of educational opportunity structures, the recent opening-up of labour markets in general and within the school system has raised concerns about retaining qualified teachers. While several factors have been identified as accounting for the above phenomena, recent studies conducted in some developing countries underscore the fact that more than one quarter of the teachers who left teaching did so because of job dissatisfaction (Henke *et al*, 1997).

Past and present governments in Ghana have made efforts towards improving standard of education in Ghana via teacher motivation. Efforts to satisfy teachers compelled government to design various incentive packages. Among them are the Best Teachers' Award, accelerated promotion for teachers in deprived areas of the country, study leave with pay and promotion, provision of decent accommodation for heads of the public basic schools in some deprived and rural areas.

In June 2007, an Act of Parliament (Act 737, 2007) established the Fair Wages and Salary Commission (FWSC) with the mandate to ensure fair, transparent and systematic implementation of government's public service pay policy dubbed "*Single Spine Salary Structure*" (SSSS). This policy was implemented on January 1st, 2010. Among others, the policy was to minimize disparities, discrepancies and distortions in salaries of the public sector, and to make the public service budget easier and manageable for estimation and

forecasting (FWSC, 2009, 2013). Conditions of service of public service workers including teachers were expected to improve via this human resource development.

Despite efforts to improve human resource base via motivation and improving working conditions, some public sector workers are believed not be satisfied with their jobs. In education, GNAT and TEWU (2009) revealed that nearly three quarters of teachers in Ghana were either “dissatisfied” or “very dissatisfied” with their job, citing mainly low level of wages and poor conditions of service in the education sector as reasons. Consequently, the government of Ghana has in recent times come under enormous pressure from teachers and their respective unions regarding the poor conditions of service for teachers.

1.2 Statement of the problem

Job satisfaction is important to the long-term growth and development of any educational system. In Ghana issues regarding job satisfaction and conditions of service among teachers are the main challenges confronting the educational sector. The scales and complexity of the problem cuts across teachers at all levels in the educational sector of the country. The issue of teacher job satisfaction in Ghana most obviously manifests itself at the beginning of every academic year. During such times, most schools do not only witness teacher shortages and absenteeism, but they also experience increases in the number of request for transfers as well as vacation of post by qualified teachers. Such problems have been reported from studies (e.g Dery and Poupiel, 2013; Ghana National Association of Teachers 2010)) to be as a result of low job satisfaction among teachers in the Ghana Education Service (GES). The salaries of teachers in Ghana accounts for less than 35% of the public service wage bill to

government despite the fact that the sector employs more than 75 % of the total public service workforce (Domfeh, 2013).

However, teachers in Ghana are expected to render a very high job performance, and the Ministry of Education (MOE) is always curious regarding the job performance of its teachers. A very high measure of loyalty, patriotism, dedication, hard work and commitment is expected from teachers by the MOE (Ubom and Joshua, 2004).

The low condition of service and incentives has seen the mass exodus of trained teachers to other sectors deemed lucrative thereby creating further shortage in the number of trained teachers in the various second cycle institutions (GNAT & TEWU, 2009). Predominant in the Amansie West District Assembly is the belief that teacher absenteeism, lateness and lack of commitment to their work are very frequent among Junior High Schools. However, no empirical study is conducted to assess job satisfaction among teachers in the Amansie West District Assembly, hence the need for this study.

1.3 Research Questions

1. What is the knowledge and awareness of teachers on their conditions of service?
2. What aspects of the job are teachers satisfied or dissatisfied with?
3. What is the level of job satisfaction among Junior High School teachers?
4. What teacher characteristics influence whether he/she is satisfied or dissatisfied with her/his job?

1.4 Research Objectives

The main objective of the study is to assess job satisfaction of secondary school teachers in the Amansie West District Assembly. Specifically, the study seeks to:

1. Analyse teachers knowledge and awareness of their conditions of service
2. Identify the aspects of the job that teachers are satisfied or dissatisfied with
3. Analyse the level of job satisfaction among Junior High school teachers
4. Examine the teacher characteristics influencing job satisfaction

1.5 Significance of the Study

This study is significant because limited empirical studies have been conducted in the Amansie West District Assembly on teacher job satisfaction. Government is making efforts towards ensuring an increase in accessibility and improving the quality of education at all levels. Such efforts will prove futile if teachers' motivation and job satisfaction are not addressed by school administrators and stakeholders.

For the GES to address issues of teacher job satisfaction, they should be a comprehensive understanding of the concept of job satisfaction among teachers and management of the schools. It is therefore, important to analyse teachers' knowledge and awareness of job satisfaction. Teachers' knowledge of the concepts can serve as basis for decision making in terms of teacher awareness and expectation.

Besides, the results of the study will present a comprehensive analysis of the aspects of the job teachers are satisfy or dissatisfied with. This will pinpoint prominent areas of

intervention by stakeholders. Policies to support the educational sector can be directed towards such important issues.

Determining the level of satisfaction of Junior High School teachers will provide information for the stakeholders in the education sector to develop strategies to improve job satisfaction among such teachers, and the subsequent quality of education in the country. According to Olulube (2008), teachers play a very significant role in the provision of secondary education. It is therefore, important identifying the teacher characteristics influencing their job satisfaction will highlight the particular factors to emphasize on when it comes to teacher motivation. The results of the study will add to literature and serve as basis for further research in the field of human resource management.

Knowledge of the teacher characteristic influencing job satisfaction will be useful for stakeholders in education in formulating policies towards teacher motivation. It is anticipated that the results of the study will add to literature and serve as basis for further research in the field of human resource management.

1.6 Scope of the Study

Geographically the study is limited to five (5) Junior High Schools in the Amansie West District of Ashanti Region with teachers as respondents. Literature wise, the study discusses job satisfaction, theories of job satisfaction, characteristics influencing job satisfaction among others.

1.7 Limitations of the Study

Setbacks often characterize human endeavour and quite naturally this study has been accomplished against the background of certain limitations. Firstly, some respondents were not willing to give a true accounts of their experience. This made it quite challenging in getting data. However, the researchers were able to convince respondents to be participating in the survey. Secondly, every research needs logistics in terms of money and time. This study is no exception as the researchers have to mobilize the limited available resources in data collection and printing materials. However, the researchers were able to mobilize to be able to accomplish this study. Finally, the small sample size for the study may in one way or the other affect the analysis. This is because a larger sample size would have changed the responses if many teachers were to participate in the study. However, statistics shows that if the characteristics of the respondents are homogeneous, a minimum sample of 30 respondents is enough for statistical analysis hence, the sample size of 125 with a response rate of 100% is enough for the study.

1.8 Organization of the Study

The study is organised into five chapters. Chapter one introduces the study. It comprises the background of the study, the statement of the problem, objectives of the study, research questions, significance of the study and organisation of the study. Chapter two covers the literature review and conceptual framework. In chapter two, literature was reviewed on the pertinent issues on teacher job satisfaction. Chapter three contains the methodology that was employed in the data collection and analysis. Chapter four presents detailed analysis of the

various responses from the survey. Chapter five presents the summary, conclusion and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents reviews of literature on what empirical studies have done related to the job satisfaction of employees in industry. The purpose is to identify relevant gaps that have been left out by these studies. Several issues have been analyzed with much focus on the objectives of the study. First, the review covers observations from related empirical studies on the concept of job satisfaction. Other aspects covers the level of job satisfaction, aspects of the job teachers are satisfied and dissatisfied with, determinants of job satisfaction with special interest on teacher characteristics influencing job satisfaction. Evidences have been drawn from different parts of the world with much concentration on the Ghanaian situation.

2.2 Theoretical Framework

This section presents the theoretical framework of the study. It extends the discussing to cover theories in job satisfaction, and then selects one for which the framework of this study underpins.

2.2.1 Theories on Job Satisfaction

A number of scholars over the years have attempted to explain the term job satisfaction. These attempts include the use of models to conceptualize the phenomenon. The most famous of these job satisfaction models is that of Locke. Locke's Range of Affect Theory is premised on the fact that satisfaction is determined by the difference between what one desires in a job and what he actually has on the job (Locke, 1969). Locke's theory captures

the individual expectation in the job places. This theory is closely related to consumer behaviour in maximizing utility where the individual future expectation determines his current decisions.

Theories on job satisfaction have been put forward by a number of renowned scholars. For instance, the dispositional theory is of the view that most people have natural dispositions that allow them to settle towards certain level of satisfaction regardless of their jobs (Staw and Cohen-Charash, 2005). Yet, Judge *et al.*, (2001) proposed a narrow theory to the dispositional theory but extended their argument to the effect that there are four core self-evaluations that determine one's disposition towards job satisfaction: self-esteem, general self-efficacy, locus of control, and neuroticism (Judge *et al.*, 1998).

The equity theory was propounded by Cosier and Dalton (1983). It examines how fairness is viewed by persons with regards to social relationship. This theory therefore has implications in teacher job satisfaction in terms of coworkers' relations as well as relations with top supervisors. Fairness among these categories will have tendencies in broadening satisfaction in the work place.

The discrepancy theory on the other hand, sheds light on the source of anxiety and dejection. It states that a person who has not fulfilled a given responsibility may have feeling of anxiety and regret for non-performance and that such individuals tend to have dejection for their jobs for not being able to achieve their aspirations and dreams (Locke, 1969, 1976). Herzberg *et al.*, (1959) proposed two-factor theory (the *Motivator Hygiene Theory*) in an attempt to contribute to this discourse. Their theory deals with motivation and job satisfaction in an organisation. However, Frederick's Hygiene factors encompass variants of

environmental conditions such as supervisory practices, company policies, pay, and other related conditions at the workplace. Yet, this theory (Herzberg two-factor theory) has been criticized in several dimensions. For instance, Ngimbudzi (2009) argued that what Herzberg considers as “*satisfiers*” may be treated as “*dissatisfiers*” in other contexts and that the “*satisfiers*” failed the generalization test.

Moreover, Robbins & Judge, (2008) advanced five main critiques to this two-factor theory. These critiques were basically on methodological limitation, critique on reliability and questions on measurements. It was discovered that the theory is inconsistent with other studies and assumptions on productivity with less emphasis on its relationship to job contentment.

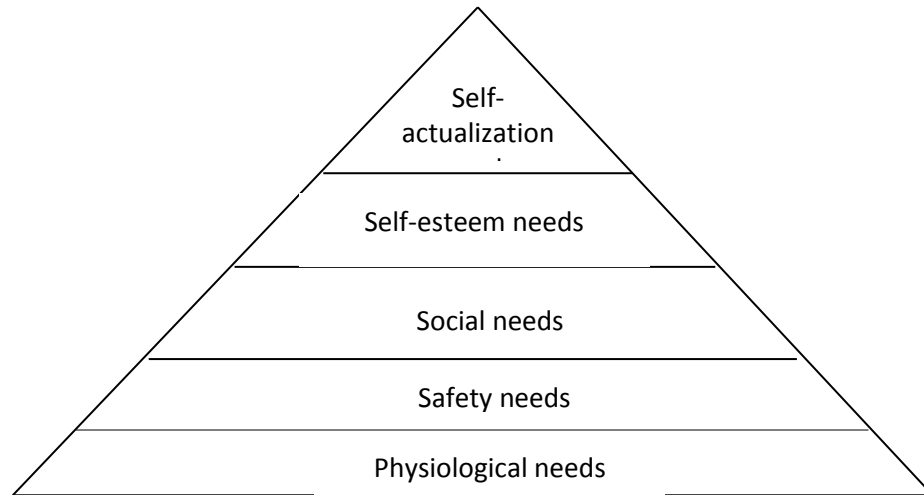
Meantime, the Job Characteristics Model (JCM) proposed by Hackman and Oldham (1974) is the most used framework for understanding the impact of a particular job feature on job satisfaction and outcomes. The framework of this theory centered on five core job satisfaction characteristics. Identified among them include job feedback, autonomy, task significance, task identity and skill variety. These characteristics are seen to be relevant on three critical psychological states identified as knowledge of the actual results, experienced responsibility for outcomes and experienced meaningfulness. These eventually have an effect on the outcome of the work. Hackman and Oldham (1974) explain further that the outcome of work can be visualized as work motivation, absenteeism, job satisfaction among others. The core characteristics, according to the authors may be grouped together to form a *motivating potential score* (MPS) for a job, or even be an indicator of how a particular job were likely to be affected by the attitudes and behaviour of employees.

Generally, these theories have some limitations one way or the other especially, in terms of empirical proofs. Nevertheless, Maslow's (1954) Needs theory has been the most relied on theoretical framework perhaps, because Maslow's model dealt with five levels of human needs such as physiological, safety or security, self-actualization, ego and social dimensions.

Various theories have been adopted by researcher to analyse variables of relating to satisfaction. From the economics perspective, satisfaction cannot be quantified but can only be ordered. The framework of this study is based on the Maslow's theory of need because of its easy application, methodological vigour and widely application by recent related empirical studies.

Maslow (1954) propounded his theory of need that has taken a five scale dimensions arranged in a hierarchical order. The hierarchy of needs include physiological needs, safety security needs, social needs, self-esteem needs and self-actualization needs. Economic theory maintains that human needs are unlimited; people continue to widen their dimensions of needs as they progress in life. The order of needs is shown in figure 2.1

Figure 2. 1: Illustration of Maslow hierarchy of needs



Source: Author's Construct

According to Maslow, the first level of needs forms the basic physiological requirements such as food clothing and shelter. Variables that are directly relevant to the satisfaction of these physiological needs include adequate income (salary), accommodation, comfortable work, flexible job environment, convenient, efficient, and effective workplace and facilities layout. If teachers are satisfied with these needs will imply their satisfaction with their physiological needs.

The second level in the hierarchy is composed of safety needs. Safety has to do with protection. The proxy for safety needs in this study includes job security, protection from physical harm, and avoidance of the unexpected, workload to minimize stress, job responsibilities among others. The individual teacher needs physical, mental and psychological security in executing his/her duties.

The third level describes a person's need to "belong" and be accepted by others in society. The school system is seen as a social environment where students and staff develop relationships to meet their social aspirations. People desire social contacts and have a basic need to be affiliated with others. The workplace provides numerous opportunities for people to satisfy these needs through work groups, clubs, and committees as well as the formal and informal interaction with peers, subordinates, and superiors. The focus of this includes teachers association with the headmaster/headmistress, participation in PTA and SRC, relationship with the director and performance of co-curricular activities.

Individuals have the desire for self-esteem. They have to feel the sense of accomplishment and achievement. People need external validation and praises of their worth in addition to internal self-respect and a sense of importance. A proxy of this in the study includes status in school, feedback on performance, social recognition and highest qualification. Besides, teacher participation in decision making gives him/her some kind of self-esteem, student's appreciation of teachers' style of teaching, parents' appreciation of teachers' efforts among other are variables of self-esteem.

Self-actualization is the highest rank of Maslow's arrangement of needs. They are at the apex of the pyramid representing a stage of fulfilment of one desire. Variables used as proxy for self-actualization include: freedom of expression, opportunity to develop oneself to the highest level and satisfaction with the current school and the teaching profession with no tendency of changing a job or moving to a different school.

Teachers may meet of these needs but will still be struggling to meet the next highest needs on the pyramid. This has the potential of making them not satisfied with some aspects of the

job. Obviously, they will express dissatisfaction with those aspects inhibiting them from achieving their highest needs in order to reach the stage of self-actualization. Dissatisfaction with some aspects of the job would therefore, not imply the absence of satisfaction with the entire profession.

2.3 Definitions of Concepts

This section presents operationalization of concepts in the study. The concepts of job satisfaction and job dissatisfaction have been discussed intensively by presenting different opinions of writers in the subject. Conclusions on the findings of studies are drawn.

2.3.1 Job satisfaction

The concept of job satisfaction does not have a conventional definition despite being widely researched by many scholars (Zembylas and Papanastasiou, 2006). Gasnell (2008) views it as the extent that an individual perceives their work as significant and important. According to Spector (1997), the phenomenon represents how people feel about their different aspects of their jobs. Armstrong (2006) supports this view with his observation that job satisfaction is the attitude and feelings people have about their work. Mbua (2003) adds that job satisfaction is the fulfilment acquired by experiencing various job activities and rewards. While these perspectives all concentrate on the individual behaviour towards the job, Robbins (2005), Robbins and Judge (2008) are much interested in positive employee's feelings about the job as key conceptualization of job satisfaction.

Some past empirical studies understand the meaning of job satisfaction differently. These schools of thought principally include Lunenburg and Ornstein (2004), Luthans and Kreitner (1975) and Evans (1997). Lunenburg and Ornstein (2004) consider the amount of importance a school places on its human resources, while Luthans and Kreitner (1975) highlight the role of job morale in understanding job satisfaction. However, Evans (1997) contends that whether researchers in this field agree or disagree on the definition of certain concepts is not an issue of any importance. She acknowledges the ambiguity of the concept of job satisfaction and suggests the need for re-conceptualization of the phenomenon. This implies that there is a conceptual gap that needs to be addressed by researchers in the field of organizational science or behaviour.

Organ and Bateman (1991) conclude from their empirical investigation that if teachers have positive attitudes or good feelings about their job, these qualities are taken to describe a satisfied dimension. This suggests that job satisfaction represents a point at which the expectation of the teacher are met in the processes of performing their duties as well as the reward packages he/she receives. However, indicators of measurement may slightly be different depending on the individual researcher opinion.

2.3.2 Job dissatisfaction

Job satisfaction as a phenomenon is not new in organizational behavioural research and theory. For over six decades, researchers have been concerned with the job satisfaction and job performance relationship. The implicit assumption guiding most research on job satisfaction has been that a happy worker is a productive worker. Another basic assumption is that the lack of job satisfaction is a potential determinant of absenteeism, high labour

turnover, in-role job performance and extra role behaviours and also that, the primary antecedents of job attitude are within management ability to influence (Koutelios, 2001).

While this view stand clear on the nature of a satisfied worker. Some empirical studies postulates negative behaviour of employees and consider that job dissatisfaction. Such studies maintain that job satisfaction is not an antonym to job satisfaction. Organ and Bateman (1991) argue that the term refers to employees' attitudes towards his or her work as either positive or negative. In other words, teacher job dissatisfaction refers to workers negative or bad feelings or attitudes on their jobs. Similarly, if workers' have negative attitudes towards their work, they are then said to be dissatisfied. However, this study resorts to Spector's definition of the concept of job dissatisfaction. According to Spector (1997), job dissatisfaction refers to the degree to which employees dislike their works.

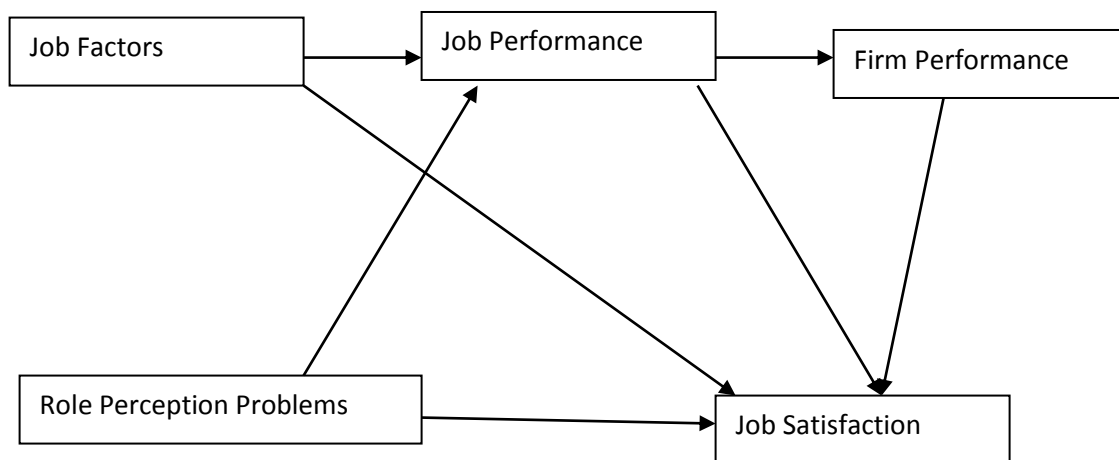
The discussions on job satisfaction and dissatisfaction appear to have a link if not causal. Many of the arguments proposed by empirical studies associate happiness and self-fulfillment with job satisfaction. Besides, dissatisfaction has connotation with low morale and limitations associated with employee expectation. This suggests that factors that will enhances satisfaction if absent will lead to job dissatisfaction but job satisfaction is not the cause of job dissatisfaction and the vice versa.

2.4 Conceptual Framework

Job satisfaction has been conceptualized by many empirical studies. In his extensive analysis of literature review on the subject, Aziri (2011) adapted a framework from Christen *et al.*,

(2006) to explain that job satisfaction has greater impact on productivity via motivation. Their framework is shown in Figure 2.2.

Figure 2. 2: Job Satisfaction framework

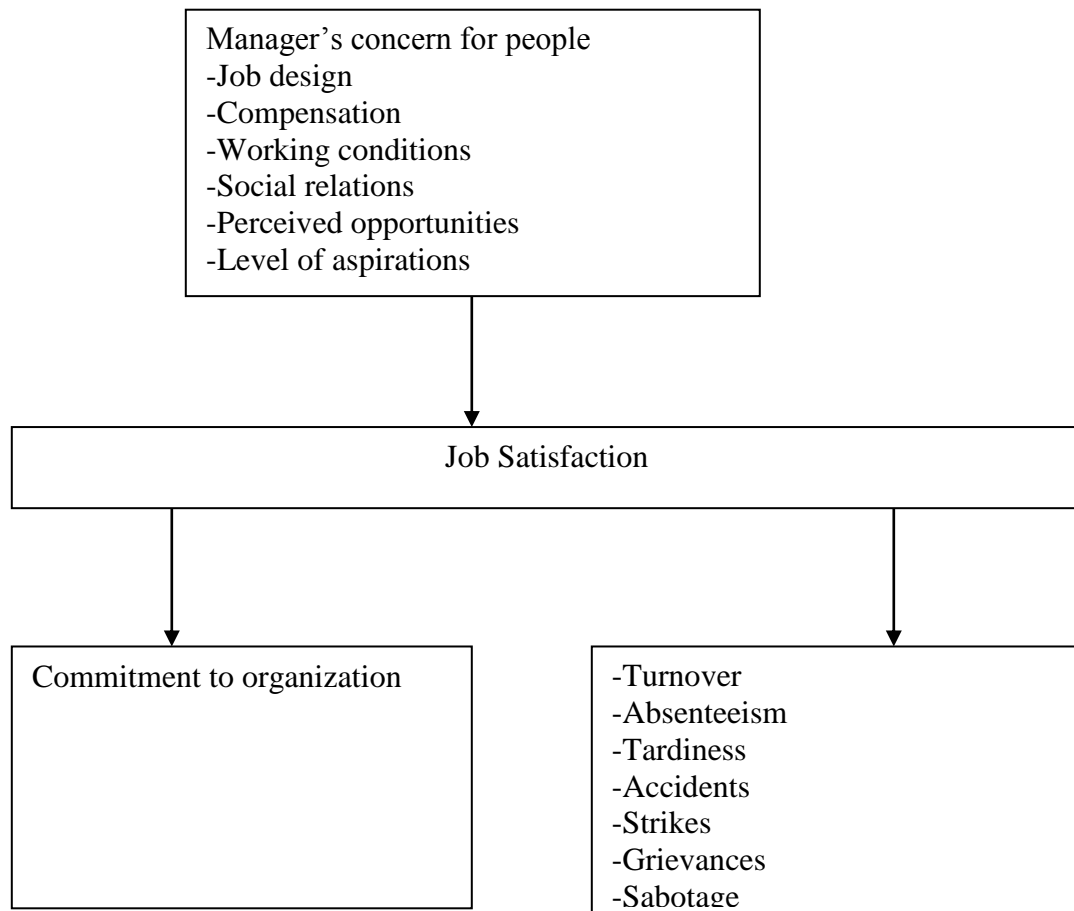


(Source: Christen *et al.*, 2006 cited in Aziri, 2011)

From Figure 2.2, it has been conceptualized that job factors influence job satisfaction directly or through job performance. Good performance will improve firm performance. It can be deduced from the premises that good performing firms will increase employee morale and hence job satisfaction. Figure 2.2 also suggests that role performance problems affect job satisfaction directly or via job performance. When the entire firm performs well it brings good name and increase in earnings of employee. This has a greater implication on job satisfaction.

Rue and Byars (2003) formulated similar framework with much concentration on the effect of job satisfaction. Their conceptualization is shown in Figure 2.3

Figure 2. 3: Framework on job satisfaction and its effects



Source: Rue and Byars (2003)

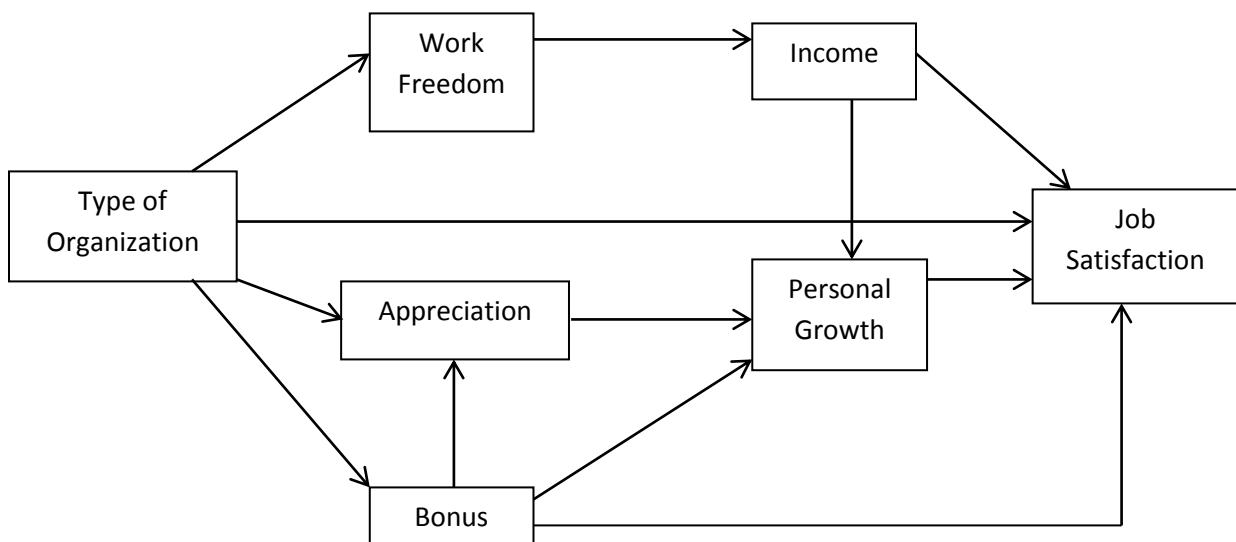
From Figure 2.3, manager's concern for employees has to do with issues of motivation. According to this framework, motivation from the organizational management can take the form of compensation, better working conditions, perceived better working conditions and high aspirations will result in positive job satisfaction and hence employee commitment to the organization.

On the other hand, if management has no concern for employee in the organization in terms of compensation, better working conditions, social relations, perceived opportunities and level of aspiration, then there will be job dissatisfaction among the employees. The reward

of job dissatisfaction will be absenteeism, tardiness, accidents, strikes, grievances and sabotage.

In their study of Government's restructuring pay policy and job satisfaction among teachers in the Ga West Municipal Assembly, Forson and Opoku (2014) formulated a framework based on mathematical model. They hypothesized income, personal growth, bonus, appreciation, work freedom and organizational type to have significant influence on job satisfaction. Their conceptualization is illustrated in Figure 2.4

Figure 2. 4: Factors influencing job satisfaction



Source: Forson and Afrakomah (2014)

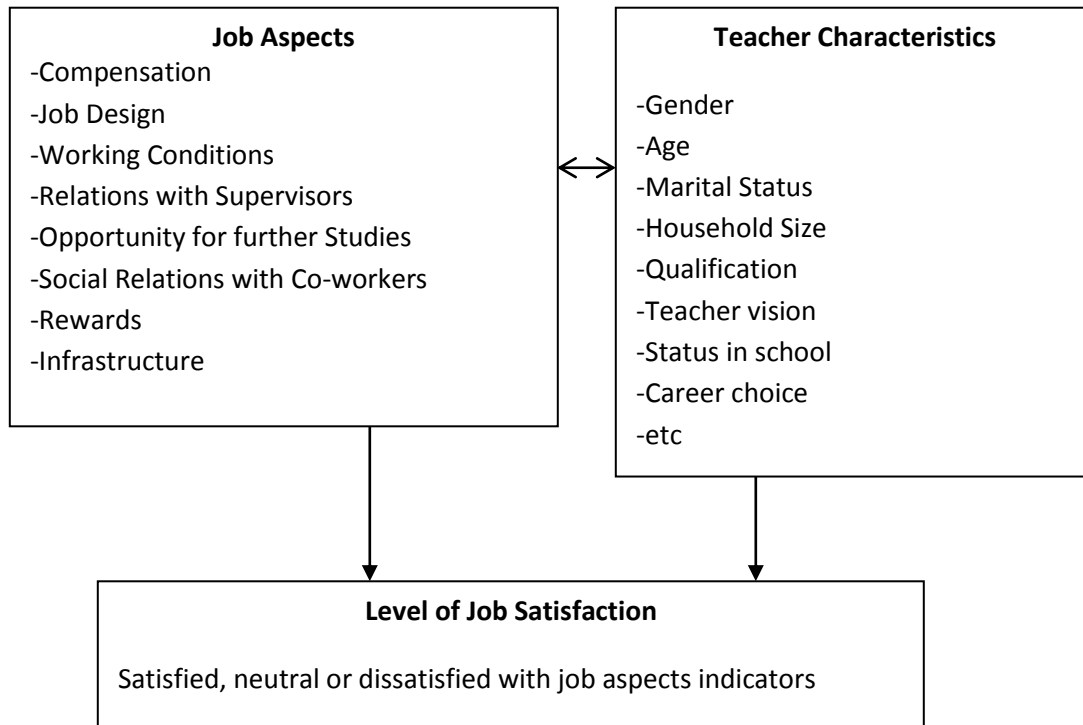
From Figure 2.4, the exogenous variables have direct and indirect effect on the exogenous variable (job satisfaction). Saleem *et al.* (2013) conceptualised job satisfaction similar to what Forson and Afrakomah (2014) have done. They maintain that organizational policy and

strategy, recruitment and selection, nature of work, job stress, employee personality and communication all have influence on job satisfaction.

Several other studies have conceptualized job satisfaction with its forward and backwards linkages. However, their focus of attention is on the factors contributing to job satisfaction or the effect of job satisfaction on productivity.

The framework in Figure 3.4 explains that aspects of the job are closely related to the teaching environment. This includes compensation, job design, working conditions, relations with to supervisors, opportunity for further studies, social relations with co-workers, rewards and school infrastructure. Teachers' should have knowledge and awareness some of these aspects of the job in order to assess their satisfaction or dissatisfaction. These elements are believed to have influence on teacher behaviour towards his/her roles. Besides, teacher characteristics can directly influence job satisfaction. The claim is that some aspects of the job may not favour teachers because of their own characteristics. The reverse is true is true if for instance some teachers are rewarded because of their performance or qualification. A positive influence will result in job satisfaction while the reverse will leads to job dissatisfaction.

Figure 2. 5: Empirical framework of teacher job satisfaction



Source: Author's Construct

The framework therefore, implies that both job aspects and teacher characteristics have implications on job satisfaction. Level of job satisfaction is the extent to which teachers are satisfied with some job aspects indicators. Related empirical studies measured this using Likert scale.

2.5 Factors Affecting Job Satisfaction

This section presents a review of past studies on the factors affecting job satisfaction from different places all over the world. The review covers issues such as the aspects of the job teachers are satisfied or dissatisfied with, teacher characteristics influencing job satisfaction and the level of job satisfaction.

2.5.1 Aspects of the Job Teachers are Satisfied or Dissatisfied with

Spector (1997) studied the concept of job characteristics. According to him, Job characteristics include such elements as: skill variety, task variety, task significance, autonomy and job feedback. Besides, observations from different studies conducted in different regions of the world maintain different stands about job characteristics.

Among current studies that have identified aspects of job satisfaction include Society for Human Resource Management [SHRM] (2013), Usop *et al.* (2013) and Gyamfi (2014). SHRM (2013) assessment of job satisfaction was based on career development, relationship with management, compensation, benefits, work environment, conditions for engagement, engagement opinion and engagement behaviour. According to Usop *et al.* (2013), teachers were contacted with job satisfaction facets. Key facets identified include school policies, supervision, pay, recognition and responsibility. Gyamfi (2014) argue that the psychological and physiological needs of the employee should be considered in assessing job satisfaction.

In Kentucky, Blackburn (2008) identified aspects of job satisfaction among career agricultural teachers to include student engagement, instructional practice and class room management. Job security and student participation in curricular activities are also aspect of job satisfaction identified by Azornu (2011) in the Volta Region of Ghana. In the Kumasi Metropolis, Oduro-Owusu (2010) pinpoints a number of job satisfaction aspect. Key among them includes current level of salary, quality of school infrastructure and class size. He also adds that student behaviour, students' attitude towards learning and assignment and human relations of various stakeholders are aspects to consider in job satisfaction.

2.5.2 Teacher Characteristics Influencing Job Satisfaction

Different studies including Micheal Manso Nkwanta(2002), Bacarach and Bamberger (1990), Camp (1987) and Rebore (2001) have identified different determinants of job satisfaction. These determinants spans across socio-demographic, economic, government policy and the teaching environment. According to Lum *et al.* (1998), Job satisfaction has a number of facets such as satisfaction with: work, pay, supervision, quality of work life, participation, organizational commitment, and organizational climate. Kavanaugh (2006) is of the view that while these facets are correlated, each is an independent construct. Satisfaction with one facet does not guarantee satisfaction with all other satisfaction facets. In spite of this independence, few studies have identified how demographic variables vary in their relationships with the various satisfaction facets. However, this is an important consideration since studies have shown that demographics in terms of age, education, tenure, and experience significantly influence job satisfaction. While it is true that other factors discussed in the literature review can account for more of the variance in job satisfaction, the significance of demographic factors is undeniable. It generally accepted that demographic factors (Bogler, 2002) may play a role in the level of job satisfaction perceived by teachers. In particular, literature suggests four variables that may have significant interactions with teacher job satisfaction, namely; gender, age, tenure and position. Ramsey (2000) also identifies experience level as a key determinant of teacher satisfaction such that there was a positive correlation between teacher satisfaction and level of experience.

Saleem *et al.* (2013) conducted a survey in on job satisfaction. His observation from the banking industry in Bahawalpur district indicates that the nature of work, communication, job stress, employee personality and recruitment and selection are significantly associated

with job satisfaction. Andreasi *et al.* (2012) global study focusing on Asia, North America and Europe on determinants of job satisfaction observed a significant relationship between job characteristics and job satisfaction. Among police managers, Erciti *et al.* (2011) identified job satisfaction determinants to include years of service, feedback on the job and involvement in programmes.

SHRM (2013) studied employee job satisfaction and engagement in the United States. The results indicate that aspects of the job contributing to job satisfaction include compensation, job security, benefits, opportunity to use skills, relationship with immediate supervisor and organization's financial feasibility. Major determinants of job satisfaction among Ghanaian teachers according to Appiah-Agyekum *et al.* (2013) can be grouped under community factors, school factors and teacher characteristics. The results of meta-analysis of studies Zangaro and Soeken (2007) on nurses' job satisfaction pinpoint a very important determinant. They provide that nurses' job satisfaction is strongly correlated with autonomy, job stress and position. Gyamfi (2014) observation in Ghana among the police service provides that, role ambiguity and physical environment has positive relationship with job satisfaction though not significant while coworker support has a strong significant influence on job satisfaction.

Demographic characteristics may play a role in the level of job satisfaction perceived by teachers (Bogler, 2003). Literature suggests that four variables that may have significant interactions with teacher's job satisfaction include: gender, age, experience or tenure and educational level (Dinham and Scott, 1996). According to John and Kofi (1990) age has an influence on the level of job satisfaction. Some authors suggest that older employees tend to

experience higher job satisfaction (Bilingsley and Cross, 1992). This difference may be attributed to better adjustment at work, better condition and greater rewards at work (Birdi, *et al.*, 1995). Blood *et al.*, (2002) view older people more likely to report higher Job Satisfaction than younger respondents. They further argued that job satisfaction increases with age and work experience. This can be explained by the fact that older workers are more comfortable and tolerant of authority and may learn to lower expectation for their job. Hertzberg *et al.*, (1957) attribute these trends to the fact that job expectation tend to become more realistic as employee age and mature. According to them, this pattern may change to slow a decline in satisfaction after age 65 but this may be linked to the decreased physical energy and enthusiasm that may accompany the ageing process. Older workers may be satisfied because their chances of getting new employment are limited or very slim as compared to younger workers.

Rao and Narayana (1998) provided a checklist that must be available to influence and enhance job satisfaction of employees. They include supervision, job content, work group, occupational level, age, and level of education. They maintain that the foremost determinant of job satisfaction is the supervision and the leadership style of the supervisor/leader/administration. A production-oriented leader may cause low job satisfaction to employees and may affect the turnover adversely as well as resulting in absenteeism. Job content affect the job satisfaction of employees in an organization. This occurs when' an employee is made to perform the same task over and over again. He becomes dissatisfied and stressful in carrying out the job and could affect. One strong human characteristic is man's desire to be continuously associated with others as a group. The option of Bucher (1992) is that isolated workers dislike their jobs. It should, however, be noted that the amount of satisfaction an

individual derives from his association with the group depends to a large extent on the relationship with the group members and also his own need for affiliation.

According to Korman (1977), people in higher level jobs experience the highest levels of satisfaction because high level jobs carry most prestige and self-esteem. So also the professional workers receive the greatest job satisfaction, followed by salaried workers. He concluded that factory workers are the least satisfied with their jobs. Anecdotal evidence from a variety of sources also continues to suggest that blue-collar workers are often the victims of severe dissatisfaction. Another strong demographic variable influencing job satisfaction is age. The relationship between the age of the employees and their satisfaction from the job is both complex and fascinating. Job satisfaction usually tends to be high when people enter the work force and depreciation sets in between the ages of twenty-five and thirty after which there will be gradual increase in satisfaction (Abdul, 1991).

The results of empirical studies in Ghana are not different. Mahunu (2001) investigated the states of job satisfaction and dissatisfaction among teachers in some schools at the pre-university level at the Kpando District of Ghana with a survey method. The major result suggests that teachers have low satisfaction with their jobs. The male teachers have lower job satisfaction than their female counterparts. The study came out that generally; the factor that contributed to high teachers satisfactions were leadership in their schools and the respect they got from their colleagues. This study implies that gender differences exist in job satisfaction.

Job satisfaction is the extent to which one feels good about his or her job. It stems from a good fit between a person's interests, abilities, needs and expectations. Further, job satisfaction describes peoples' feelings or state of mind regarding to the nature of their work (Weiss, 2002). That notwithstanding, job satisfaction does not only emanate from the job itself; it also comes from the working environment, supervision style, interpersonal relationship, and organizational culture. Weiss (2002) surmises job satisfaction as a pleasurable emotional state resulting from the appraisal of and attitude towards one's job as well as an affective reaction towards that job.

The effects of job satisfaction are not only on the teacher, but extent to the student and the society at large. According to Singh (2003), a teacher, who is happy with his job, plays a pivotal role in the upliftment of society. A well-adjusted and satisfied teacher can contribute a lot to the wellbeing of his/her pupils and students. Dissatisfied teacher on the other hand can become irritable and may create tensions which can have negative influence on the students' learning process and consequently affects their academic growth (Mbua, 2003). When teachers are satisfied with their job they can perform their responsibilities with more concentration and devotion. In this global world, job satisfaction has been a very important issue of discourse that inures to the long term growth of any educational system around the world.

2.5.3 Level of Job Satisfaction

Several empirical studies have analysed aspects of job satisfaction including level of job satisfaction. Such studies employ likert scale of strongly agree, agree, neutral, disagree and strongly disagree to assess teachers level of job satisfaction. Within this analysis, William

(2011) study on job motivation and commitment among teachers in Ashanti indicate that teachers were observed to be more satisfied with their job at the Ghana Education Service. In Kumasi Metropolis, Oduro-Owusu (2010) experience in Armed Forces School maintain that teachers were not satisfied with current level of salary, quality of school infrastructure and class size.

2.6 Related Methods of Analysis Used by Previous Studies

Literature on job satisfaction has adopted varied procedures in analysing data. While some rely on the use of qualitative designs, some adopted quantitative ways of validating their hypothesis. Common quantitative approaches observed in such studies include, regression, correlations and analysis of variance. Besides, some researchers rely on the use of five point likert scale of strongly disagree, disagree, neutral, agree and strongly agree. These indicators measure the feelings and opinions of respondents about the phenomenon under investigation.

In measuring job satisfaction, a scale of 1-10 was used by many researchers, with 1 being the lower and 10 being the highest level of satisfaction among teachers. For other items, the advice of Kerlinger, (1978) and Gall *et al.*, (2007) on five-point likert scale type of questions was adhered to (1= strongly agree, 2= agree, 3= strongly disagree, 4= disagree and 5= undecided). Some studies were therefore, conducted following this design. They generally employ descriptive design to have extensive analysis of respondents' opinions and feelings with respect to their job satisfaction. Prominent among such studies include Azornu (2011) and Oduro-Owusu (2010)

Saleem *et al.* (2013), Forson and Afrakomah (2014), Gyamfi (2014) and Ercikti (2011) used both correlations and multiple regressions in analysing the factors influencing job satisfaction. Correlations were used to identify the nature and direction of association while the regression gives marginal changes in the dependent variable resulting from changes in the covariates. Similarly, Blackburn (2008) focused his attention on only the strength and nature of association of the variables and hence used only the correlation co-efficient. Zangaro and Soeken (2007) conducted a meta-analysis with much focused on correlations of the variables.

A number of studies adopted triangulations where both qualitative and quantitative methods have been used. For example, Usop *et al.* (2013) used descriptive correlation design. The descriptive part presented the demographic characteristics of the teacher job facets while the correlation was used to established relationship of teacher profile and job satisfaction. Gyamfi (2014) used cross-sectional design with combined methods of analysis. A 4-point likert scale was used as a qualitative method together with multiple regression as quantitative.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This section presents the general procedures for carrying out the study. It offers a clear description of the study area, research design, data collection (type and sources of data, sampling procedure and survey methods) and methods of data analysis. The conceptual framework and the basic theory under which the study underpin have been presented.

3.2 Study Design

The study used the cross-sectional research design. This design is useful in obtaining an overall picture of a phenomenon at the time of the study. The design allows generalization of findings to the population in which a sample is drawn. According to Ahuja (2001), cross-sectional design aims at all the four goals of research (description, exploration, explanation and experimentation). Best and Khan (1998) for instance, maintain that the descriptive design is concerned with the conditions and relationships that exist, such as determining the nature of prevailing conditions, practices and attitudes, opinions that are held, ongoing processes or trends that are developed. Moreover it gives accurate information of a situation which is imperative for making a wide range of policy decisions. Since the study intends to assess the issue of job satisfaction among teachers in the Amansie West District Assembly, the cross-sectional design with description inclusive is deemed appropriate for the purpose.

The study adopted quantitative approach. According to Creswell and Plano Clark (2007), the mix method strengthens more the use of either quantitative or qualitative. Employing both qualitative and quantitative approaches in this study was expected to increase the

comprehensiveness of the overall findings, by showing how the qualitative data provides explanations for statistical data to increase the methodological rigour as findings in both phases could be checked for consistency. The study used qualitative approach as the major procedure with quantitative being supportive. The qualitative approach focused on the analysis of teacher knowledge and awareness of job satisfaction, the aspects of the job teachers' are satisfied or dissatisfied with, the level of job satisfaction and the teacher characteristics influencing job satisfaction. Besides, the quantitative approach covers some elements of teachers' demographic characteristics and their implications on job satisfaction.

3.3 Data collection

3.3.1 Types and sources of data

Basically the study made use of primary data. Primary data were collected from teachers in the various Junior High Schools in the District. This consisted of their socio-demographic characteristics, knowledge and awareness of job satisfaction, aspects of the job they are satisfied and dissatisfied with, level of job satisfaction and teacher characteristics influencing their job satisfaction.

3.3.2 Study population and sample size

The population under study consist of teachers (academic staff) at the various public Junior High schools in the Amansie West District Assembly. These institutions are:

1. Nsiana Methodist JHS
2. Mmem Methodist JHS
3. Abodom D/A JHS

4. Antokrom D/A JHS

5. Atobrakrom D/A JHS

The teacher population for all the five schools is 320.

The sample size for the study was determined using the statistical formula at a significance level of 10%. According to Ahuja (2001:187), an acceptable error level traditionally is up to ± 0.05 or ± 0.10 (i.e., 5 or 10 percentage point).

The sample size formula is given by: $n = \frac{N}{1+N(e)^2}$; where n= sample size; N= sample frame and e = error or significance level (Yamane, 1970; cited in Ahuja, 2001:186).

In this study, N = 320 (i.e. the total number of Junior High School Teachers) and e = 7% = 0.07. Therefore, $n = \frac{320}{1+320(0.07)^2} = 125$.

Hence the sample size for the study should be at least 125, sufficiently large enough to represent the population.

3.3.3 Sampling procedure

The fact that the population is homogeneous (all teachers are using the same curriculum under the same educational policy) and the sample frame (list of teachers) is available permits the use of probability/statistical sampling procedure. Besides, given that the school environment may contribute to satisfaction as suggested by literature, teachers were therefore, grouped based on their teaching environments (schools). This provides basis for stratification. The schools therefore, represent the strata by the author's definition.

Stratified sampling procedure was used in the selection of respondents. Teachers from each school were selected where the various schools then become the strata. A non-proportionate

(equal representation) sample was given to each school ($\frac{\text{sample size (125)}}{\text{number of schools (5)}} = 25$). Simple random sampling was then applied to select twenty-five (25) teachers from each public school.

3.3.4 Survey instrument

Structured questionnaire was designed and used in the collection of the data. The structured questionnaire with both open-ended and closed-ended questions was used to gather data from respondents. Data gathered via the questionnaire consist of the background characteristics of respondents and the study objectives; their knowledge and awareness of job satisfaction, aspects of the job they are satisfied and dissatisfied with, respondents level of job satisfaction and their characteristics influencing job satisfaction

3.4 Methods of data analysis

The Statistical Package for Social Scientists (SPSS) software was used for data entry, cleaning, transformation and analyses. Responses were coded and entered in to the SPSS spread sheet. Descriptive statistics were the main techniques employed in the data analyses.

Level of job satisfaction was analysed using Likert scale of strongly agree, agree, neutral, disagree and strongly disagree. Besides, correlations among job satisfaction indicators and job aspects, and job satisfactions indicators and teacher characteristics were determined. This gave an unbiased measure of the level of job satisfaction. The results were presented in the form of tables, graphs and charts where appropriate.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents results and discussion of teacher job satisfaction with empirical evidence from the Amansie West District Assembly. The analysis covers several variables with more focus on the objective of the study. First, the analysis is done on background responses of respondents. The other sections report on teacher knowledge and awareness of job satisfaction, the aspects of the job teachers are satisfied or dissatisfied with, the level of job satisfaction and teacher characteristics influencing job satisfaction. The results are presented with descriptive statistics with implications on teacher job satisfaction.

4.2 Background Information of Respondents

Respondents' socio-demographic characteristics are presented and discussed under this section. They include gender, age, marital status, household size, number of dependency, ethnicity, religion, level of education, last class completed, teacher experience as measured by the number of years in teaching, number of years in present school, membership to an association and engagement in livelihood strategies besides teaching.

4.2.1 Gender

Results of the survey indicate a relatively gender disparities among Junior High School teachers. Men population dominates over female as shown in Table 4.1. It was discovered that 80.0% of the sample population are male teachers while 20.0% represents female.

Table 4. 1: Gender

Gender	Frequency	Percent
Male	100	80.0
Female	25	20.0
Total	125	100.0

Source: Field Survey, 2020

From Table 4.1, out of 125 observed sampled for the study, 100 respondents representing 80.0% were males. The remaining 25 respondents were female representing 20.0% of the sample population. The results imply that teaching at the second cycle institutions are male dominated.

4.2.2 Marital status

Figure 4.1 show the marital status of respondents. Out of the 125 sampled respondents, 102 respondents were married and this constitutes about 81.6% of the sample. It was discovered that 15 respondents constituting about 12.0% were still single as at the time of conducting this survey. Meanwhile, 4 respondents were devoiced representing 3.2% while 4 respondents also lost their spouses (widowed/widower) constituting 3.2% respectively.

Figure 4. 1: Marital status



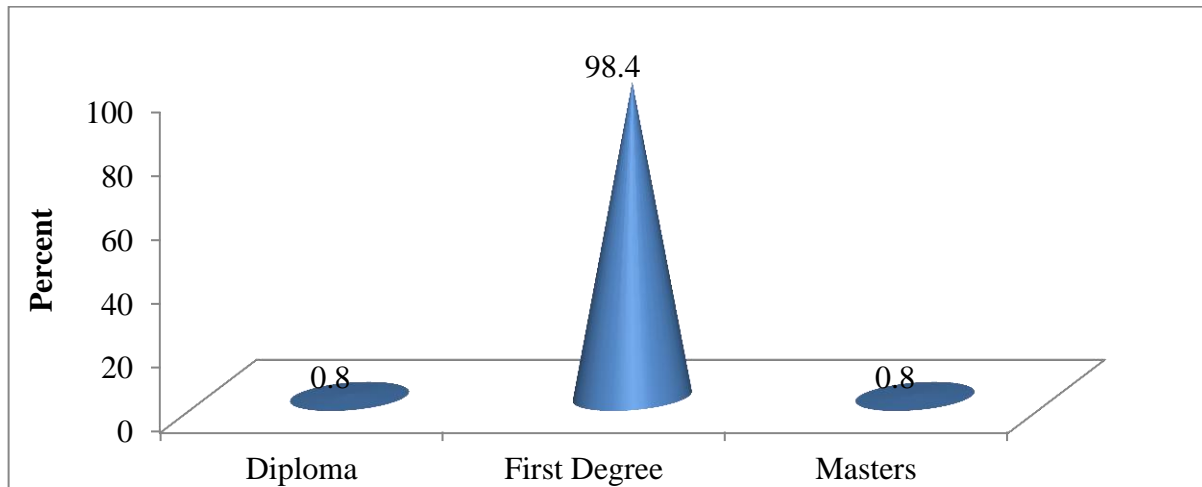
Source: Field Survey, 2020

A relatively larger proportion of teachers were married and currently staying with their spouses. The results also suggest that device rate among teachers was limited. Teaching as a profession therefore, plays several roles in society including enhancement of stable marital relationships, promoting of social values of procreation from which they draw satisfaction.

4.2.3: Level of education

In Ghana, JHS teachers are expected to obtain a minimum of first degree from a recognized tertiary institution. Teachers in the Amansie West District Assembly were observed to have met this criterion. The results of the survey provide a leptokurtic distribution of teachers' educational status as shown in Figure 4.2. The peak of the distribution is observed on those with university First Degree with Diploma and Masters Degrees forming the tails of the distribution.

Figure 4. 2: Level of education



Source: Field Survey, 2020

The relatively smaller representation of Diploma and Masters Degrees has implication for teacher educational development. First, the results imply that diploma degree is either discouraged by the educational system or among teachers themselves. Besides, Master Degree is not a necessary requirement for teaching at the SHS level. It also implies that teachers lack the needed motivation to pursue further education beyond First Degree.

4.2.4: Membership to an association

In Ghana, Labour Associations are often formed to address the needs and demands of members. The survey reveals similar paradigm in the Amansie West District Assembly among JHS teachers. It was observed that all the 125 sampled respondents at least belong to an association. These associations serve as pillars of unity which unite teachers under a common goal. Membership to an association therefore, has implication for teacher job satisfaction.

The analysis was extended to the name/type of association teachers belong to. Table 4.2 indicated that 56 respondents representing 44.8% were members of Ghana National Association of Teachers (GNAT), 66 respondents which was the majority constituting 52.8% were members of NAGRAT (National Association of Graduated Teachers). Meanwhile GAVIDA, MASAG and MASAG have only 1 respondent each representing 0.8% for each of the associations.

Table 4. 2: Name of association

Name of association	Frequency	Percent
GNAT	56	44.8
NAGRAT	66	52.8
GAVIDA	1	0.8
MASAG	1	0.8
NATLASS	1	0.8
Total	125	100.0

Source: Field Survey, 2020

The results show that most (52.8%) of the teachers in the SHS belong to NAGRAT. The next dominant association (44.8%) is GNAT which stands out as the oldest of all teacher association in Ghana. The fact that teachers are free to join any association suggests freedom of expression that can have a positive influence on job satisfaction.

4.2.5: Livelihood strategy besides teaching

Current policies' focus on private sector development by present governments attracts the attention of entrepreneurs with diverse background to engage in business activities. Teachers in SHSs have also taken advantage of the enabling environment to create other livelihood

strategies besides teaching. The findings show that 66 respondents constituting 52.8% are engaged in other livelihood activities besides teaching while 59 of the respondents which represent 47.2% of the sample population do not engage themselves in such activities. The distribution is shown in Table 4.3.

Table 4. 3: Teacher engagement in livelihood strategy besides teaching

Livelihood Strategy besides Teaching	Frequency	Percent
Engagement in business activity	66	52.8
No business aside teaching	59	47.2
Total	125	100.0

Source: Field Survey, 2020

Some teachers with entrepreneurial potentials make use of classroom hours to engage in business activities. The type of business activities engaged in include: selling of items such as provision stores, building materials, taxi and other commercial vehicles driving. These activities bring in income to augment their fixed monthly salary. This category of teacher uses their salary as capital for the business. These categories of teachers do not struggle a lot to raise business start-up capital compared to non-salary earners. The flexibility of access to capital for business formation has implications for job satisfaction among this group of teachers.

4.3 Teachers' Knowledge and Awareness of conditions of service

This section presents an analysis of teachers' knowledge and awareness of their conditions of service. Teachers' identified the following as conditions of service which have relevance

on their job satisfaction. These included study leave, maternity leave, sick leave and opportunity for progression in the job.

Table 4. 4: Teacher Knowledge of Conditions of service

Variable	Frequency	Percent
Availability of Study Leave		
Not Available	26	20.8
Yes, Available	99	79.2
Total	125	100.0
Availability Maternity		
Not Available	43	34.4
Yes, Available	82	65.6
Total	125	100.0
Availability Sick Leave		
Not Available	41	32.8
Yes, Available	84	67.2
Total	125	100.0
Opportunities for Progress on the Job		
Not Available	35	28.0
Yes, Available	90	72.0
Total	125	100.0

Source: Field Survey, 2020

4.3.1: Availability of study leave

Teachers were satisfied when given study leave to further their education. Majority (79.2%) of the respondents confirm that study leave was available while 26 of the respondents constituting 20.8% indicated that there's no study leave available (see Table 4.4). The findings on teacher knowledge and awareness are mixed. What this implies is that teachers

know what study leave is but lack access to it. They are therefore, not very much aware whether study leave concept is working and is available for qualified teachers.

4.3.2: Availability of maternity leave

Maternity Leave has been provided for female teachers as part of their condition of service. Respondents were asked to indicate if Maternity Leave as a condition of service is available. Table 4.4 reveals that 43 respondents representing 34.4% said maternity leave was not available while 82 respondents constituting about 65.6% of the total population confirm that Maternity Leave as a condition of service was available. The response that Maternity Leave was not available probably is a proxy for the level of difficulty in accessing it. However, the implication of this to the objective of the study is that some teachers were not aware of the procedures of accessing some services to enhance their job satisfaction.

4.3.3: Availability of sick leave

In this category, respondent were asked to confirm whether or not Sick Leave was available as a condition of service. It was discovered that 41 respondents representing 32.8% of the sample population indicated that Sick Leave was not available while 84 respondents which form 67.2% suggested that there was the availability of sick leave (see Table 4.4). Despite the mixed responses, the high percentage of respondents (67.2%) stating clearly the availability of sick leave imply that teachers also enjoy sick leave as part of their condition of service. Notwithstanding this, some teachers were still not abreast with the formal and legal procedure to acquire sick leave; as a result are, not aware of it as a condition of service.

4.3.4: Opportunities for progress on the job

Teaching as a professional job has got other opportunities for progression. These opportunities include scholarships, training and other awards to motivate and enhance human resource development. The survey provides mixed findings on teachers' knowledge and awareness of these opportunities. From Table 4.4, 35 respondents representing 28% indicated that there was no opportunity for progression on the job while majority (72%) shared an opposed view. This category maintains that though limited, yet there are some available opportunities for progression on the job. Why do some people think that there is no progression? These are the things people will want to hear or see

4.3.5: Unfavourable Conditions of Service

Employers sometimes complain about unfavourable conditions of service. Therefore, respondents were asked to indicate if they do experience some of these challenges. It was observed that teachers have issues with their conditions of service. They maintain that their condition of service cannot be graded as good and have therefore, identified some of the unfavourable conditions of service as inadequate remuneration, difficulty in accessing study leave, failure of government to pay their salary on time and arrears, inadequate pension benefits among others. They further explained that they are sometime tempted to leave the teaching job to seek for better jobs.

This suggests that teachers were not generally satisfied with their job. This proposition has been defended by the majority of respondents (89.6%). They maintain an absence of satisfaction with their current working conditions. Only about 10.4% of the sample indicated

they were somewhat satisfied with the current working condition. The results therefore, suggest that teachers were not fully satisfied with the current conditions of service.

Respondents were asked to list some present unfavourable working conditions. The dominant ones are those with relatively higher frequencies. They include lack of accommodation which forms 21.6% of the population with 27 respondents, inadequate salary with 24 respondents consisting of 19.2% of the sample.

Table 4. 5: Unfavorable Condition of Service

Unfavourable Condition of service	Frequency	Percent
No response	4	3.2
Accommodation and Transportation	2	1.6
Delay in payment of salary	5	4.0
Delay in promotion	2	1.6
Difficult to get study leave and low Salary	5	4.0
Inadequate salary	24	19.2
Lack facilities	2	1.6
lack of accommodation	27	21.6
Lack of job security and inadequate salary	3	2.4
Lack of motivation and low salary	13	10.4
No allowance	14	11.2
No logistics for effective teaching	11	8.8
No study leave, No TLMs, incentive training, Class size	2	1.6
Overcrowding in the classrooms	11	8.8
Total	125	100.0

Source: Field Survey, 2020

The results in Table 4.5 imply that teachers' problems regarding their condition of service are numerous. This has several implications for teacher job satisfaction.

4.3.6: Knowledge and Awareness of the Effect of the condition of Service

It was discovered that only 26 respondents representing 20.8% of the sample were not able to state clearly how the unfavourable condition of service has affected them. The remaining respondents however, have different opinions when it comes to how condition of service affects them. Teachers' condition of service has an influence over their job satisfaction. Ways in which teaching condition of service affects respondents include high cost of living, lack of accommodation, overload at workplace, and cost of transportation. Others include delay in payment of salary, lack of TLMs frustrates teaching, punctuality, short maternity leave and limited opportunities for further education. The distribution is shown in table 4.6.

Table 4. 6: Knowledge and Awareness of the Effect of Condition of Service

If Yes Explain	Frequency	Percent
No response	26	20.8
Cost of accommodation	3	2.4
Cost of transportation	9	7.2
Delay in payment of salary	3	2.4
High cost of leaving	40	32.0
lack of accommodation	15	12.0
Lack of TLMs frustrates teaching	5	4.0
Punctuality	4	3.2
Over loaded at work place	10	8.0
short maternity leave	3	2.4
Unable to further studies	3	2.4
unable to manage the family	4	3.2
Total	125	100.0

Source: Field Survey, 2020

The results suggest that teachers have enough knowledge and awareness of job satisfaction and its effect on them either at the work environment or at home.

4.4: Aspects of the Job that Teachers are Satisfied or Dissatisfied With

The results of the survey provide an analysis of the aspects of the job teacher were satisfied or dissatisfied with. The main variables of interest included the human resource development aspects of the job, the job environment, relationship with stakeholders, leadership style and motivation. It was realised that teachers were very satisfied, satisfied, dissatisfied and very dissatisfied with some aspects of the teaching profession.

4.4.1 Teacher satisfaction with human resource development

Respondents indicated some human resource aspects of the job they were satisfied or dissatisfied with. They include promotion prospects, in-service training and opportunities for further studies. The distribution is shown in table 4.7.

Table 4. 7: Satisfaction with human resource development indicators

Human Resource Development Indicators	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Total
Promotion Prospects	2 (1.6)	81(64.8)	30(24.0)	12(9.6)	125 (100.0)
In-service training	2 (1.6)	55(44.0)	52(41.6)	16(12.8)	125(100.0)
Chances for Further studies	10 (8.0)	74 (59.2)	31 (24.8)	10 (8.0)	125 (100)

Source: Field Survey, 2020

(Figures in parenthesis are percentages)

4.4.1.1 Promotion prospects

From Table 4.8, respondents were asked to indicate their level of satisfaction with their promotion prospects. The survey results show that only 2 respondents representing 1.6% said they were very satisfied and 81 respondents of 64.8% said they were satisfied. Meanwhile, 30 respondents constituting 24% of the sample said they were dissatisfied, while 12 respondents making up of 9.6% said they were very dissatisfied.

The results suggest that more than 50% of respondents are at least satisfied with promotion prospects. This category of teachers is satisfied with the manner in which their superiors handle issues regarding their promotions. On the contrary, some teachers express their dissatisfaction with issues regarding their promotion which are not properly handled. They maintained that the long chains of bureaucracy they do pass through before they could be promoted are element of job dissatisfaction.

4.4.1.2 In-service training

In-service training programmes are organised as platforms for teachers to learn additional skills on the job. The Ghana Education Service does have such programmes in SHS for teachers. However, teachers were observed not to be satisfied with it organisations. From Table 4.8, 2 respondents representing 1.6% stated that they were very satisfied. The highest frequency of 55 respondents making up of 44% of the sample express satisfaction for in-service training programmes. Also, 52 respondents constituting 41.6% were dissatisfied and to the extreme, 16 respondents representing 12.8% express very dissatisfaction with in-service training programmes.

More than 50% of the sample respondents are at least dissatisfied with in-service training programmes in the Junior High Schools. Dissatisfied teachers express concerns of limited participation and concentration on same issues. In most cases, in-service training programmes are very selecting; favouring mostly heads of institutions or curriculum programs.

4.4.1.3 Opportunities for further Studies

Respondents express satisfaction about the available of further studies opportunities. The results in Table 8 indicate that very satisfied and very dissatisfied were rated the same with 10 respondents each representing 8% for each indicator. However, the indicator with the highest frequency (74 respondents) constitutes 59.2% of the sample population are Satisfied with chances for further studies. It was also observed that 31 respondents constituting 24.8% express dissatisfaction with this indicator. Different from availability of study leave, opportunities for further studies encompasses all kinds of motivation for knowledge acquisition via even study leave without pay.

The findings imply teaching field has offered a lot of opportunities for teachers to study other courses related to the educational needs of students. That notwithstanding, some teachers still find it difficult to tap these available opportunities to further their education. Hence some teachers remain at a particular rank for years without upgrading themselves. This makes a section of them dissatisfied about the opportunities for further education.

4.4.2 Satisfaction with the job environment

Teacher satisfaction on aspects of the job has been analysed. Several variables were considered under the job environment. These include physical infrastructure and class room factors. Appiah-Agyekum *et al.* (2013) group aspects of job satisfaction into categories including school factors, class room factors among others. The results of this study have similar finding in the Amansie West District Assembly. Indicators identified include location of the school, teaching equipment, ventilation and lightening, present teaching load, class size and students' performance. Teachers' assessment of satisfaction and dissatisfaction about these elements is quite related to the findings of empirical studies in the field. Gyamfi (2014) observation in Ghana among the police service provides that, role ambiguity and physical environment have significant correlation with job satisfaction. The results of this study confirm these past studies with evidence in Table 4.8.

Table 4. 8: Satisfaction with job environment indicators

Job Environment Indicators	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Total
Location of the school	56 (44.8)	54 (43.2)	10 (8.0)	5 (4.0)	125 (100.0)
Teaching equipment	6 (4.8)	50 (40.0)	60 (48.0)	9 (7.2)	125 (100.0)
Present teaching load	10 (8.0)	68 (54.4)	41 (32.8)	6 (4.8)	125 (100.0)
Class size	5 (4.0)	58 (46.4)	47 (37.6)	15 (12.0)	125 (100.0)
Student performance	4 (3.2)	67 (53.6)	45 (36.0)	9 (7.2)	125 (100.0)
Ventilation and lightening	4 (3.2)	82 (65.6)	35 (28.0)	4 (3.2)	125 (100.0)

Source: Field Survey, 2020

(Figures in parenthesis are percentages)

4.4.2.1 Location of the school

From Table 4.9, about 44.8% of the sample indicates strongly an extreme satisfaction with their schools' location while 43.2% were observed to be moderately satisfied. Only 10 respondents representing 8% of the sample were dissatisfied and 5 respondents representing 4% very dissatisfied with their school location.

Most of the respondents expressed satisfaction for the location of their schools. The justification is that all the sample schools are found within the Amansie West District Assembly with a relatively access to basic amenities. Teachers can be in schools and can easily access basic services in the municipality without more transport cost. This could be the possible reason for the observation high satisfaction among respondents.

4.4.2.2 Equipment for teaching

The survey results point out that about 4.8% of the sample respondents are very satisfied with equipment available for teaching while 50 respondents representing 40% indicate that they are moderately satisfied with the equipment available for teaching. However 60 respondents making up of 48% of the sample confirm being very dissatisfied with the equipment available for teaching and 9 respondents constituting 7.2% were observed to be moderately dissatisfied with the equipment available for teaching (see Table 4.9).

The descriptive statistics suggest that at least more teachers have express dissatisfaction with the equipment available for teaching than those with satisfaction. It was observed that most of the schools have not gotten modern equipment such as computers to aid the teaching of ICT or laboratories for practical work. Access to some services is therefore, limited. This

could be reason for teachers expressing dissatisfaction for the availability of equipment for teaching. These finding further agree with the results of Oduro-Owusu (2010) who maintained that teacher have dissatisfaction with the quality of school infrastructure. Equipment for teaching constitutes significant aspect of key school infrastructure.

4.4.2.3 Teaching load

The results in Table 4.9 indicate that 68 respondents representing more than half (54.4%) of the sample are Satisfied with their present teaching load while 41 respondents making up of 32.8% are dissatisfied. To the extreme, 10 respondents constituting 8% are very satisfied while only 6 respondents representing 4.8% are very dissatisfied with their present teaching load. Quite different from public discussions teacher are at least satisfied with their current workloads in the various schools despite increase in enrolments.

Teacher satisfaction with current workload also implies that schools have the needed human resources (enough teachers) to teach the students. Shortage of teachers could lead to overburden and hence dissatisfaction. The possible reason for this finding is that teachers may have interest in teaching in schools located in urban centers relative to those in the hinterlands. Increase supply of teachers in urban areas will thus reduce average work load.

4.4.2.4 Class size

Policy support for class management to achieve a better student teacher ratio has received a good response in SHSs. Contrary to the results of Oduro-Owusu (2010) in Kumasi Metropolis, the results of this survey maintain that teachers are at least satisfied with their class sizes. From Table 4.9, 58 respondents representing 46.4% of the sample has indicated

Satisfaction for their class size and 4% appeared to be very satisfied. However 47 people representing 37.6% of the sample respondents have indicated their dissatisfaction about their class size and 12% are very dissatisfied.

Class size plays a very critical role in lesson delivery. The teacher is able and satisfied with smaller class sizes. Larger class size has implication for teaching and students performance. They increase teacher workload in marking and for teaching demonstration and activity base lessons.

4.4.2.5 Students' performance

In all academic environments students' performance is part of the indicators of the success of the institution. Teachers reported mixed satisfaction about their students' performance. From Table 4.9, majority (67 respondents) representing 53.6% of the sample population has indicated that they are satisfied with the level of the students' performance. Meanwhile 45 respondents constituting 36% of the population size indicated that they are dissatisfied with the level of students' performance. However 9 respondents representing 7.2% said they were very dissatisfied, while only 4 respondents, being the least represented with only 3.2% confirmed that they were very satisfied with the students' performance.

Teachers are always overwhelmed when their students perform creditably. Discussions with teachers reveal that a major source of motivation to the teacher is seeing the student perform creditably. It represents some kind of self-assessment for teachers to produce quality students in terms of academic performance.

4.4.2.6 Ventilation and lightening

On ventilation and lightening, majority (82 respondents) of the sample population consisting of 65.6% were seen with greater satisfaction. Besides, 35 people constituting 28% of the sample are not satisfied with the current infrastructure in terms of ventilation and lightening. The descriptive statistics are shown in Table 4.9. The effort of present and past governments has given policy support to upgrading of physical infrastructure including schools. This could probably be the reason for quality infrastructure in most of the schools.

4.4.3 Satisfaction with relationship with stakeholders

Previous studies [e.g Usop *et al.* (2013)] maintain that teachers' obtained satisfaction from having good relationships with stakeholders. The results of this study provide related evidence. Teacher satisfaction from relationship with stake was assessed using teacher relationship with the director of education, relationship with headmaster or headmistress, supervisor appreciation for teacher performance, participation in PTA, participation in SRC, participation in decision making and conflict management. Respondents' indication of their satisfaction and dissatisfaction with these indicators are shown in Table 4.9.

Table 4.9: Satisfaction with relationship with stakeholders

Relationship with stakeholders indicators	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Total
Director	40 (32.0)	68 (54.4)	13 (10.4)	4 (3.2)	125 (100.0)
Headmaster/headmistress	43 (34.4)	72 (57.6)	9 (7.2)	1 (0.8)	125 (100.0)
Supervisor appreciation	35 (28.0)	63 (50.4)	20 (16.0)	7 (5.6)	125 (100.0)
Participation in PTA	31 (24.8)	70 (56.0)	18 (14.4)	6 (4.8)	125 (100.0)
Participation in SRC	31 (24.8)	63 (50.4)	27 (21.6)	4 (3.2)	125 (100.0)
Participation in decisions	28 (22.4)	65 (52.0)	27 (21.6)	5 (4.0)	125 (100.0)
Conflict management	35 (28.0)	55 (44.0)	30 (24.0)	5 (4.0)	125 (100.0)

Source: Field Survey, 2020*(Figures in parenthesis are percentages)***4.4.3.1 Relationship with director**

The regional director of education is the administrative head and therefore, coordinates the activities of schools at all levels under the Ghana Education Service. Teacher establishment of good relationship with the director has implications for job satisfaction. From Table 4.10, the results provide that 40 respondents constituting 32.2% were very satisfied with the relationship they have with their director and 68 respondents (54.4% of the sample) were satisfied with the relationship have with their director. However, 13 respondents constituting 10.4% were dissatisfied and only 4 people (3.2%) were very dissatisfied with the relationship they have with their director.

Many teachers have established good relationships with the director in the Amansie West District Assembly. Their ability to have good relationship with administrative heads enhances communication flow along the lines of administration in the system. This can promote a sense of involvement with implications on teacher satisfaction. However, only a

smaller proportion of respondents express dissatisfaction for their relationship with the director. Such respondents probably could have personal problems with the director on issues of condition of service.

4.4.3.2 Relationship with headmaster/headmistress

In educational institutions such as SHSs, heads of staff are often responsible for providing enabling environments for production to take place. A reflection of this is often seen in their relationships with the employees. The results of this study therefore, confirm this in the Amansie West District Assembly. Table 4.10 provides that teachers' satisfaction with their headmasters/headmistress is highly achieved among staff. It was revealed that 72 teachers who represent 57.6% of the sample are satisfied and 43 respondents (34.4%) were very satisfied with their relationship with headmaster/headmistress. Only 1 respondent representing 0.8% were very dissatisfied and 9 respondents constituting 7.2% confirmed being dissatisfied with their relationship with headmaster/mistress. SHRM (2013) studied employee job satisfaction and engagement in the United States and identify relationship with immediate supervisor as a significant influence of job satisfaction. The results of this study therefore, do not stand isolated but confirm past studies in the field of job satisfaction.

The possible reason for this observation is that heads of SHSs in the Amansie West District Assembly are putting efforts to understand teacher's physiological and psychological needs. This places them in better positions to relate well with their teachers to increase their job satisfaction. The few respondents who show dissatisfaction with their relationships with heads probably could be challenged with some administrative principles of which they are victims.

4.4.3.3 Supervisor appreciation of teacher performance

Teachers can draw satisfaction from supervisors' assessment of their performance. An investigation into this point out that, on average, teachers are satisfied with their supervisor's assessment on their performance. The results in Table 4.10 indicate that 35 teachers constituting about 28% of the sample confirmed that they are very satisfied while 63 respondents representing 50.4% are found to be moderately satisfied. It was also discovered that 20 respondents who form 16% of the sample are dissatisfied with supervisor assessment of their performance. However, only 7 people representing 5.6% indicated that they were very dissatisfied with how their supervisor appreciates their performance.

The fact that teachers have been given good assessment for their performance and declared as good in the execution of their duties offers them the spirit of hard work. They therefore, get satisfied with the fact that supervisors appreciate their efforts in delivering services to the school. The relatively smaller proportion of the sample that was observed to have dissatisfaction with their supervisors' appreciation for their efforts probably could be falling below some minimum requirements in executing their duties in school.

4.4.3.4 Participation in PTA

Parent Teacher Association (PTA) represents a platform for parents and teachers to discuss issues on the school development. A good relationship among parents and teachers will reflect in effective participation in PTA from which teachers can draw satisfaction from. Results of the survey indicate that majority of the teachers are satisfied with PTA participation. From Table 4.10, 70 respondents which form 56% of the sample are satisfied with their PTA participation and additional 6 respondents which constituted about 4.8% of

the population are very dissatisfied with their PTA participation. However, 31 representing 24.8% of the entire survey indicate very dissatisfaction while 18 respondents constituting 14.4% are moderately dissatisfied with their PTA participation.

Lum *et al.* (1998) agree strongly for participation as an aspect of job satisfaction. PTAs in many instances seek to address the welfare of both teachers and students. They play several roles in the school including provision of physical infrastructure such as toilet facilities, classrooms and teachers accommodations. Teacher satisfaction with PTA participation in school activities has implication for the development of the school.

4.4.3.5 Participation in Student Representative Council (SRC)

Erciti *et al.* (2011) identify involvement in programmes as a strong aspect of job satisfaction. The results of this study confirm this proposition. SRC represent a platform for teachers and students to meet and contribute towards management issues of the school. Teacher and students therefore, draw satisfaction from such arrangements especially when their views are better represented or their grievances addressed. The survey results provide evidence of teacher satisfaction from the Schools' SRC. From Table 4.10, about 63 respondents representing 50.4% of the sample indicated that they are satisfied with their SRC participation. It was also discovered that 31 teachers representing 24.8% of the sample are very satisfied. However, 27 respondents constituting 21.6% of the sample expressed dissatisfaction with their participation on SRC while 4 respondents which constitute about 3.2% very dissatisfied.

Schools often have their SRC boards that represent teacher and students. The reason for most teachers being satisfied with SRC could be that though probably not personally participated, their view could be well represented by their representatives. This could increase their satisfaction with SRC decisions.

4.4.3.6 Participation in decision making

This aspect tries to analyse teachers' satisfaction with their inclusion in decision making in the school. The purpose is to identify any form of domination in the school management. Teachers' responses however, suggest that democratic procedures are followed in decision making process. It was discovered that many respondents are satisfied with their inclusion in various decisions making processes in the school. Results in Table 4.10 show that 65 respondent, making 52% of the sample were observed to be satisfied with this aspect of their job and 28 respondents representing 22.4% were very satisfied. About 27 respondents which form 21.6% of the sample indicate dissatisfaction with their participation in decision making. However, only a few number of 5 respondents representing 4. % of the sample population was observed to be very dissatisfied.

Teacher satisfaction with decision making in the school suggests an existence of cordial relationships among curricular heads and other staff of the schools. This cordial relationship services as a driving force for unity and representative rule in the schools. The fact that teacher are called for participation in decision making get their views represented in management issues of which they draw satisfaction from.

4.4.3.7 Conflict management

Differences in opinions, divergences in behaviour and misrepresentation of people feeling are organizational features considered as conflicts. Effectiveness in management wipes out such issues via a viable conflict resolution mechanisms. The results of the survey indicate that teachers are at least satisfied with conflict management issues in the schools. There is evidence from Table 4.10 that 35 respondents constituting about 28% were very satisfied with conflict management issues in their schools. Besides, 55 respondents who constituted 44% of the sample were observed to be moderately satisfied. However, 30 respondents representing 24% confirm being dissatisfied while 5 respondents (4%) show very dissatisfaction.

The results suggest that JHSs in the Amansie West District Assembly are free from internal conflicts. This provides basis for greater potential in human resource development among teacher. It also implies that all teacher can contributes towards the organizational development and receive benefits peacefully to increase satisfaction.

4.4.4 Satisfaction with leadership style

Rao and Narayana (1998) propose a strong argument in favour for leadership style as a determinant of job satisfaction. Besides, Mahunu (2001) observation among teachers in some schools at the pre- university level at the Kpando District of Ghana indicate that the main factor contributing to teacher job satisfaction in schools is leadership style. Their proposition presents a justification for this study to assess teacher satisfaction with leadership style in their schools. Main indicated observed include gender equity, teacher code of conduct, conflicts in leadership and freedom of expression. Evidence in Table 4.10

suggests that the results of this study confirm that of past studies on leadership style and teacher job satisfaction.

Table 4. 10: Teacher satisfaction with leadership style

Leadership style indicators	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Total
Gender equity in leadership	28 (22.4)	65 (52.0)	27 (21.6)	5 (4.0)	125 (100.0)
Teacher code of conduct	18 (14.4)	81(64.8)	22 (17.6)	4 (3.2)	125 (100.0)
Conflicts in leadership	18 (14.4)	71 (56.8)	31 (24.8)	5 (4.0)	125 (100.0)
Freedom of expression	22 (17.6)	73 (58.4)	25 (20.0)	5 (4.0)	125 (100.0)

Source: Field Survey, 2020

(Figures in parenthesis are percentages)

4.4.4.1 Gender equity in leadership

The representation of social groups is important in organizational management. Proponents of gender equity have scaled up the debate in gender roles in organisations. Today, organisations that have respect for social groups include in their leader both men and women in management issues. In the SHSs in Amansie West District Assembly, teachers are at least satisfied with gender representation in curricular activities. It was revealed that 28 respondents representing 22.4% were very satisfied and 65 respondents (52%) were observed to be moderately satisfied. Meanwhile 27 respondents constituting 21.6% of the sample are dissatisfied, and 5 respondents making up of 4% are very dissatisfied with gender equity in leadership.

The results indicate that only 25% of teachers in the SHSs are females. Despite their relatively fewer numbers yet they are represented in leadership positions in the schools. The

objective of gender equity in organisations as a campaign by social organisations today has been achieved in SHSs especially in the Amansie West District Assembly.

4.4.4.2 Application of teacher code of conduct

Every organisation in Ghana has guidelines to shape the behaviour of employees. The Ghana Education Service has this as teacher code of conduct. Application of teacher code of conduct appears effective among the schools. Teachers have indicated a strong satisfaction for this in Table 4.11. The results confirm 18 respondents (14.4%) are very satisfied with the application of teacher code of conduct in the schools. Besides, 81 respondents who constitute 64.8% were observed to be moderately satisfied with the application of teacher code of conduct. However, 22 respondents constituting 17.6% are dissatisfied and only 4 people representing 3.2% are very dissatisfied with the application of teacher code of conduct.

The results imply that leadership style in the various schools is very effective by implementing a functional framework that regulates teacher behaviour towards the achievement of the organizational goals. The results also suggest that teachers themselves appreciate their own efforts in the application of the code of conduct.

4.4.4.3 Leadership style and conflict

Today many organisations are faced with internal conflicts arising from leadership positions. Some leaders are found of associating themselves with a segment of the staff while sidelining others from effective participation of management issues. Such conflicts sometimes have ethnic, political and religious traces. The survey results do not confirm the presence of

such leadership conflicts in the various schools. Teachers have therefore, indicated satisfaction with leadership roles and conflicts emergences in the schools. The results in Table 4.11 indicate that 18 respondents who represent 14.4% are very satisfied and 71 respondents who constituted 56.8% of the sample are moderately satisfied. About 31 respondents representing 24.8% confirm being dissatisfied and 5 respondents who form 4% were very dissatisfied when asked how leadership style breeds conflict.

4.4.4.4 Leadership style and freedom of expression

A good leadership style in an organization should grant employees the freedom of expression that can contribute to development. The results of the survey revealed that teachers are satisfied with how leadership style grants freedom of expression in the various schools. Evidence in Table 4.10 provides that 22 respondents who represent 17.6% are found to be very satisfied and 73 respondents who constituted 58.4% are moderately satisfied. However, 25 respondents representing 20% confirm being dissatisfied and 5 respondents who form 4% of the sample population were found to be very dissatisfied.

Teachers become satisfied when they are able to discuss their challenges freely with management. They derive satisfaction from interaction with leaders of the organisation in areas they feel should receive changes or strengthen to achieve the organizational goal. An absence of this would lead to teacher dissatisfaction with leadership style. The fact that many respondents are satisfied with the leadership style suggests co-operation with management, absence of division in socio-economic and demographic backgrounds and willingness to assist in management.

4.4.5 Satisfaction with Motivation

Studies in Ghana such as William (2011) maintain that motivation has a causal link with job satisfaction. Consistent with past studies, the results of this study provide evidence to support the proposition that motivated teachers are often satisfied and are willing to increase performance on the job. In the analysis, concentration is being focused on indicators such as access to accommodation, maternity and sick leave, health insurance, salary advancement and support for social ceremonies (e.g marriages, funerals and naming ceremonies). Teachers' satisfaction with these indicators is shown in Table 4.11.

Table 4. 11: Satisfaction with motivation

Indicators for motivation	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Total
Access to accommodation	4 (3.2)	48 (38.4)	49 (39.2)	24 (19.2)	125 (100.0)
Maternity and sick leave	9 (7.2)	70 (56.0)	39 (31.2)	7 (5.6)	125 (100.0)
Health Insurance	9 (7.2)	55 (44.0)	38 (30.4)	23 (18.4)	125 (100.0)
Salary advance	5 (4.0)	28 (22.4)	63 (50.4)	29 (23.2)	125 (100.0)
Social support ceremonies	17 (13.6)	58 (46.4)	37 (29.6)	13 (10.4)	125 (100.0)

Source: Field Survey, 2020

(Figures in parenthesis are percentages)

4.4.5.1 Access to accommodation

Teacher accommodation has been a challenge for most SHSs in Ghana. Stakeholders sometimes therefore, motivate teaches by facilitating their access to accommodation. Teachers generally expressed dissatisfaction with their access to accommodation. Results of the survey point out that, 49 respondents constituting 39.2% are dissatisfied with their access to accommodation and 24 people representing 19.2% are very dissatisfied with access to

accommodation in the schools. However, 8 respondents representing 38.4% are satisfied with this indicator and only 4 respondents representing 3.2% are very satisfied.

Further enquiry revealed that the challenge is not even the condition of accommodation but non-availability at all. Limited access to accommodation has implications for the school management. The result implies that teacher would not be able to stay and monitor students' behaviour during the night in the case of boarding schools. One not staying on the school premises, any attempt to visit the school at night to ensure discipline can lower satisfaction among teachers.

The results for this section agree with teacher dissatisfaction with the school infrastructure. The justification for this observation could be that, policy support for access to education has broadened enrolment with corresponding increase in all facilities such as accommodation for staff. This remains a challenge for most schools as teachers have to travel long distances to teach.

4.4.5.2 Maternity and sick leave

Maternity and sick leave constitute a significant motivational factor in the condition of service for SHS teachers. Teachers are permitted to have a break when sick or have given birth. Despite a condition of service yet some teacher find it very challenging accessing the opportunity. The results of this survey however confirm teacher satisfaction in the case of the Amansie West District Assembly.

Evidence in table 4.12 provide that more than half of the sample respondents (70 people) representing 56% were found being satisfied with maternity and sick leave and 9 respondents representing 7.2% were found to be very satisfied. However, 39 respondents who form about 31.2% were dissatisfied and 7 respondents making 5.6% were very dissatisfied with maternity and sick leave.

The fact that maternity and sick leave are granted to teachers represent efforts for human resource sustainability. This will motivate teachers and hence increase their level of satisfaction with the job.

4.4.5.3 Health insurance

The core of human resource development lies on the health status of the worker. Many organisations therefore, try to provide health need for the worker through the insurance programme. In the Ghana Education service teacher with SSNIT contributions are granted access to health services through the health insurance programme. The survey results confirm that teacher have been benefiting from health service and are therefore, satisfied with the health insurance programme. The results in Table 4.12 indicate that 9 respondents representing 7.2% of the sample were found to be very satisfied with health insurance in the aspect of their job. Evidence also shows that 55 respondents who constitute 44% were moderately satisfied with insurance. Besides, the results suggest that 38 respondents constituting 30.4% were found to be dissatisfied and 23 people representing 18.4% are very dissatisfied.

Dissatisfied teacher however, indicate that the health insurance programme does not cover several aspects of their health needs. The programme is not well equipped with the needed drugs to cure them as often recommended. Many teachers are therefore asked to access some prominent drugs from private firms for their health needs. A comprehensive health insurance programme would have given them more satisfaction.

4.4.5.4 Salary advancement

Salary of employees constitutes a significant indicator for job satisfaction. Employees are motivated by salary advancement which contributes to optimum satisfaction. The survey results suggest that greater proportion of respondents is not satisfied with their salary advancement. From Table 4.12, more than half of the entire population thus 63 people who represent 50.4% are dissatisfied and 29 respondents who form 23.2% were very dissatisfied with their salary advancement. Only 5 respondents representing 4% were very satisfied and 28 respondents constituting 22.4% confirmed being satisfied.

There are several possible reasons for teacher dissatisfaction with their salary advancement. Teachers were observed to have fixed salary for a long period of time alongside with current economic hardship. The exchange rate volatility and increasing inflation trend devalues fixed incomes. The value of teachers' salary keeps on decreasing in real terms despite their effort to increase performance at the job place. Teachers' dissatisfaction with salary advancement partly has its basis from the economic conditions.

4.4.5.5 Social support ceremonies

The Ghanaian society has value for social activities with cultural dimensions from which satisfaction is derived. These basically are ceremonies such as wedding, funerals and naming ceremonies. An enquiry into teacher satisfaction with support for these activities revealed that teachers are at least satisfied. The results in Table 4.12 shows that 17 respondents who represent 13.6% were found to be very satisfied and 58 respondents who constituted 46.4% of the sample are moderately satisfied. However, 37 respondents representing 29.6% confirm being dissatisfied and 13 respondents who form 10.4% to the extreme are very dissatisfied with support for social ceremonies.

4.5: Level of Job Satisfaction among Teachers

This section presents results and analysis of the degree to which teachers are satisfied with some indicators. The indicators are presented in the form of statements for which respondents are to indicate their level of agreement as a proxy of job satisfaction. First, teachers were asked to indicate whether they will be willing to remain in teaching forever. Their responses suggest high level of dissatisfaction with the job. It was discovered that 75 respondents representing 60% of the sample population are not willing to remain in the teaching job forever. However, 50 respondents representing 40% of the sample are willing to remain in the job forever. The result suggests that any form of satisfaction with job indicators expressed by respondents is only a short term phenomenon. Teachers will have dissatisfaction with the job in the long run.

Further analysis of teacher level of agreement with some job satisfaction indicators is done. Teachers were asked to indicate whether they strongly agree, agree, disagree or strongly disagree with some positive statements about their job performance. Considering the proportion of respondents who are at least agree with the performance indicators, more than 50% of respondents indicate high level of satisfaction for their job. The results are shown in Table 4.12.

Table 4. 12: Level of teachers’ agreement with some satisfaction indicators

Satisfaction Indicators	Strongly Agree	Agree	Disagree	Strongly Disagree	Total (percent)
I like teaching	35 (28.0)	67(53.6)	18 (14.4)	5 (4.0)	125(100)
Teaching gives satisfaction	23(18.4)	63(50.4)	32 (25.6)	7 (5.6)	125(100)
Students like what I teach	46 (36.8)	65(52.0)	13(10.4)	1 (0.8)	125(100)
I take part in school activities	23(18.4)	75(60.0)	25 (20.0)	2 (1.6)	125(100)
I feel competent	35(28.0)	67(53.6)	21 (16.8)	2 (1.6)	125(100)
I am satisfied with my job	17(13.6)	64(51.2)	39 (31.2)	5 (4.0)	125(100)
Community appreciates me	20(16.0)	75(60.0)	25 (20.0)	5 (4.0)	125(100)
Staff give effective leadership	13 (10.4)	78(62.4)	32 (25.6)	2 (1.6)	125(100)
I recommend teaching to others	18(14.4)	66(52.8)	29 (23.2)	12 (9.6)	125(100)
I prefer teaching in this school	22 (17.6)	56(44.8)	34 (27.2)	13 (10.4)	125(100)

Source: Field Survey, 2020

(Figures in parenthesis are percentages)

Teachers were asked to indicate the extent to which they like teaching. The results provide that 35 respondents constituting 28% of the sample population strongly agreed that they like teaching and 67 respondents who form 53.6% moderately agreed that they like teaching. However, 18 respondents constituting 14.4% disagreed to the statement that they like

teaching and 5 respondents representing 4% confirm they strongly disagreed with this statement.

The results reveal that teachers like the teaching profession and have again confirmed that they derive satisfaction from it. At least 50% of the sample is satisfied while 18.4% is very satisfied by agreeing strongly with the proposition. The evidence of teacher satisfaction with the job is shown by their indication of how students like what they teach. Table 4.13 provides that more than 50% of the respondents maintain that students like what they teach.

The results of the survey point out that teachers' satisfaction has a link with their participation in co-curriculum activities. It was observed that 75 respondents representing 60% of the sample population agree that they are being engaged in the school activities. Their involvement in the schools activities such as co-curricular offers them some level of satisfaction about their competences. Majority (see Table 4.13) of the respondents therefore, confirm their state of being satisfied with their level of competence usually resulting from their participation in the various school co-curricular activities.

Besides, the results further provide that respondents are generally satisfied with their profession considering the way they execute their duties and the response from students as a performance measure. About 13.6% strongly agree that they are satisfied while 51.2% are at least agreeing that they are moderately satisfied. Further indications show that communities appreciate teacher performance both in class and outside class. Community appreciation for teacher performance gives them high level of satisfaction for the job. This is enhanced by effective leadership the staff offers in the various schools. Respondents agree that staff give effective leadership in the schools to increase their satisfaction (see Table 4.13).

The results also reveal that teachers' satisfaction is depicted by their willingness to recommend the teaching profession to other colleagues. More than 62.4% of respondents at least agree to this proposition. These categories of respondents are comfortable with the profession and will to recommend it to others. Their high level of satisfaction with the job is also supported by the fact that they would like to remaining teaching in their present schools even in the future.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of major findings, conclusions and policy recommendations. The conclusions and recommendations are derived from the findings of the study.

5.2 Summary of Findings

5.2.1 Socio-demographic characteristics

Respondents were observed to have different background characteristics. Many of the teachers studied were males and married. They mostly had a first degree certificate with only 0.8% of them holding Diploma or Masters Degree. Teachers were observed to have an average of 37 years of age. Average household size and dependents were 6 and 4 respectively. Teachers had an average of 10 years of experience and have taught in their present schools for an average of 4 years. They belonged to different associations but the dominant ones were GNAT and NAGRAT. About 52.8% of teachers were engaged in other income generating activities besides the teaching.

5.2.2 Teachers' knowledge and awareness of their conditions of service

Teachers demonstrated their knowledge and awareness of job satisfaction in a number of ways. They pointed out that job satisfaction should be seen as a process where the worker is provided with documented conditions of services and indeed benefit from such services. Many teachers were aware that study leave, maternity leave, sick leave among others were services they need to enjoy to remain satisfied. In addition, the study provided mixed results

on the extent of benefits or access to certain services. About 28% of respondents indicated that there were limited opportunities for further studies. Respondents also added that inadequate remuneration, difficulty in accessing study leave, failure of government to pay their salary and arrears on time, inadequate pension benefits among others were unfavourable factors as far as their knowledge and awareness of job satisfaction was concerned.

5.2.3 Aspects of the job that teachers are satisfied or dissatisfied with

Generally, teachers were satisfied with aspects of the job environment, relationship with stakeholders and to some extent leadership style. Specifically, they were satisfied with the location of the school relative to the CBD of the Manso Nkwanta Township, class size, ventilation and lightening in classrooms for the case of job environment factors. Similarly, teachers expressed satisfaction with their relationship with stakeholders such as the Directors of education, headmaster/mistress and PTA participation. Leadership style such as gender equity, application of teacher code of conducts and conflict management increase teacher satisfaction. They were, however, dissatisfied or very dissatisfied with the human resource development aspect of the job and the level of motivation given to them. Specific variables identified include inadequate in-service training (54.4%), access to accommodation (58.4%) and salary advancement (73.6%).

5.2.4 Level of job satisfaction

Respondents showed a high level of satisfaction for some indicators such as their love and commitment to the job, and students and community appreciation of their efforts. Teachers

agreed or strongly agreed that they like teaching (81.6%), gained satisfaction from teaching (68.8%), take part in school activities (78.4%) and feel competent (81.6%).

5.2.5 Teacher characteristics influencing job satisfaction

A test for independence of some variables on job satisfaction was computed. The claim (null hypotheses) that some observed teacher characteristics are independent of their satisfaction was rejected. The results therefore, suggest that teacher characteristic such as status in school, influence of career choice, relationship with staff and membership to associations had a direct influence on job satisfaction.

5.3 Conclusions

The study provided theoretically consistent findings in the field of teacher satisfaction. Respondents met some of their needs at all levels of Maslow hierarchy of needs in their profession. The results also imply that it is possible for an individual to meet some of his/her needs in a highly ranked category of the hierarchy without necessarily meeting all the needs in a lower category. The necessary condition is however, that at least some of the needs in a particular lower bracket must be met before an individual can meet a need of the next highest bracket. Once an individual has met some of his physiological needs, he/she can proceed to meet some safety needs even if all physiological needs have not yet been met. Specifically, the following conclusions are drawn from the results of the study:

5.3.1 Teacher knowledge and awareness of job satisfaction

Organizations have variations in background features among staff. In the Ghana Education Service, teachers in the SHSs share different characteristics. The individual differences among them have influence on their conceptualization of job satisfaction and the level of satisfaction derived.

5.3.2 Aspects of the job that teachers are satisfied or dissatisfied with

Teachers are not ignorant of what constitute job satisfaction in their field. Their ability to define clearly job satisfaction and its indicators has implications on their expectation. Any shortfall associated with management inability to meet teachers expectation on what they considered elements of job satisfaction will result in job dissatisfaction.

5.3.3 Level of job satisfaction

The results of the study imply that teachers are satisfied with some aspects of their job and dissatisfied with other aspects. They express satisfaction with the arena of the job environment, relationship with stakeholders and leadership style. However, they expressed dissatisfaction with the human resource development aspect of the job as well as their motivational arrangements.

5.3.4 Respondents show a strong agreement with some satisfaction indicators.

They are variables associated with their commitment for the job, loyalty, patriotism, dedication, and hard work. They strongly agree that these variables offer them high level of satisfaction.

5.3.5 Teacher characteristics influencing job satisfaction

Factors influencing job satisfaction among teachers are not limited to management structure, educational policy, school curricular and the school infrastructure. Determinants of job satisfaction are extended to teachers own characteristics both in school and outside the school environment.

5.4 Recommendations

5.4.1 Socio-demographic characteristics

The fact that teachers have differences in their background characteristics has implication for management. Management of Junior High Schools should observe these differences and include them in their decision making in matters regarding teacher satisfaction. For example, married teachers, teachers with larger households among others will have high demand for accommodation facilities and should be motivated in that respect.

5.4.2 Teacher knowledge and awareness of job satisfaction

Management should provide enabling environment for teachers to access some services considered as part of teachers condition of service. Teachers were not ignorant about what should be provided for them. They have sufficient knowledge of what constitute their condition of service and will constantly have an increasing demand for them. Special attention should be focused on maternity and sick leave, promotion prospects, payment of their allowance and facilitation of access to accommodation.

5.4.3 Aspects of the job that teachers are satisfied or dissatisfied with

Despite the fact that teachers expressed satisfaction with some aspects of the job, management can still focus on areas of weakness to increase teacher satisfaction. Areas of focus should include the human resource development aspects and motivation. Promotion prospects should be made flexible for teachers when they have met the requirements. In-service training programmes should be extended to all teachers and the duration of the training should be long enough to make impact on teachers or the academic performance of students. Management should also focus on elements of teacher motivation to increase their job satisfaction.

5.4.4 Level of job satisfaction

The relatively higher level of satisfaction observed among teachers in areas of their performance, relationships and participation in school activities provide a baseline for management effort. Such effort should be scaled up to double teacher satisfaction. What this suggests is that the existing management structure or procedures for decision making and implementation is reinforcing and yielding positive results. What is needed is to increase effort and scale up the existing enabling environment.

5.4.5 Teacher characteristics influencing job satisfaction

Variables influencing teacher satisfaction are not limited to management issues. Significant determinants of satisfaction are derived from teacher own characteristics such as behaviour, associations, status in school and an individual decision making procedures. Management should therefore, focus in strengthening teacher relationships and associations since they

have positive influence on satisfaction. Teachers that are performing extra co-curriculum activities should be motivated to increase performance.

5.5 Area for Further Research

The scope of this study on job satisfaction is limited to Junior High Schools teachers in the Amansie West District Assembly. The results can therefore, not be generalized on teacher job satisfaction outside the Amansie West District Assembly. Further studies can be conducted on the same areas with a nationwide coverage.

Besides, the results of the study have provided evidence of low job satisfaction among teachers. However, the teaching profession still attracts high number of employees than other public sector organization in Ghana. There is therefore, the need to conduct further research on what influence people to go into teaching despite its relatively low satisfaction.

REFERENCES

- Abdul, J. K. (1991). *The relationship between compensation and job satisfaction: A case study of Nigerian National Petroleum Company, Kaduna*, Unpublished M.P.A. Thesis. University of Ilorin, Ilorin.
- Ahuja, R. (2001). *"Research Methods"*. Jaipur: Rawat Publications
- Andreassi, J. K., Lawter, L. Brockerhoff, M. and Rutigliano, P. (2012). *Job Satisfaction Determinants: A Study Across 48 Nations*. WCOB Faculty Publications. Paper 220
- Armstrong, M. (2006). *Hand Book of Human Resource Management Practice*. 10th ed. Kogan Page Limited. London and Philadelphia.
- Avoke M. Offei Nyadu, Y. & Mensah, A. K (1999). Are teachers leaving special education? *Ghanaian Journal of Special Education* 1(4) 21- 26
- Aziri, B. (2011). Job satisfaction: A Literature Review. *Management Research and Practice* vol. 3 issue 4
- Azornu, W. H. Y. (2011). *Job Satisfaction among Teachers of Private and Public Basic Schools in the Ho Municipality of the Volta Region of Ghana*. Dissertation Submitted to the University of Cape Coast.
- Bacharach, S. B., & Bamberger, P. (1990). Exit and turnover militancy intentions in elementary and secondary school. *Educational Administration Quarterly*, 26 (4), 316-344
- Bennel, P., & Akyeampong, K. (2007). *Teacher Motivation in Sub-Saharan Africa and South Asia* (p. 71). Retrieved from
- Billingsley, B.S. & Cross, L. H. (1992) Predictors of Commitment Job Satisfaction and intent to stay in teaching: A Comparison of general and special educators. *Journal of Special Education*. 25(4), 453- 472.

- Birdi, K. Warr P, and Oswald a. (1995). Age differences in three Components employee Well-being. *Applied psychology: An International Review*, 44, 345- 375.
- Blackburn, J. J. and Robinson, J. S. (2008). Assessing Teacher Self-Efficacy and Job Satisfaction of Early Career Agriculture Teachers in Kentucky. *Journal of Agricultural Education*, Vol. 49 (3)
- Blood, G. Ridenour, J. Thomas E. Qualls C. and Hammer, C. (2002). Predicting job satisfaction among speech- language patgologist working in public schools. *Language, Speech Hearing Services in schools* 33, 282- 290.
- Bluman, A. G. (2009). *Elementary Statistics: A Step By Step Approach (Seventh Ed.)*. McGraw-Hill Companies, Inc.,
- Bogler, R. (2002). Two profiles of Schoolteachers: a discriminant analysis of job satisfaction. *Teaching and Teacher Education*, 18, 665-673
- Bogler, R. (2002).Two profile of school teachers: A Discriminant Analysis of job satisfaction. *Teaching and Teacher Education*, 18(6), 665-675.
- Bucher, C. A. (1992). *Administration of physical education and athletic programme*, C.V. Mosby, London
- Camp, W. G. (1987). *Student misbehaviour and job satisfaction of vocational agriculture teachers: A path analysis*. Paper presented at the annual meeting of the American Educational Research Association. Washington D. C.
- Christen, M., Iyer, G. and Soberman, D. (2006). Job Satisfaction, Job Performance, and Effort: A Re-examination Using Agency Theory, *Journal of Marketing*, January, Vol. 70, pp. 137-150

- Cosier, A. R., and Dalton, D. R. (1983). Equity Theory and Time: A Reformation. *The Academy of Management Review*, 8(2), 311–319. Retrieved from <http://www.jstor.org/discover/10.2307/257759?uid=4856496&uid=3739136&uid=2473801543&uid=2&uid=3&uid=707984&uid=67&uid=62&uid=60&sid=21102749296807>
- Creswell, J. W., and Plano Clark, V. L. (2007). “*Designing and conducting mixed methods research*”. Thousand Oaks, CA: Sage.
- Dery, S.E (1995). *An investigation in causes of resignation of teachers from Special education in Ghana*. Massachusset; Hilton Perkins international programme.
- Dinham, S. and Scott, C. (1996). *Teachers Satisfaction, motivation and health: Phase one of the teacher 2000 project* (Report No. Sp 037155) New York, USA American Educational association (ERIC Document Reproduction Service No. ED 405295).
- Domfeh, K. A. (2013). *Salaries of Ghanaian teachers poorest in public sector – GNAT*. Myjoyonline. Retrieved September 29, 2013, from <http://edition.myjoyonline.com/pages/news/201303/102941.php>
- Ercikti, S., Vito, G. F., Walsh, W. F. and Higgins G. E. (2011). Major Determinants of Job Satisfaction Among Police Managers. *Southwest Journal of Criminal Justice*, Vol. 8(1). pp. 97–XX.
- FWSC. (2009). *Government White Paper on the Single Spine Pay Policy*. Retrieved from
- FWSC. (2013). *Is performance management in Ghana’s public service a mirage? - The fair*
- Ghana National Association of Teachers and Teachers and Educational Workers Union (2009). *Teachers Attrition in Ghana*.
- Gyamfi, G. D. (2014). Influence of Job Stress on Job Satisfaction: Empirical evidence from Ghana Police Force. *International Business Research*; Vol. 7 (9)

Hackman, J. R. & Oldham, G. R. (1980). *Work redesign*. Addison: Wesley

Hackman, J. R., and Oldham, G. R. (1974). *The Job Diagnostic Survey: An Instrument for the Diagnosis of Jobs and the Evaluation of Job Redesign Projects*. New Haven, CT: Yale University: Department of Administrative Sciences.

Henke, R. R., Choy, S. P., Chen, X., Geis, S., Alt, M. N., and Broughman, S. P. (1997), *America's teachers: Profile of a profession, 1993-94* (NCES 97-460). Washington, DC: National Center for Educational Statistics. [Available On-line: <http://nces.ed.gov/pubs97/97460.pdf>].

Hertzberg, F., Mausner, B., & Synderman, B. (1959). *The motivation to work* (2nd ed). New York: John-Wiley and Sons.

<http://r4d.dfid.gov.uk/PDF/Outputs/PolicyStrategy/ResearchingtheIssuesNo71.pdf>

[http://www.fairwages.gov.gh/files/Government White paper.pdf](http://www.fairwages.gov.gh/files/Government%20White%20paper.pdf)

International Journal of Educational Management, 15(7), 354–
538.doi:10.1108/EUM00000000005931

Judge, T. A., Parker, S., Colbert, A. E., Heller, D. & Ilies, R. (2001). Job satisfaction: A cross cultural review. In Andersen, N., Ones, D. S., Sinangil, H. K., and Viewesvaran, C. (Eds) *Handbook of industrial, work and organizational psychology* (pp. 25-52). London: Sages.

Kavanaugh, D. L. (2006). The relationship between job satisfaction and demographic variables for healthcare professionals. *Management Research News* 29 (6), 304-325

Koustelios, A. D. (2001). Personal Characteristics and Job Satisfaction of Greek Teachers. *The*

- Locke, E. A. (1976). The nature and causes of job satisfaction. In Dunnette, M.D. (Eds). *Handbook of industrial and organizational psychology* (pp. 1297-1349). Chicago: Rand McNally
- Lum, L., Kervin, J., Clark, K., Reid, F. & Sirola, W. (1998). Explaining nursing turnover intent: Job satisfaction, pay satisfaction, or organizational commitment. *Journal of Organizational Behavior*, 19, 305-320.
- Mahunu, E.K. (2001). *Determines of Job Satisfaction of teacher in the Kpandu district of Ghana. Unpublished Master Thesis presented to the Faculty of Education, University of Education, Winneba.*
- Maslow, A. H. (1954). *Motivation and Personality*. New York: Harper & Row.
- Michaelowa, K. (2002). *Teacher job satisfaction, student achievement and the cost of primary education in Francophone Sub-Saharan Africa*. HW MANSO NKWANTA Discussion Paper, 188.
- Ngimbudzi, F. W. (2009). Job satisfaction among secondary school teachers in Tanzania: the case of Njombe District. University of Jyvaskyla. Retrieved from <https://jyx.jyu.fi/dspace/bitstream/handle/123456789/25482/urn:nbn:fi:jyu-201010152985.pdf?sequence=1>
- Oduro-Owusu, K. (2010). *Factors Influencing Teacher Job Satisfaction in Armed Forces Schools in the Kumasi Metropolis*. Thesis Submitted to the Institute for Educational Planning and Administration of the Faculty of Education, University of Cape Coast, in Partial Fulfilment of the Requirements for the Award of Master of Philosophy Degree in Educational Administration.
- Ololube, N. P. (2005). Benchmarking the motivational competencies of academically qualified teachers and professionally qualified teachers in Nigerian secondary schools. *The African Symposium*, Vol. 5, No. 3. pp. 17-37

- Opoku, J. Y. (2006). *Tutorials in inferential social statistics (second Ed.)*. Ghana University Press, Accra.
- Organ, D. W., & Bateman, J. S. (1991), *Organizational behaviour*. (4th ed). Boston, U.S.A: Irwin Inc.
- Pearson/Prentice Hall.
- Rao, V. S. P. and Narayana, P. S. (1998). *Organisational Theory and Behaviour*, Konark Publishers PVT, Colone
- Rebore, R. W. (2001). *Human resources administration in education: A management approach*. London: Allyn and Bacon
- Robbins, S., & Judge, T. (2008). *Essentials of Organizational Behavior (9th ed.)*. New Jersey: Jesery:
- Rue, L.W. and Byars, L. (2003). *Management, Skills and Application*, 10 ed., McGraw-Hill/Irwin, New York, p. 259
- Saleem, S., Majeed, S., Aziz, T. and Usman, M. (2013). Determinants of Job Satisfaction among Employees of Banking Industry at Bahawalpur. *Journal of Emerging Issues in Economics, Finance and Banking (JEIEFB)*, Volume:1(2)
- Singh J. (2003), "A Comparative Study of Scholastic Achievement of Students Studying in Govt. and Govt. Aided Primary Schools with Special Reference to Minimum Levels of Learning", *Education New Horizons*, Vol. 3, No.3, pp 32-37
- Society for Human Resource Management (2013). *Employee Job Satisfaction and Engagement, the road to economic recovery*. Society for Human Resource Management
- Spector, P. E. (1997). *Job Satisfaction: Application, Assessment, Causes, and Consequences*. California: Sage Publications.

- Spector, P. E. (1997). The role of frustration in anti-social behavior at work. In R.A. Giacalone & J. Greenberg (Eds.), *Anti-social behavior in workplace* (pp. 1–17). Thousand Oaks, CA: Sage Publishers.
- Ubom, I. U. and Joshua, M. T. (2004). Needs satisfaction variables as predictors of job satisfaction of employees: Implication for guidance and counselling. *Edu. Res. J. Vol. 4. No. 3*
- Usop, A. M., Askandar, K., Langguyuan-Kadtong, M. and Usop, D. A. S. O. (2013). Work Performance and Job Satisfaction among Teachers. *International Journal of Humanities and Social Science Vol. 3 (5)*
- Utuka, U. G. (2001). *Factors influencing recruitment and retention of teachers in the newly established Junior secondary schools in the Ashanti Region of Ghana*. M.Phil thesis. Cape Coast: Faculty of Education, University of Cape Coast.
- wages and salaries commission's role in public service performance management*. Retrieved from <http://www.fairwages.gov.gh/index.php/Slideshow-News>
- Weiss, H. M. (2002). Deconstructing Job Satisfaction. Separating Evaluation, Beliefs and Affective Experiences. *A Journal of Human resource management review*.
- William, M. K. (2011). *Motivation and job commitment among teachers in four selected Junior high schools in the Ashanti region of Ghana*. A Thesis Submitted to the Institute of Distance Learning, Kwame Nkrumah University of Science and Technology in Partial Fulfilment of the Requirements for the Degree of Commonwealth Executive Master of Business Administration.
- Zangaro, G. A. and Soeken, K. L. (2007). A Meta-Analysis of Studies of Nurses' Job Satisfaction. *Research in Nursing & Health, DOI 10.1002/nur*
- Zembylas, M. and Papanatasiou, E. (2004). Job satisfaction among school teachers in Cyprus. *Journal of Educational Administration, 42 (3), 357-374*.

Appendix 1: Questionnaire for teachers

CHRISTIAN SERVICE UNIVERSITY COLLEGE

SCHOOL OF BUSINESS

DEPARTMENT OF MANAGEMENT AND GENERAL STUDIES

This questionnaire is seeking your opinion in an effort to solicit information to write a thesis on the topic “**Assessment of Job Satisfaction among Junior High School Teachers in the Amansie West District Assembly**”. This study is being conducted in partial fulfilment of the award of Bachelor of Business Administration in Human Resource Management. Your opinion is, therefore, needed for academic purpose only and will be treated confidential.

1. Date of Interview/...../.....
2. School.....
3. Telephone no of respondent.....

A. Background Information of Respondents

1. Gender of respondent a. Male [] b. Female []
2. Age
3. Marital status a. Single [] b. Married [] c. Devoiced []
d. Widowed/Widower []
4. Household size
5. Number of dependents (under age + aged)
6. Level of education (years spent at school)
7. Last class completed

8. Number of years in teaching
9. Number of years in your present school
10. Membership to an association a. Yes [] b. No []
11. Name of association
12. Do you engage in any other livelihood strategy besides your major occupation?
a. Yes [] b. No []

B. Teachers' knowledge and awareness of job satisfaction

Tick appropriate column

Type of service	Service available	Service not available
Study leave		
Maternity		
Sick leave		
Opportunities for progress on the job		

13. Employees sometimes complain about condition of services. Do you experience that in the teaching service? a. Yes [] b. No []
14. Are you satisfied with your current working conditions of service? a. [] b. []
15. Please list some of the present conditions of service you think are unfavorable?
.....
.....
.....

16. Does the condition of service affect you (as male/female)? a. Yes [] b. No []

17. If yes, explain

.....

.....

18. Does the condition of service affect your marital status? a. Yes [] b. No []

19. If yes, explain

.....

.....

20. Does the condition of service affect your household size? a. Yes [] b. No []

21. If yes, explain

.....

.....

22. Does the condition of service affect your religious activities? a. Yes [] b. No []

23. If yes, explain

.....

.....

.....

C. Aspect of the job that teachers are satisfied or dissatisfied with

24. Please indicate your level of satisfaction of the following indicators.

Indicator	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
Human Resource Development				
Promotion prospects				
In-service training				
Opportunity for further studies				
Job Environment				
Location of school				
Equipment available for teaching				
Present teaching load				
Class Size				
Student performance				
Ventilation				
Furniture				
Lighting				
Relationship with Stakeholders				
Relationship with supervisors				
a. Director				
b. Headmaster/mistress				
Supervisor appreciation of teacher performance				
Participation in PTA				
Participation in SRC				
Participation in decision making				
Conflict management in school				
Opportunities for further studies				
Leadership Style				

Gender equity in leadership				
Application of teacher code of conduct				
Leadership style breeds conflict				
Leadership style grant freedom of expression				
Motivation				
Incentives of heard work				
Access to accommodation				
Maternity leave				
Health service				
Salary advance				
Social support during funerals, wedding, naming ceremonies				

D. Level of job satisfaction among teachers

25. Will you like to remain in the teaching service forever? a. Yes [] b. No []

26. Please indicate whether you strongly agree, agree are uncertain, disagree or strongly disagree with the following statements. Where 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4= Agree, 5=Strongly Agree

Indicator	1	2	3	4	5
I like teaching					
Teaching gives me a great deal of personal satisfaction.					
Students are interested in what I teach					
I am assigned appropriate amount of school activities					
I feel competent in my teaching profession					
I am satisfied with my job as a teacher					
I feel appreciated by parents for my work					
My community appreciates my work as a teacher					
The staff provides effective educational leadership.					
My satisfaction with my work helps me to perform well.					
I will recommend teaching in this school to a good friend					
My long term goal is to continue teaching					
I prefer teaching in this school to teaching else where					
I regret being a teacher					
Teaching is only a stepping stone for me					
Teaching is for every tom dick and hurry					
The teaching environment is the most confused of all working places					

E. Teacher characteristics influencing job satisfaction

27. What influence your career choice? a. Status of the profession []
b. Family/Tradition [] c. Salary [] d. Security [] e. None; please
specify.....
28. What is your status in school a. Subject Master Only [] b. Form master []
c. House Master [] d. Junior House master [] e. Sports Master []
f. Others (specify)
29. Does your status in school affect your job satisfaction? a. Yes [] b. No []
30. If yes, explain
.....
.....
31. Who will you talk to or seek support in times of challenges at the job?
a. Colleagues [] b. Teachers [] c. school authorities [] d. Trade union []
e. Family [] f. others (specify).....
32. Do you trust your colleagues at the work environment? a. Yes [] b. No []
33. Do you trust your superiors at school to help resolve your problems at work?
b. Yes [] a. No []
34. Does membership to an association has influence on your job satisfaction?
a. Yes [] b. No []
35. If yes, explain
.....
.....

36. Are you satisfied with your present income from the teaching?

a. Yes [] b. No []

37. Do you have plans for further studies? a. Yes [] b. No []

38. Does the condition of service allow you to go for further studies?

a. Yes [] b. No []

39. Some people like teaching because it offers them the flexibility to engage in

personal activities after school hours. Does this apply to you? a. Yes [] b. No []