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JOB SATISFACTION AND THE IMPACT ON LEVEL OF EMPLOYEE'S
PERFORMANCE (A CASE STUDY: T. I. AHMADIYYA SENIOR HIGH SCHOOL,
KUMASI)

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DEDICATION

We dedicate this project work to the Almighty God who has seen us throughout the work to its success, our parents for their love, care and support financially.

Our humble supervisor for his support and guidance throughout the work and our loved ones for their support and prayers.

ACKNOWLEDGEMENT

Our outmost gratitude goes to the Almighty God for giving us the strength, wisdom, knowledge and understanding to come out with the project. We also owe a special thanks to Mr. Ampong, whose supervision and guidance added to the understanding, clarity and quality of this project work.

God richly bless you

ABSTRACT

A Satisfied worker is a productive worker meaning that, A Satisfied work force will create a pleasant atmosphere within the organization to perform well. Furthermore, the satisfaction in job is creating a major topic in for research studies. The detail problem checked in this topic is to find out the impact of job satisfaction on performance. The attitude of employee are very significant to management because they determine the behavior of workers' in the organization. It looks at which compensation (intrinsic and extrinsic) show job satisfaction of an employee. It considers the influence of age, sex, and experience of employee on level of job satisfaction. It will investigate the most satisfying area of an employee in the job. Why employee remain or out of an organization. The data will be collected through a field of survey using a questionnaire from the employees of the organization. This research attempts to feel the gap by using T. I. Ahmadiyya Senior High School, Kumasi, in Ashanti Region of Ghana as a case study. The study will reviewed literature on the concepts of job satisfaction and performance. The study will employed quantitative and qualitative methodology. Data will be collected through the administration of questionnaire and an in depth interview, from the employee of Organization. Questionnaire will be administered to some employees of the T.I. Ahmadiyya SHS and the management to elicit their response on job satisfaction.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Reaching high ranking performances through efficiency and productivity, this has always been the organizational goal with higher level of priority.

It has been discovered that in any organization before there could be an impact in the level of performance that there must be a satisfaction from the part of the employee through reward from the organization.

Job satisfaction is defined as the effective orientation that an employee has towards his or her work. It describes the feelings or preference of individuals regarding work. JOBS satisfaction is a very important components to employees in any organization. Many researchers and administrators have noticed the importance of job satisfaction on a variety of organizational variables job satisfaction and its contributing variables are important for any organization to exist and prosper. Similarly Optatka Mimon, 2008, noted that the principal reason as to why job satisfaction is to extensively research is that it relates to significant association with life satisfaction.

Job satisfaction speculates the feelings, attitudes and preference of every individual regarding work. It shows the measures of individual content towards his or her work. (Armstrong, 2006) defines job satisfaction as the attitudes and feelings people have about their work. Every individual positive and favorable attitude towards the job indicate job satisfaction.

Every individual Negative and unfavorable attitude indicate dissatisfaction.

This case study will make findings to know factors influencing job satisfaction among teachers in public secondary schools.

The study will focused on the feelings, and attitudes of teachers in public secondary schools in the determination of the factors that influence job satisfaction. An improvement in employee performance also leads to an improvement in the company's performance. The core strength of any organization comes from its employees so the employees depend on the managers and the organization depends on all of them for its success. The quality of human resource of an organization is essential to it success. Thus, every organization must seek to improve the quality of its workforce by making their employees satisfy at the work place.

This study is based on Maslow's hierarchy of needs theory and satisfaction which is about how people are given appreciation as a return of doing something good or valuable to the organization. (Armstrong 2000). Motivation deals with "why" people behave think and feel the way they do things. This is translated as motivated behavior is usually energized, directed and sustained through rewards. Job satisfaction on the other way round is a set of favorable and unfavorable feelings and emotions with which employees view their work. It is also an effective attitude, a feeling of relative like or dislike toward something, which consist of feelings, thoughts and intentions to act.

1.2 Statement of the problem

Teachers are key players in moving learning institutions to achieve their goals and objectives of holding students to excel in examinations and eventually succeed in life. So

therefore Teachers need motivation to enhance their job level of satisfaction, so that to undertake their position and duty effectively and efficiently.

The key reason employees perform poorly in the workplace is poor management, because managers with poor leadership skills tend to offer little feedback on employees performance. There is lack of interest at the workplace by employees are unhappy about their job where job duties are very challenging. Workers not being paid well, then their dissatisfaction is warranted.

1.3 Objectives of The study

The broad objective of this paper work is to identify the variance in the level of job satisfaction among employees in the public schools.

1. To determine the impact of job satisfaction on the level of performance.
2. To identify factors that challenges job satisfaction in public schools.
3. To examine the extent to which job satisfaction affects job performance among teachers in public schools.
4. To identify their needs in the performance of their work in public schools.

1.4 Research questions

This study was guided by the following research question in order to achieve the study objectives:

1. What determine job satisfaction among employees of public schools?
2. Does the working environment contribute to the performance of the employee?
3. Does carrier choice and training influence job satisfaction in public schools?

4. What are the challenges of job satisfaction in public schools?
5. Does their characteristics or skills not clearly recognize by the management of the school?
6. What to give to who to satisfy who in the performance of their work.

1.5 Significance of the study

It shows that Education is a motivation to acquisition of gainful employment. Teachers go through the process before they got their teaching job. Eventually, it should make them happy and well satisfied.

This is the reason why the study aimed at having an in-depth investigation of hidden factors that influenced job satisfaction among teachers in public schools.

1.6 Scope of the study

The research findings may not be generalized to schools and teachers fraternity country wide because of the varied environment unique to each school. Though those schools with related conditions would apply.

Some teachers in support to the headmasters and the administration may decline to divulge information that they may think will be incriminating. The researcher will ensure complete and constant privacy by advising them not to write their names on the questionnaire.

1.7 Organization of the study

The study will be organized in five chapters.

Chapter one is concerned with the central issues in the research and will give a clear idea of the research topic.

Chapter two will reviews the relevant literature of the topic and will also form a conceptual framework of the study.

Chapter three will discuss the specific methodology used for this study.

Chapter four will present the analyzed data and a systematic presentation of the research findings.

Chapter five will consist of summary, conclusion and make recommendations relating to this research.

CHAPTER TWO

LITERATURE REVIEW

This chapter focuses on literature review on the concept of job satisfaction and Performance in organization particularly public school sector. The chapter begins with discussion on job satisfaction and performance as organizational phenomenon, followed by the theories underpinning their conceptualization. The chapter then examined the factors that contribute to job satisfaction. The chapter also discussed how job satisfaction is measured. The discussion also ascertains how job satisfaction influence employees 'performance and established the correlation between the two variables. The chapter further presents conceptual framework of job satisfaction and its effect on performance and conclusion drawn on the chapter.

2.1 Job satisfaction and performance

Locke (1969, 1976) states that job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. This implies that, satisfied employees have positive attitude toward job which leads to high performance level whereas dissatisfied employees have negative attitude toward work which yields low performance result. Job performance on the other hand, comprises apparent behaviors that people observe in their job that are important in achieving organizational goals and these behaviors must be relevant to the goals of the organization.

The flourish literature of organizational behavior and organizational psychology suggest that, job satisfaction and performance relationship is the most researched area.

Their relationship has been studied widely over decades and the growing interest in the study of the two phenomena is unusual (Spector 1997). Weiss and Cropanzano (1996) describe this relationship as —Holy Grail of organizational psychology and the rationale behind the rising interest in the study of the relationship between the two variables by various organizations around the world is to recognize the components of employees‘ satisfaction for appropriate control.

2.2 Concept of job satisfaction

Job satisfaction simply explains attitude of teachers toward their job. In other words, it describes the level of happiness of teachers in fulfilling their desires and needs at the work. Hence, it is the pleasurable feelings that result from an employee perception of achieving the desire level of needs. Job satisfaction as an intangible variable could be expressed or observed via emotional feelings. In other words, it hinges on the inward expression and attitude of individual teachers with respect to a particular job. For instance, an employee satisfaction is high if the job provides expected psychological or physiological needs. However, satisfaction is said to be low if the job does not fulfill the psychological or physiological needs (Cook, 2008).

Job satisfaction is also considered to be dispositional in nature (Staw and Rose, 1985). It was discovered from the dispositional perspective that assessing personal traits can give clear indication in the forecast of job satisfaction. Disposition considers how personal characteristics can influence the level of job satisfaction and individual genetic makeup has been identified as a factor. Arvey et al. (1989) conducted a study to support the genetic makeup component to job satisfaction in their study of monozygotic or identical twins not

reared together. They concluded that identical twins even reared at a distance from each other or not in the same environment still tend to have quite significant similar level of satisfaction.

This is attributed to their genetic makeup component. Moreover, there is the difference in employee's job satisfaction level that can partly be traced to differences in their disposition or temperament. Lim (2008) said that, job satisfaction plays significant role in both personal interests success and therefore valuable to study for multiple reasons. In recognizing the role of job satisfaction phenomena, experts are of the view that it can interrupt labour behavior and influence work productivity and therefore worth to be studied (George and Jones, 2008). This is in line with believe that —happier workers are more productive, but Staw (1986) change this assertion. Nevertheless, job satisfaction contributes immensely to organizations in the following dimensions. Improved job satisfaction encourages productivity and has inherent humanitarian value.

2.3 Definitions of job satisfaction

Various schools of thought have in diverse ways tried to explain the meaning of job satisfaction. Locke (1969, 1976) states that job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. Spector (1997) defines job satisfaction as an extent to which people like or dislike their jobs. Other authors consider job satisfaction as the attitudes people have toward their job.

In this direction, Mankoe (2002) states that, job satisfaction is a set of feelings which employees have about their work. This definition of job satisfaction is an emotional reaction of employees in relation to the aspects of their job and response(s) they experience

at the workplace. It describes how happy employees are with the facets of their job. This to some extent implies that, a satisfied worker is the one who is contented with the surface of his or her job.

In summary, job satisfaction is defined as an extent to which people like or dislike their job which implies whether employees are happy and contented in fulfilling their desires and needs at work.

2.4 Conceptual framework

The conceptual framework illustrates the perceived relationship between the independent variables and the dependent variables. The dependent variable is job satisfaction while the independent variables are remuneration, working conditions, level of education and working. The research sought to find out whether the independent variables have any effect on the dependent variables.

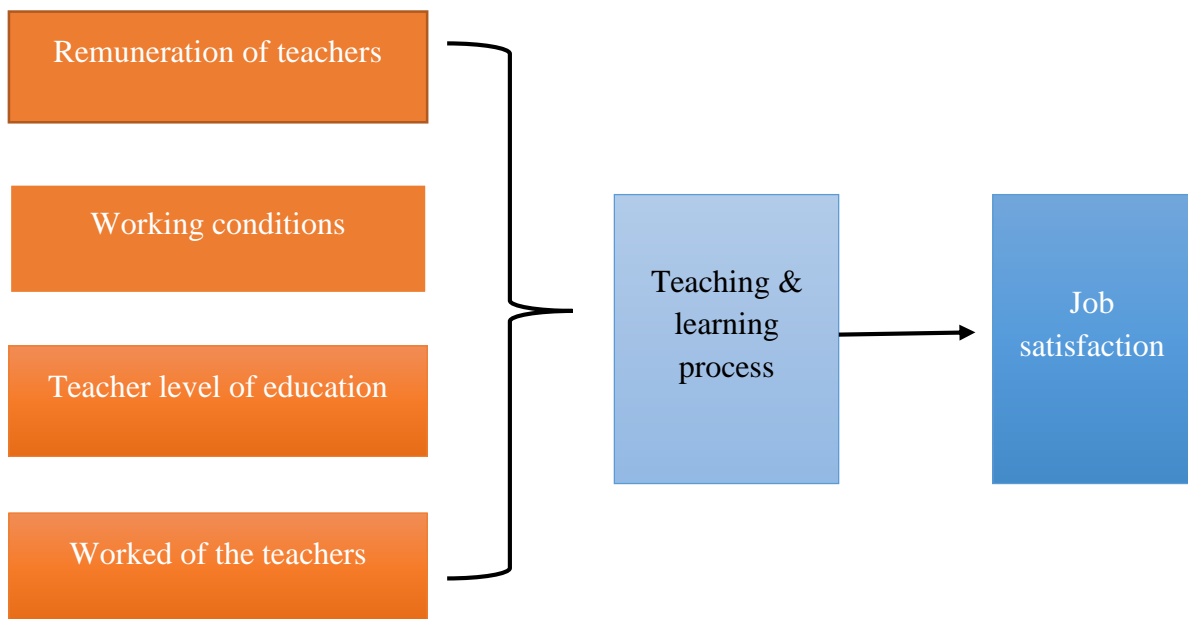


Figure 2.1

Conceptual framework on factors that affect job satisfaction in public primary schools. The conceptual framework illustrates the factors that are key to teaching and learning process and can impact positively or negatively to teachers job satisfaction. In this case, teaching level of job satisfaction depends on successful teaching and learning process at school and which is dependent on the factors. Remuneration working conditions, level of education and workload.

2.5 Theories of job satisfaction

Wehrich and Koontz (1999) in explaining the genesis of job satisfaction argue that, the debate on job satisfaction started with Maslow's Hierarchy of needs theory.

Job satisfaction theories have a strong overlap with theories explaining human motivation. The most common and prominent in this area improve Maslow Needs Hierarchy theory, Herzberg motivation hygiene theory, and job characteristic model dispositional approach. Maslow's Theory of Motivation/Satisfaction Maslow's (1943) Hierarchy of Needs illustrated in figure 2.1 is said to be the most extensively cited theory of motivation and satisfaction (Wehrich and Koontz, 1999). Maslow's (1943) argument based on humanistic psychology and clinical practices revealed that, an individual's motivation/satisfaction requirements could be arranged in pecking or hierarchical order namely physical needs, safety needs, social needs, esteem/achievement needs, and self-actualization (Maslow, 1943). The theory explains that when one level of these needs is fulfilled or satisfied it does no longer motivate. Therefore, next higher level of need must be initiated to inspire the individual so as to feel satisfied (Luthans, 2005). However, needs are affected both by

weight attached to them and the level at which an individual wants to meet those needs (Karimi, 2007).



Source William and Claudia 2013

2.5.1 Herzberg's two-factor theory

Herzberg's theory is said to be the most functional model to study job satisfaction (Kim, 2004), and it has been used as a theoretical framework for evaluating the Police Officers' job satisfaction (Getahun et al., 2007). The Two Factor Theory suggests that, there are two factors that could satisfy or dissatisfy workers in carrying out their responsibilities namely job-satisfiers or motivator factors and job dissatisfaction or hygiene factors. Job-satisfiers are aspects of the job that stimulate employees' job satisfaction and it considers aspects of a job such as recognition, achievement, responsibility, advancement and the work itself.

Alternatively, job dissatisfaction or hygiene factors are regarded as contextual factors which are not necessary motivating but their absence at the workplace bring forth dissatisfaction. However, this theory has received a lot of critics for its motivator and hygiene contents which disregard individual differences and perceives that individual employees would respond in the same way to changes in motivator and hygiene factors (Karimi, 2007).

2.5.2 Equity theory

According to Yusof and Shamsuri (2006), this theory has been extensively studied over decades under the title of distributive justice. The advocate of this theory, Adams (1963) proposes that workers consider their input (what they put into a job) in relation to their outcome (what they get from a job) and try to evaluate this ratio with the input-outcome ratio of their colleagues in other organizations. State of equity is said to exist if they realize that their ratio is equivalent to that of their colleagues in other organizations (Robbins, 2005). Similarly, there is inequity if the ratio is not corresponding. Equity brings forth satisfaction among employees while inequity leads to dissatisfaction. Perry et al. (2006) found those employees' satisfaction increases with rewards only when these rewards are valued and observed as equitable.

2.5.3 Job design theory

This theory suggests that the job aspects of an employee will show the level of his or responsibility in the private school sector. In following Moynihan and Pandey (2007), job transparency causes greater job satisfaction as job clarity generates such employees who

are more satisfied with the work, committed to the work and concerned with the work. The theory states five features of a job including skill variety, task identity, task significant and autonomy as factors that affect individual's perception of how important the work is, and eventually affects satisfaction level. Autonomy represents the level of exercising self-control, the more independent a worker feels, the more responsibilities he or she assumes.

2.5.4 Vroom expectancy theory

Vroom (1964) suggests that the motivations of people to work to realize their dreams depends on assumptions that the objective is worthy, and are certain that what they do will aid them accomplish their goals. Robbins (2005) posits that this theory is founded on three variables namely valance, expectancy and instrumentality. Valance refers to the strength of individuals' preference for a particular output. Expectancy considers the likelihood that a specific effort will produce a particular gain promotion (second-level output) (Luthans, 2005). Similarly, Newstrom (2007) explains that satisfaction is as a result of three factors including how much reward is wanted (Valance), the estimate of probability that effort will lead to successful performance (expectancy) and the estimate that performance will result in getting reward (instrumentality). Hence, $\text{Satisfaction/Motivation} = \text{Valance} \times \text{Expectancy} \times \text{Instrumentality}$. Since the main focus of this study is to explore whether job satisfaction can have an effect on organizational performance, these theories have been chosen to guide the study. The causes of job satisfaction would be explored in the next section of the chapter.

2.6 Causes of job satisfaction

People usually tend to consider their appraisal of work experiences in terms of liking or disliking and develop feelings of satisfaction or dissatisfaction with respect to their job and the organization as a whole. Many factors account for how favorable an individual appraises his or her job, more especially the attitude of an individual toward his or her work. Research has identified a number of variables that seem to contribute to either job satisfaction or organizational commitment. According to Jex (2002), researchers have considered three approaches to explain the development of job satisfaction namely job characteristics, social information processing (organizational characteristics) and dispositional (worker characteristics).

2.6.1 Job characteristics

The job characteristics approach assumes that the nature of individual's work or the characteristics of organization is a predominant determinant of job satisfaction (Jex, 2002). According to Hackman and Oldham (1980), job characteristic is facet of a job that causes a rise in level of motivation, satisfaction and performance. They suggest five features of a job for which all jobs have in common including skill variety, task identity, task significance, autonomy and feedback. Again, they define four personal work outcomes such as internal work motivation, growth satisfaction, general satisfaction and work effectiveness. These job features have been fused together with the most common aspect of job satisfaction assessment which includes promotional opportunities, supervision, work itself and co-worker relations (Smith et al., 1969). A general principle in study of the outcome of job characteristics on job satisfaction is that individual assess job satisfaction

by comparing benefits they are currently receiving from their jobs with what they believe they should receive. Therefore, satisfaction will be achieved if individual's expectation from the job is fulfilled. Contrary, dissatisfaction sets in if expectations are far exceeds what is being received.

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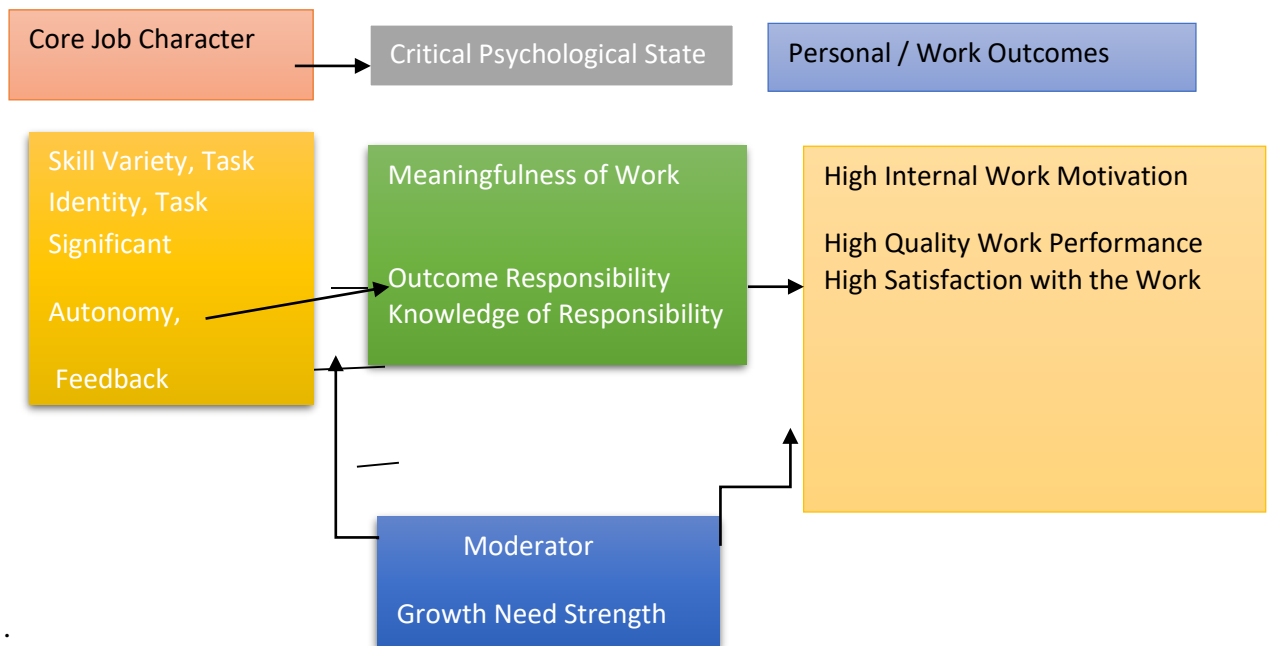


Figure 2.3: The Job Characteristics Model

Source: Robert and Lawrence 2000

Social Information Processing (Organization Characteristics) Jex (2002) states that job satisfaction level of an teachers is determined by his or her relation with other co-workers. All things being equal, if employees perceive that their co-workers are positive and satisfied, they will automatically be affected, however, if they are negative and dissatisfied then they are likely to become dissatisfied as well. Jex and Spector (1989) proved that social-information has a prevailing impact on job satisfaction. They believe that newly engaged workers could morally be corrupted during their socialization process at the workplace. They are likely to become tainted if they are placed around dissatisfied worker. In Aamodt (2009), Weiss and Shaw (1978) conducted a study where participants were asked to view training video of assembly line workers who either gave positive or negative remark regarding their job. Afterwards, the viewers were given the chance to perform the same job. The study observed that participants who had the opportunity to watch the positive tape enjoy performing the task than their counterpart who viewed the negative video. Generally —research on social information processing theory supports that social environment does have an effect on teachers ‘attitudes and behaviors (Aamodt, 2009).

2.6.2 Work characteristics

Research has shown that satisfaction to some extent is based on disposition (Judge and Larsen , 2001). Work characteristics suggests that people are inclined To be satisfied or dissatisfied with their job regardless of the nature of it or the organizational environment. Again, some people are genetically positive in disposition. For instance, Arvey et al.(1989) conducted a study of identical twins not reared together . They concluded that identical twins even reared at a distance from each other or not in the same environment

still tend to have quite significant correlated level of satisfaction. In addition to the above three approaches, Lmond and Spector (2000), stated firmly that different facets of work in relation to pay workers affect the level of job satisfaction of employees.

2.7. Measurement of job satisfaction

To measure job satisfaction properly, one must have broad understanding of the construct to decide what direct factors is, to measure considering the fact that there is no universally accepted definition of job satisfaction (Coverdale, 1979), likewise no exclusively accepted theory to give details, it is not surprising that there exists no single upon best way to measure job satisfaction. The most fundamental forms of measurement might take into account an interview, a single-item measure, or workplace observation, but other researchers prefer in-depth survey instrument (Spector, 1997). The mainly cited survey instrument identified in the literature comprises the job descriptive index (JDI), Job satisfaction survey (JSS) and Minnesota satisfaction Questionnaire (MSQ).

Minnesota Satisfaction Questionnaire

Minnesota Satisfaction Questionnaire was developed by Weiss, Dawis, England and Lofquist in 1967. It considers measuring particular facets of an employee's satisfaction with his or her work, and it gives details on the rewarding aspect of a job than broad measures of job satisfaction. According to vocational Psychology Research (2002), Minnesota satisfaction Questionnaire has extensively been used in investigating client vocational needs in counselling follow-up studies and creating information regarding reinforces in job.

2.7.1 Concept of job performance

Job performance is defined as a role of the individual's performance on particular objectives that consist of defined standard job descriptions. It depicts behaviors and actions that are managed by the employees which contribute to an organization's goals.

Contrary to this rigidly behavioral meaning of job performance. The definition is in agreement with the dominant technique used to determine job performance which is performance ratings from supervisors and colleagues, call attention to this evaluative in defining the performance domain. They also firmly maintain that job performance is as a result of behaviors and not outcomes.

Similarly, Murphy (1989) asserts that job performance definition should center on behaviors instead of outcomes since centering on outcome could influence employees to find shortcut to achieve results which can negatively affect the organization for lack of certain performance behaviors.

Additionally, job satisfaction is too significant that its absence generates some loophole in the organisation. It can also be said that Organ and Ryan(1995) found that job satisfaction improve organizational citizenship character and attitude . Moreover, it supports employee retention level and avoids the cost of living new ones.

On performance, Carmeli (2003) concluded that intelligent workers are able to manage their emotions to maintain a favorable mentality to generate or produce better job performance. Organization are more interested about job performance because of the gravity of its high productivity at the place of work.

On the other hand, propose that there are two main types of job performance namely task and conceptual performance. Task performance is the implementation of the core functions by individual employee that are formally outlined in his or her job description. These set of functions add direct to or allow the production of goods or service. But in conceptual performance, it comprises of activities that are volitional and now in the job description through which an employee assists and improves the workplace surroundings. And conceptual performance involves the aptitude to see what needs to be done even if it does not clearly form part of one's outlined job description and communicating positive behaviors to and among managers, colleagues and stakeholders.

2.8 Effect of job satisfaction of performance

In modern competitive market, it is the vision of every organization to attain high performance through productivity and efficiency. However, the attainment of this vision requires highly satisfied workforce as they Endeavour to extend more effort to performance and work harder to achieve result. Similarly, the overall performance of an organization is dependent on resourceful and successful individual performance. In explaining the effect of job satisfaction on performance, Cummings (1970) came out with three major points of view that, satisfaction causes performance, performance causes satisfaction and reward causes both satisfaction and performance.

2.9 correlation between job satisfaction and job performance

The Hawthorne studies are recognized for setting the pace for researchers on the effect of employee attitude on performance. After the Hawthorne's work, more researchers have

emerged to critically investigate the idea that —a happier worker is a productive worker|. Most of their literature review proposed a weak and conflicting relationship between job satisfaction and performance. Upon further review of literature, Iaffaldano and Muchinsky (1985) proposed that the statistical relationship between job satisfaction and performance was 0.17 which signifies that job satisfaction and performance slightly related. They further declared that the said relationship between the two variables was as a result of —management. This result is in favor of the views of researchers and organizations, managers as well as human resource practitioners who perceive the relationship between job satisfaction and performance as insignificant.

2.10 The influence of students discipline on job satisfaction

Verbal interactions between parents and their children reveal a lot of parents feeling towards teachers' and may be influential in the behaviour pattern of children. The importance of supportive parental guidance in adolescence citing responses of high achievers who identify one or both parents as being instrumental in influencing them to excel in school. This study will seek to determine some of these factors if present in school environment and in as far as the parents involvement through the student's characteristics and discipline.

In addition to family influences school experiences are cited as another environmental factor affecting sense of self and career motivation. Experiences in the classrooms can have either positive or negative effect on students' self-perception. Where a student is not adequate in terms of academic capacity, indiscipline is eminent and this has the potential of causing teacher dissatisfaction and poor teacher- student relationship. Thus

teachers' belief and interaction with student have a direct effect on an individual academic performance.

An extensive amount of research has been developed to indicate how teachers' expectations can influence the performance of students. Teachers who believe that they are instructing bright students tend to smile and give nods of approval than when interacting with slow students.

Factors related to general classroom experiences, interactions with students and school climate are known to be institutional in nature and associated with job satisfaction and career commitment. The findings reveal that nearly half of the individuals surveyed indicated a preference for nice students from average homes. The group surveyed also stated a preference for students who are hardworking and respectful.

2.11 The influence of work environment on job satisfaction

Working conditions play a very pertinent role in influencing job satisfaction. Employees would feel satisfied in their jobs if they are working in a clear and orderly workplace with adequate tools and equipment, acceptable levels of environment, quality, temperature, humidity and noisy working environment can often be a cause of low productivity.

Employees need adequate equipment, space, heating, lighting, ventilation and color do also have a significant impact on the work environment. Rest rooms and lockers should

be clean, secure and well maintained. To have a good working work environment, Manager have to trust them and value them when they fail, they must know that the managers will have a defined process to help them get back on track. Finally, managers need to listen to them and accept their workplace ideas. Thus to better understand how to motivate employees, Managers should understand the basic theories of motivation.

The experiment established conclusively that the performance of workers is influenced by their surrounding and by the people that they are working with. In a working environment a number of authors are in option that having friendly and supportive colleagues contributes to increased job satisfaction. According to Madison (2000), participants who lacked support from fellow workers were more likely to suffer from job dissatisfaction. Another survey found that positive relationship with fellow workers enhances job satisfaction.

Workplace must be in normal condition allowing employee to do their job properly. In work places where there is not sufficient conditions, employee motivation level decreases and such a situation affects job satisfaction negatively. According to Herzberg's study (1968), if working conditions are not conducive, hardworking employees who can find job elsewhere leave, while mediocre employees would stay and comprise success.

2.12 The influence of student school attendance on job satisfaction

There is a significant in determining the consistence of knowledge acquisition when gaps are common because of absenteeism learning is interrupted consequently interfering with the academic performance students' not doing well can be a source of teacher job dissatisfaction as morale goes down significantly according to Simmons (1980) poverty is a major reason why students may leave school before completion. Poor parents may discourage their children from attending school regularly because of lack of funds to pay fees. Such children would opt for dirty jobs in urban centers abandoning school completely. Farrant, (1980) argues that drop out is more commonly cost by the factors that lead to chronic truancy such as indiscipline, absenteeism, academic failure consequently lowering the teachers morale of working with absentee students.

This study will seek to determine the influence of student school attendance rate on teacher Job satisfaction. The policy changes by the government of Kenya have over time changed the landscape through a wide range of policy guidelines aimed at keeping the child at school irrespective of family background. Free day secondary education introduced by government has greatly improved the student rate of attendance to school programs.

2.13 The influence of training and career choice on job satisfaction

Studies related to the motives lying behind choosing a career abound in literature. Using both qualitative and quantitative techniques for investigation, majority of them base their interpretations on the traditional classification of intrinsic, extrinsic and altruistic attractors. Altruistic reasons such as making a positive difference in the lives of children were more significant. The need to make a difference to students and society as well as the desire to be models for students emerged as the main themes for entering the profession. Hammond, (2002), in a small scale study including trainee teachers of information and communication technology, found that trainees frequently drew upon their own past experience of teaching as well as their own interest to explain their career choice.

The variety in their responses may be due to the cultural, social and economic contexts they live in, as well as the subject areas they will teach. In another study, Watt and Richardson (2007), on the other hand, used a comprehensive scale named Factors influencing Teaching Choice (FIT - Choice), which they developed (Richardson and Watt, 2006) heavily relying on the expectancy -value theory. They conducted the study with pre-service teachers enrolled in three Australian universities and found that, perceived teaching abilities, the intrinsic value of teaching and the desire to make a social contribution were the highest rated motivations. As stated in the introduction, in Turkey not many studies have been conducted. Those undertaken, however, present different results. For example, in one of the earlier studies, found that prospective elementary school teachers considered altruistic reasons to be more important and the

extrinsic ones such as getting in their career choice.

On the other hand, the same group of participants reported more extrinsic reasons such as job security; flexible hours and holidays as well as the possibility of "engaging in secondary employment" as motives that led them to select teaching for profession

Similar reasons for choosing teaching have surfaced in various forms, combinations, and rankings over the last five decades. In brief, a review of this body of research conducted up until the early 1990s suggested that "altruistic, service-oriented goals and other intrinsic motivations are the source of the primary reasons entering teacher candidates report for why they chose teaching as a career". These researchers highlighted intrinsic, extrinsic and altruistic motivations as the most important groups of reasons influencing teachers' career choice. Identified motivations have included working with children and adolescents, making a social contribution, making a difference, job security, job benefits, enjoyment of teaching, compatibility with other interests and activities, compatibility with family life, and self-education (Organization for Economic Co-operation and Development (OECD), 2005). According to an OECD report (OECD, 2005), studies in France, Australia I Belgium (French Community), Canada (Quebec), the Netherlands, the Slovak Republic, and there has been a considerable amount of research both internationally and locally investigating the factors motivating your people to opt for teaching as a career.

However, this area of research have reported that the type of motivation a student teacher enters the profession has a close relationship with the degree of commitment

the teacher displays towards the job in the future. They found that those who were decisive about their choice for entering the profession and had a great deal of enthusiasm ultimately outlasted their peers in staying in the profession.

Consequently, studying motivation for entering teaching is important for the purposes of being able to predict possible retention rates in the profession for specific students. The ability to predict retention rates backed by some form of empirical findings is important in helping a country's Ministry of Education plan for possible shortages in the teaching workforce as ultimately, there hardly exists a one- to-one correlation between enrolment figures and teachers entering and staying in the teaching service.

Previous research has established that, there exists a wide range of reasons why student teachers are attracted to the profession and these include factors related to 'interpersonal' reasons such as the opportunity to work with young people, the joy and satisfaction in witnessing a child's learning process and being able to make a difference to their students and to society at large. Their findings suggest that student teachers opt for teaching generally intrinsic reasons such as the perception that teaching makes an important contribution to the society. Their researcher also suggested that people with different profiles are motivated by different reasons. For example, male students' teachers placed more emphasis on extrinsic factors compared to their female counterparts.

2.14 Empirical review

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.

Different studies including MichealoManso 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, and 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 environment has positive relationship with job satisfaction though not significant while coworker support has a strong significant influence on job satisfaction.

2.15 Conclusion

The proceeding discusses on issues relating to job satisfaction and employee attitude towards performance. Job satisfaction is a key variable which must be of concern to managers in an organization as it has the potential to influence behaviors and subsequent productivity in their organizations.

This discussion puts forth job factors that stimulate job satisfaction among employee, it can be ascertained that employees will extend effort more to improve performance if they are satisfied.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The chapter focuses on the following sub-sections: Research Design, variables, Target Population, Sampling Technique, Data Collection Procedure, Research Procedure and Data Collection and presentation.

3.2 Research Design

Descriptive research design will be employed to determine the relationship between the dependent and the independent variables and to establish any association between these variables. According to Mugged & Maenad (2003), descriptive survey design helps a researcher to gather, summarize, present and interpret information for the purpose of clarification. Statistical instrument to be used for the research analysis will mainly be inferential statistics, specifically correlation matrix and multiple regression analysis. The researcher will employ the survey strategy for the study. This strategy is proposed because it allows the collection of a large amount of data from a sizable population in an economical manner.

Inferential statistics. The method is also perceived as authoritative by people in general and is both comparatively easy to explain and to understand.

3.2.1 Research strategy

There are two main research approaches by which social science research including business studies is conducted. There are qualitative (interpretive) and quantitative (positive) research approach.

3.2.2 Qualitative research

Based on the opinions of authors qualitative research has many definitions. Some draw attention to the research purpose and focus while others stress on epistemology perspective. According to meridian (2009), qualitative researchers are interested in understanding the meaning people have created in particular, how they make sense of their world and the experience they have in the world.

However some perceive qualitative research as using methods such as particular observation or case studies which results in a narrative, descriptive account of a setting practice.

This implies that the defining decisive factor is the type of data generated or produce or used. In a nutshell, qualitative research involves collecting or working with images, texts or sounds which allows for the inclusion of variety of data collection and analysis technique in addition to the diversity of theoretical and epistemology frame that are associated with.

3.2.3 Quantitative Research

Quantitative research strategy, as explained by collecting numerical data that are analyzed using mathematically based methods .Therefore, this definition implies that quantitative

research is essentially about collecting numerical data to explain a particular phenomenon. Similarly, Bryman (2004) explains this as an approach that places on measurement, collection and analysis of data. It is useful when working on a large scale need assessment or baseline survey.

3.3 Target Population

The target population shall comprise of all the 250 employees in T. I. Ahmediyya shs.

3.3.1 Sampling Technique

Stratified random sampling will be used since the population consists of top management, middle and lower. Then simple random sampling will be employed to ensure that all employees stand equal chance of being selected to avoid sample bias and ensure that the results are reliable enough to be generalized.

3.5.2 Sampling Size

Out of the sample frame of 250 employees in Ahmediyya shs, a sample of 50 will be chosen based on the percentage method, representing 20% of the population.

A sample size between 5-20% is ideal to represent the entire population.

3.4 Data Collection Instrument and Procedure

3.4.1 Data Collection Instrument

Data collection would be done through both primary and secondary resources. In secondary data, information relates to a past period. It will be important to use secondary data in this study as it helps to plan the collection of primary data. Secondary data saves time in enhancing primary data, provides a larger database (usually) than what would be possible to collect on one's own, however there are disadvantages to the fact that the researcher cannot personally check the data so its reliability may be questioned. Secondary data can also be gathered from a number of primary sources and weighed together to put together an overall assessment of what has happened.

On the other hand primary data is a direct report from someone who is actively involved in whatever under research or investigation. The merit of primary data is that it is direct information, uncontaminated by being transmitted through another source. The demerits of primary data are that sometimes the person who is on the field sees only part of the action. The primary data will be collected through a survey by a semi-structured questionnaire and secondary data through document review mainly organizational reports and company magazines.

Questionnaire has been developed based on the objectives of the study. The questionnaires will be administered by two research assistants well trained for this purpose. The questions have been designed to consist of three sections. Section A consists of bio-data to obtain personal information from respondents. The other two Sections deal with questions to help test the research hypothesis. Some of the questions require respondents to indicate their level of agreement to the items in the research model.

Items in the questionnaire will be measured using a five-point Likert Scale, with representing „strongly disagree“ and representing „strongly agree“.

3.4.2 Validity and Reliability

Patton (2002), states that validity and reliability are two factors which any researcher should be concerned about while designing a study, analyzing results and judging the quality of the study.

3.4.2.1 Validity

Healy & Perry (2000), explain that validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are. It estimates how accurately the data obtained in the study represents a given variable or construct in the

Study. The questionnaire will be given to other experts in research to seek their opinion about the adequacy and representativeness of the instrument to ensure it covers all the variables being measured as a way of eliminating content validity.

The study has ensured reduction of construct validity by deriving the research variables from existing theoretical frameworks. The study has adequately reviewed related literature and modeled the study on sound theoretical models.

A pilot study will also be conducted on the data collection instrument to pre-test the instrument before the main survey.

The pilot study will enable the researcher to assess the clarity of the questionnaire so that those items found to be redundant and misunderstood will be either discarded

or modified to improve the quality of the research instrument, thus increasing its validity.

3.4.2.2 Reliability

Reliability is the extent to which results are consistent over time and an accurate representation of the total population under study. Cronbach's Alpha will be used as a measure of reliability and internal consistency. Cronbach's Alpha is a reliability coefficient that indicates how well items in a set are positively correlated to one another. It measures the inter correlations among test items, with a measure of 1 being higher in terms of internal consistency and reliability and 0.7 to 0.9 being acceptable.

The following mathematical formula for Cronbach's alpha will be used to measure the reliability and internal consistency.

Where:

$$\bar{v}$$

K is the number of test items

$$\bar{c}$$

u is the average variance, and

c is the average of all covariance between the components across the current sample.

$$\alpha = \frac{K\bar{c}}{(\bar{v} + (K - 1)\bar{c})}$$

3.5 Data Collection Procedure

The researcher will obtain an introduction letter from Christian service University to enable us for identification by the staff of Ahmediyya school, when approaching respondents to provide relevant information for achieving the research objectives.

Questionnaire will be distributed to staff through the heads of the various departments. A cover letter will be attached to the questionnaires to introduce the respondents to the research topic to avoid any suspicion or mistrust respondents might have, about the study. The cover letter is also expected to help motivate respondents to participate in the study and answer the questions and to assure them of anonymity and confidentiality, and to show them how to fill the questionnaires.

The questionnaires will be distributed among the employees through their departments. The survey period for data collection would span over a period of three weeks. The advantage of selecting this method is that, it will ensure confidentiality and keep track on those who may not return the questionnaire on time and need to be reminded.

After collecting data from the representative sample through the questionnaire, data will be edited the same day to check for completeness, consistency and reliability of data. The next step will involve coding the responses in the coding sheets by transcribing the data from questionnaire by assigning characters symbols (numerical symbols). This will be followed by screening and cleaning of data to make sure there no errors. After this data, it will be transferred for analysis.

3.6 Data Analysis and Presentation

According to Sarantokos (1998), the analysis of data allows the researcher to organize data collected during the study in order to assess and evaluate the findings and to arrive at some valid, reasonable and relevant conclusion. The study will employ descriptive statistics method for presenting and summarizing bio-data. Statistical instrument to be

used for the research analysis will mainly be inferential statistics, specifically correlation matrix and multiple regression analysis. The method allows a researcher to digest and understand large quantities of data and effectively communicate their importance aspects in a research study. Data will be analyzed using Statistical Package for Social Sciences (SPSS) which is a software tool for data analysis. Qualitative data will be analyzed using content analysis. This will involve organizing the data into categories, coding and sorting them to identify patterns and interpret the meaning of the responses. Qualitative data will be presented in a narrative form and inferences drawn from it.

3.7 Ethical Considerations

In this research study, issues relating to the ethical conduct of research such as informed consent, confidentiality, privacy and anonymity will be upheld. Moreover, all information concerning the identity and personality of respondents will be treated with utmost confidentiality. Additionally, all information gathered will be used for the sole purpose of this research study.

CHAPTER FOUR

DATA ANALYSIS PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents the findings of the study. The study sought to establish whether jobs satisfaction among teachers establish the influence of student school attendance on teacher job satisfaction and finally to examine the influence of carrier choice and training on teacher job satisfaction in T.I. Ahmediyya Senior High School, Stadium, Kumasi.

4.2 Quantitative analysis and presentation and interpretation.

The quantitative analysis involves the use of descriptive statistics (frequency). This section displays information on the demographics characteristics determinants of job satisfaction and levels of importance of the determinants of job satisfaction. All the data set used for this analysis was derived from responses generated from the research questionnaire. The 250 workers serving in the school at the time of the survey, 20 of them had participated in the pilot study and involved not participate in the final study.

4.3 Respondents demographic characteristics

This section discusses the demographer characteristics of the respondents. The major issues discussed have include the sex and age of respondents and the number of years they have being in the teaching carrier.

The research revealed that 25.6% of the teaching staff were males and 74.4% were females. Also the research explained that 36.7% majority of the teaching staff have been in the

carrier over 10 years. On the other hand, 31 workers have been in the profession between 5-10 years while 28.9% have been working for less than 5years.

Table 4.1 Respondents demographic characteristics

	Variables	Frequency	Percent	Cumulative Percent
AGE	21-30	38	42.2%	42.2%
	31-40	45	50.0%	92.0%
	41-50	7	7.8%	100%
SEX	MALE	67	74.4%	74.4%
	FEMALE	23	25.6%	100%
	TOTAL	90	100.0%	
YEAR OF WORK	LESS THAN 5 YEARS	26		28.9%
	5-10 YRS	31		63%
	10YRS AND ABOVE	33		
	TOTAL	90		

4.4 Determinants of job satisfaction

This section of the analysis identifies the determinants of job satisfaction among teaching staff of Ahmadiyya Senior High School Kumasi as shown in table 4.2. The research explained (seven) 7 determinants units of job satisfaction. The determinants factors includes the following (1) Nature of work. (2) Safety at the workplace (3) promotion (4)

compensation/pay (5) Training and development (6) Relationship with other co-workers (7) overtime compensation.

Table 4.2 Determinants of Job Satisfaction

Components	Frequency	percent	Varied percent	Cumulative percent
Compensation/pay	40	44.4%	44.4%	44.49%
Promotion	10	11.1%	11.1%	55.5%
Relationship with Co-workers	7	7.8%	7.8%	63.3%
Relationship with Principal officers	3	3.3%	3.3%	66.6%
Nature of work	15	16.7%	16.7%	83.3%
Safety at the workplace	7	7.8%	7.8%	91.1%
Training and development	6	6.7%	6.7%	98.8%
Overtime compensation	2	2.2%	2.2%	100%
Total	90	100%	100%	

Field survey

4.5 Compensation/ pay

In any organization, every employee aims to achieve economic and social objective. Employee satisfaction related to the level of compensation system in the organization because level of payment strategies cannot relegate.

When there is an efficient compensation system it will result an organizational growth and expansion and exhibit a positive relationship between employee satisfaction and performance. Pay is highly considered as the most importance determinant of job satisfaction relative to the other factors in order to attract and retain expert labour force. The finding that 40(44%) employees identified compensation/ pay as the major determinate of their job satisfaction and this is a vindication of Taylor and vest's (1992).

4.6 Promotion

The advancement of an employee from one job position to another job position that has a higher salary range, a higher title together with higher job responsibility were revealed as a determinant . The study revealed that 10(11:1%) employee views promotion as a determinate of job satisfaction among Ahmadiyya Senior High School workers. The finding fall in line with Teseema and Soeter's (2006) position in their research study that higher level of job satisfaction and better performance of employee is attached to good promotional practices.

4.7 Relationship with co-workers

The workplace relationship are unique interpersonal relationship with importance implication for the individual in those relationship and the organization in which the

relationship exist and develops. Aside absenteeism level could be reduced and performance increase through socialization and interaction among employees. Because workers spend an average of 40 hours a week at the workplace, these long hours work result in the formation of workplace friendships. This finding is quite consistent and the relationship with major co-workers are the major factors that influence employee attitude toward work. And from the field data, 7 (7.8%) respondent view relationships with co-workers as an importance factor that determines the job satisfaction of T. I Ahamadiyya Senior High School workers.

4.8 Relationship with principal officers

The need theories (Mayo 1912; Maslow 1943; Herzberg 1959) show that man is a social animal. Relationship with principal officers plays an important role in job satisfaction for two reasons. First good relationship which improve people interest in hanging at work which can maintain high job satisfaction and secondly good employee. Superior officer's relationship leads to positive intervention which is proved to be the social information people rely on to form their attitude toward job. In conclusion the job satisfaction of an employee has no links with his or her relationship with superiors. Along with the 3(3.3%) respondent views relationship with superior as a job satisfaction determinant.

4.9 Nature of work

Base on the nature of work that is, complexity, confidentiality, risk and other consideration may affect the level of employee satisfaction. Refer to the nature of work as the extent to which the job provides the individual with stimulating tasks. Opportunities for learning and

personal growth and the chance to be responsible and accountable for results. This finding that 16 (16.7%) employees view the nature of their work as a determining factor for their job satisfaction and is ranked the second highest factor apart from compensation is a clear vindication of Moynihan and pandey; (2007) that job transparent and clarity generate such employee who is more satisfied and committed to the work.

4.10 Safety at workplace

Safety at workplace as a key use for employers and employees. Everyone has a responsibility to ensure the safety of himself or herself and others affected by their work activities in the workplace. Consonance with the field survey, Gyekye (2005) confirms that job satisfaction has a positive link with safety. From the data collected, 7(7.8%) respondents view safety at the workplace as one of the determinants of T. I Ahmediyya Senior High School workers job satisfaction.

4.11 Training and development

Training and development is systematic approaches to improve employee skills and their performance.

This is the acquisition or redevelopment of skills and knowledge, along with job mastery with professional development coupled with carrier and planning activities. This finding is consistent with) who found out in his study that job satisfaction is higher in organization where there is access to training and development skills. From the field data 6(6.7%) employees accepted training and development as a determinant in job satisfaction.

4.12 Overtime compensation

Working beyond normal working hours is certain in teaching activities.

From the data collected as the researcher one explore overtime compensation as a determinant which was mentioned by 2 employees.

4.13 Challenges of job satisfaction

This section of the analysis discusses the challenges in job satisfaction among the Ahmadiyya Senior High School workers and teaching staff.

The study explored five (5) challenges among the employees in the school they were selected.

The challenges explore include (i) poor communication (ii) lack of promotion (iii) lack of motivation (iv) inadequate training (v) favoritism on promotional issues.

Table 4.3 Challenges of job satisfaction

	Frequency	Percentage of cases
Poor communication	5	4%
Lack of promotion	13	14%
Lack of motivation	6	7%
Inadequate training	15	17%
Favoritism on promotional issues	5	6%

Well trained employees usually show a greater increase in and a higher quality of work output than an untrained group. Despite the relevance of training a majority of the employees identified inadequate training as a challenge to their job satisfaction. Data revealed that 15(17%) view this factor as a major challenge to their level of job satisfaction. Interference can also be made that lack of promotion challenges the job satisfaction of T. I. Ahmadiyya Senior High School workers and teaching staff.

4.14 Qualitative analysis and discussion of finding

Qualitative research involves the use of methods such as participant observation or case studies which result in a narrative, descriptive account of a certain practices. The qualitative analysis intends to help under stood the determinant of job satisfaction.

4.15 Conclusion

The chapter center on the job satisfaction of workers and teaching staff of T. I Ahmadiyya Senoir High School Kumasi Ashanti Region. It primary focused on the determinants of employees job satisfaction. Their influences of job satisfaction on the performance of employees and their challenges in the job satisfaction in the teaching carrier. The results obtained are based on for the summary of finding recommendation and conclusion.

CHAPTER FIVE

SUMMARY OF FINDING CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

Chapter five focused on the summary of the finding, discussion and conclusion inferred from the finding. The chapter also contains some useful recommendation on how job satisfaction among teachers can be enhanced.

5.2 Summary of finding

The issue of job satisfaction among teachers has presented great challenges to stakeholder in the education sector in Ghana. This study focused on job satisfaction among teachers in T. I. Ahmaddiya SHS in Ashanti Region and come with the following finding. It has come out clearly that compensation and pay plays an important role in determining whether teachers are satisfied or not. Majority of respondent indicated that they got inspired when they are well compensated and pay very well. They also indicated that the nature of their work of as a determining factors of their job satisfaction and is rated as the second highest factors apart from compensation.

5.3 Determinants of job satisfaction

The study explored eight (8) determinate of job satisfaction which include.

- I. Compensational pays.
- II. Promotion.
- III. Relationship with co-workers.
- IV. Relationship with principal officers.

- V. Nature of work
- VI. Safety at work place
- VII. Training and development
- VIII. Overtime compensation

Out of the eight determinates that were explored, the employee's views compensational pay as their main determinant of job satisfaction.

5.4 Conclusion

The teaching industry is well recognized for its great contribution to the economic development of Ghana as in terms of educational aspect. In view of this, the study tested the determinants of the employee's job satisfaction and its effect on employee performance in the T. I. Ahmadiyya SHS in Ashanti Region

A summary of results revealed that compensation/pay is the main factor that determines the job satisfaction of teaching workers and staffs. Employees are highly satisfy especially with the safety policies of their job. Beside, their performance is positively affected by compensation/pay while the nature of work negatively affects their performance.

Lastly, inadequate training and development from their major challenges as far as job satisfaction is concerned with the key finding emanating from the research and the necessary recommendation aiming at improving employee's job satisfaction and performance, it is vividly recommended that the stakeholders and Ghana Educational Services would implement these recommendations.

5.5 Recommendation

The key finding of the study and conclusions sketched. The following recommendations are made.

5.6 Training and workshop

It has emerged from the study that training is inadequate for employees in the case study organization and based on the views of the respondents; there should be constant training and workshop program for existing and new recruited teachers as to impart more knowledge and skills in teaching.

5.7 Motivation

It was found from the study that motivation level is low in the area of overtime compensation and educational grants. Therefore it appears employees are not pleased with these motivational factors. In addition management and stakeholders should acknowledge effort for exceptional performance.

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APPENDIX II: QUESTIONNAIRE

EMPLOYEE OPINION BEHAVIOR ATTRIBUTE QUESTIONNAIRE

PART A

The following questions concern your position and other personal information. You are requested to complete this part without fear of disclosure of individual data. Confidentiality is assured. Please DO NOT WRITE YOUR NAME in this questionnaire. Tick one for questions 1, 2, 3, 4, 5, 7, 10, 11, and 12.

1. What is your gender? Male () Female ()
2. Where do you belong in the age group shown below?
 - Below 25 years ()
 - 26 – 35 years ()
 - 36 – 45 years ()
 - 46 – 55 years ()
 - Over 55 years ()
3. What is your marital status?
 - Single ()
 - Married ()
 - Widowed ()
 - Divorced ()
4. What is your highest grade/level of training /qualification?
 - Certificate ()
 - Diploma ()
 - Bachelor's degree ()

Master's degree ()

Other:

(specify)

5. Do you work in your Sub County of birth? Yes () No ()

6. If NO (above) state your Sub County of birth

7. Have you ever held formal employment elsewhere? Yes () No ()

8. If YES (above) why did you quit former employment?
.....

9. How long have you worked in your present station?
.....

10. Have you ever been promoted to a different scale since time of employment?
Yes () No ()

11. Have you ever faced disciplinary action under current employment?
Yes () No ()

12. Has your present employment ever given you a sense of ownership of your work?
Yes () No ()

13. Do you consider yourself as satisfied or dissatisfied with your job?
.....
.....

14. What aspects of your work make you satisfied or dissatisfied with your job?
.....
.....

Part B

The questions in this part require you to give short answers, possible in single sentences state your unbiased opinion in the space provided after each other.

1. What apart from money motivates you to work?

2. Do you ever contemplate quitting your job?

3. Briefly state two things that appeal to you about your current job

4. Which two things do you hate about your job?

5. How would you describe your work environment?

6. How would you describe your home environment?

7. What other benefits do you get from your job other than money?

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8. Would you say your employer has a vision of improving your working conditions?

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9. Under what circumstances would you willingly give up your employment?

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10. What would you wish your employer to do to your work more enjoyable?

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PART C

The following statements concern how you feel about the job you hold at the present. Please indicate the extent of your agreement or disagreement with each statement by ticking in the box from 'a' to 'd' according to the key below. Please do not give your name.

1.1 Which of the following description below fits the type of school you teach in

- a. Girls boarding
- b. Boys boarding
- c. Mixed day
- d. Mixed boarding

1.2 How would you rate the level of discipline in the school?

- a. Very good
- b. Good
- c. Fair
- d. Poor

1.3 Does the level of discipline chosen above affect your motivation towards your job?

- YES NO

1.4 Would you also say that the level of discipline significantly affects the performance of students in academics?

- YES NO

1.5 How would you rate the academic performance of students in your school both internally and externally?

1. Very good

2. Good

3. Fair

4. Poor

1.6 How often does it bother you that the students perform as given? Tick one.

Never Rarely Sometimes often Very
often

1.7 What would you say is the level of commitment of students towards excellence in co-curriculum activities?

Highly committed

Committed

Moderately committed

Not committed

1.8 Do you get inspired towards liking your job because of the student performance in co-curriculum activities?

YES NO

2.1 How would you rate the physical environment where you work?

a. Very good

b. Good

c. Bad

d. Very bad

2.2 Are you housed at school?

YES NO

If NO, how do you transport yourself to place of work?

Bicycle

Motorbike

Matutu

Walking

2.3 Are you comfortable with the means of transport given above?

YES NO

2.4 Does the school have adequate books and classrooms to facilitate teaching and learning?

YES NO

2.5 How would your deficiency in 2.4 above affect you efficiency and productivity as a teacher?

a. Slows down service provision and competence

b. Improve on capacity to improvise

c. Reduce on capacity to add value to student

d. Compromise on effectiveness

2.6 What would you say is the level of curriculum supervision at school?

a. Very good

b. Good

c. Bad

d. Very bad

2.7 What type of relationship in your opinion make you motivated to work hard?

Choose one.

- a. Teacher teacher
- b. Teacher student
- c. Teacher subordinate
- d. Teacher parent

2.8 What would you say is the best description of the work environment in relation to professional expectation?

- a. Very good
- b. Good
- c. Bad
- d. Very bad

3.1 How would you rate school attendance per year?

- a. Very good
- b. Good
- c. Fair
- d. Poor

3.2 In order of priority what do you consider is the cause of the attendance rate chosen above?

- a. School fees
- b. Indiscipline
- c. Student truancy
- d. Child labour

3.3 How much of the syllabus do you cover at the end of every year per subject? Your best estimate to present.

Below 30%

30 – 50%

Above 50%

3.4 How would you describe the student absenteeism rate in your school? Tick on below.

a. Very high

b. High

c. Moderate

d. Low

3.5 How often do you get bothered with the rate of absenteeism given in 3.4?

a. Quite often

b. Often

c. Sometimes

d. Not at all

3.6 Do you agree that games activities motivate students and enhance their attendance rate?

YES NO

3.7 Does it inspire you when students excel in games?

YES NO

3.8 When you consider low student performance in academic work, is it true that good performance in games can provide perfect alternative motivation for teacher?

YES NO

4.1 Are you happy that you were trained in the career of your choice from high school?

YES NO

If NO then what would you say is the source of dissatisfaction?

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4.2 Do you feel competent as a teacher now that you trained for the job?

YES NO

4.3 How would you rate your competence level in terms of delivery to the students in academics?

- a. Very good
- b. Good
- c. Fair
- d. Poor

4.4 What would you attribute this to? Tick one.

- a. Training
- b. Experience
- c. Both training and experience
- d. None of the above

4.5 How would you feel if your employer introduced the service contract mechanisms to gauge your competence and delivery as a teacher?

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4.6 Are there any challenges that you have faced relating to the type of training you went through?

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4.7 Which of the following criteria would you attribute the challenges you face to?

- Teacher capacity / competence
- Slow learners
- Lack of teaching aids
- Student teachers relationship

4.8 Is it because of your training that you feel sufficiently capable to deliver on your professional expectation?

- YES NO