

UNIVERSITY OF EDUCATION, WINNEBA

FACTORS INFLUENCING JOB SATISFACTION OF TEACHERS IN  
ADIEMBRA CIRCUIT OF ATWIMA MPONUA DISTRICT IN ASHANTI  
REGION

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**A project work in the Department of Educational Leadership, Faculty of Education and Communication Sciences, submitted to the School of Graduate Studies, University of Education, Winneba, in partial fulfilment of the requirements for award of the Master of Arts (Educational Leadership) degree**

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## DECLARATION

### STUDENT'S DECLARATION

I, EMMANUEL OHEMENG, declare that this project report, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE: .....

DATE:.....



### SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with guidelines for supervision of project report as laid down by the University of Education, Winneba.

NAME: REV. FR. DR. FRANCIS K. SAM

SIGNATURE:.....

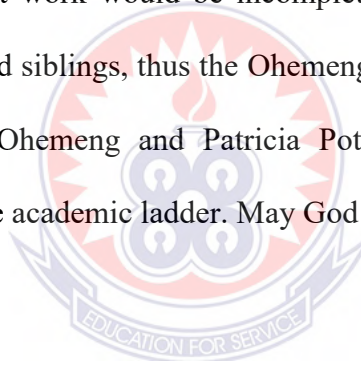
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## **DEDICATION**

To my nephew, Nana Yaw Bawuah Acheampong and my nieces Rachel Acheampong and Janice Darkowa.



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## ABSTRACT

The purpose of this study was to assess factors influencing job satisfaction of teachers in the Adiembra Circuit of the Atwima Mponua District in Ashanti Region of Ghana. A descriptive survey design was employed for the study. A questionnaire was also used to gather data. A total of 108 teachers in Adiembra Circuit in the in Atwima Mponua District were selected for the study by using the proportionate stratified sampling and simple random sampling techniques. The data was analyzed using descriptive statistics (tables, graphs, frequencies, percentages and charts) in relation to all the research questions. Findings from the study revealed that a teacher is said to be satisfied with his or her job if he or she has a pleasurable feeling about his or her job. Also, female teachers were more satisfied with the teaching profession than their male counterparts in the Adiembra Circuit. With regards to tenure, it was discovered that teachers who have taught for relatively long are more satisfied with the profession. The schools that are found in the urban areas have their teachers being more satisfied with teaching than teachers in rural communities. It emerged from the study that money/salary is an important factor for teacher satisfaction. Therefore, it is recommended that government, policy makers and other stakeholders in education should put in place measures such as increasing teachers' salary, giving teachers professional allowance and rent allowance to entice them.

## CHAPTER ONE

### INTRODUCTION

#### 1.0 Background to the Study

Throughout the world, the success of any organization depends largely on the quality of its employees. Education has been one of the important institutions in all societies from the dawn of human history. It has played an invaluable role in moving countries forward for which Ghana is not an exception. Job satisfaction of employees is very crucial to the long-term growth of any educational system around the world. This implies that the success of any educational institution in general and the Ghana Education service in particular, depends on the quality of its teachers. For teachers to put up their best, they need to be satisfied with their jobs.

There is no doubt that the future of nations in general and our dear nation Ghana, in particular, depends to a large extent, on education. Teachers are a source of guidance in all the crucial steps in the academic life of their students. Perie and Baker (1997) found that the quality of instruction received by students may be impacted by the level of job satisfaction a teacher experiences. When teachers are satisfied with their job, they can perform their responsibilities with more concentration and devotion. Therefore, the factors influencing job satisfaction of teachers are crucial in the achievement of the goals of education.

Despite numerous efforts by several governments to address teachers' concerns in Ghana, some teachers are still not satisfied with their jobs. Antwi (1992) observed that, between August 1977 and September 1978, 4,000 teachers left the teaching service to seek employment in other countries. The number of University graduates who offered

their National Service in schools was about 70%. However, 90% of them opted out on completion of their National Service.

The problem of low motivation and job satisfaction among teachers in Ghana dates as far back as 1973. According to Kwamena-Poh (1975), the conditions under which one of the pioneer teachers, Philip Quarcoe worked was nothing to write home about. The Missionary Society which appointed him abandoned him and was naive about his salary. The report also revealed that he was mostly paid in goods and not money. At the time of his death at age 75, the Missionary Society owed him £300 in arrears. This perhaps, buttresses the popular saying of these days that “the teacher’s reward is in heaven.”

According to Afful- Broni (2005), in the olden days teaching was accorded the highest respect any profession could ever attract. Teachers occupied very important positions in the Ghanaian society, as secretaries to chiefs and other traditional leaders, and also played various essential roles as clerical services, but now, it is not so. It is no secret that teachers currently do not enjoy as much esteem as other recognized professionals. To Afful- Broni (2005), a number of people see the teaching profession as a last resort and only join after all other avenues are blocked. This brings about the numerous reported cases of indiscipline and other forms of misconduct among some teachers. Furthermore, people enter the profession not satisfied due to the working conditions and seemingly public mockery or scorning of the teaching profession. In reality, it seems teachers are especially vulnerable to frustrations during certain periods, some find their situations so intolerable that they feel like leaving, and others, depression and dropping out (Afful-Broni, 2004).

Again, Afful-Broni (2004) reported that, some years ago, in the Ghanaian society, parents showered gifts and contacted teachers, for advice on social and political issues; they played the role of effective opinion leaders. Mensah (2006) laments that now it is not so for them, rather these days, teachers have been pushed off their former position of glory, their conditions of services keep deteriorating and with them come poor quality teaching, which in turn churns out students who are barely able to read and write. He continued by saying that most teachers especially in the basic and secondary levels, now supplement their incomes by engaging in petty trading, sometimes, to the neglect of their students, and in some schools, they operate a welfare system by pooling resources together and helping each other.

According to Mensah (2006), teacher job satisfaction is determined by both pecuniary and non-pecuniary factors. Pay levels and other material benefits must be sufficient to meet basic human needs (food, housing, clothing, transport, healthcare, education and training). However, overall job satisfaction among teachers is also strongly determined by higher order emotional and social needs, most notably professional self-esteem, job security, interpersonal relations at work (between teachers, education managers, pupils and parents/communities), opportunities for career progression, the working environment, the workload and productivity/learning outcomes.

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, Choy, Chen, Geis, Alt, & Broughman, 1997). In Ghana, there are numerous complaints about the poor conditions of service of the profession. This encourages the movement of teachers from the teaching profession to other professions

and institutions e.g. the financial institutions, the Ghana Police Service, the Customs, Excise and Preventive Service (CEPS), the Ghana Immigration Service, etc. Most, if not all of those who leave the field, do not come back. They leave for good.

The exodus of teachers is highlighted by Sam-Okyere (2010) who stated that the Ghana National Association of Teachers (GNAT) in conjunction with the Teachers and Educational Workers Union (TEWU) conducted a survey to determine the rate at which teachers are leaving the profession for other jobs, and the reasons which are storming them to do so. The survey showed that out of 190,000 teachers on the field, 10,000 of them leave annually. The survey further demoted that one-third of them that leave is lost to the financial institutions. A few take up study leave with pay, even if they return to teach, they are paid meagre salaries. Teacher job satisfaction has been heightened in recent times by the various actions and pressures being initiated by unionized teachers (both Ghana National Association of Teachers and the National Association of Graduate Teachers).

Attempts to improve performance in schools will never succeed if teachers' job satisfaction is ignored. If employees in an organization are motivated, they will render services to the employer and customers very efficiently and effectively (Mbua, 2003). This implies that teachers are most likely to affect the students' learning positively while the opposite of that may have negative impacts on students' performance. Educational leaders and administrators/managers have to pay special attention to the phenomena of job satisfaction of their teachers.

Teachers in public schools in Ghana are trained and paid by the Government of Ghana (GOG). The Ghana National Association of Teachers, the National Association of

Graduate Teachers (NAGRAT) and the Coalition of Concerned Teachers (CCT) who are the welfare associations of teachers, have for some time now been negotiating on increased salaries and better conditions of work for teachers, which at times are accompanied by threats of strike actions when things seem bleak. Teachers play a very crucial role in teaching and learning in the schools they teach. As such, the success of education in Ghana should be the concern of all stakeholders with teachers as the key players who could help reduce ignorance, poverty and superstitious beliefs. This makes communities see teachers as focal persons to substantiate the slogan that “all professionals can boast but the teacher taught them all.”

It is against this background that the Ghana Education Service (GES) has instituted some form of incentive packages for teachers. These include housing schemes, car loans, maintenance allowances, study leave with pay, single spine salary structure and recent and yet to be implemented allowances for deprived area teachers that will boost up teachers commitment in order to perform more efficiently and effectively towards the targeted result. These are strategies put in place to facilitate commitment among teachers. In the light of this, the current study aims at assessing factors influencing job satisfaction of teachers in the Adiembra Circuit of the Atwima Mponua District in Ashanti Region of Ghana.

### **1.1 Statement of the Problem**

Research has found that teacher dissatisfaction and its effects on teacher retention pose a grave threat to a profession with an increasing demand for members (Darling-Hammond, 1999). This situation is of great concern in developing countries such as



Ghana, where literacy rates are far below the accepted minimum levels. As noted earlier, 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).

Ghana is no exception, and therefore, its problem of teacher deficit could be resulting from low job satisfaction of teachers. When some of the teachers in the system are not satisfied with their job, it only compounds the problem. The problem worsens when such teachers decide to leave the system for „greener pastures.“ The spate of resignation raise questions as to why teachers are continually leaving and professionals of other departments are not joining the teaching service. According to Ngala (2010), in Ghana most of the teachers leave the service soon after graduation for one reason or the other. Statistics indicate that over twenty percent (20%) of graduate teachers leave the service annually either to join other sectors in the country or to travel outside for greener pastures (Ngala, 2010).

In the view of Sam-Okyere (2010), the Ghana Education Service estimates the teacher demand of the country at 270, 000. The number of teachers on the field as at 2010 was 190,000, thus the country was in a deficit of 80,000. All the Colleges of Education in Ghana collectively graduate about 9,000 new teachers annually (Sam-Okyere, 2010). When this figure is juxtaposed with the 10,000 that leave the profession annually, there is a net of 1,000 new vacancies which are created, and this figure will cumulate until an antidote is sought for and applied. This means that if the situation should continue as it is, the 190,000 on the field would be reduced to 150,000 in 50 year’s time. The vision of GES to get teachers to fill all these vacancies in the profession seems not possible. The

Atwima Mponua District is no exception when it comes to this critical issue of low teacher job satisfaction, which comes with its own problems. In the view of Bennell (2000), teaching has become an “employment of the last resort” among university graduates and secondary school leavers in many countries. Consequently, teachers often lack a strong, long-term commitment to teaching as a vocation. Teachers are paid considerably less than the mainstream professions (Bennell, 2000).

The Government of Ghana has taken certain measures such as Best Teacher Award Scheme, acceleration of promotion, salary increment, study leave (although there are quotas) and distance education to motivate teachers, but interactions with some of them seem to suggest that the teachers still do not talk positively about their job. NAGRAT in 2013, 2014, 2016 and quite recently, threatened to go on strike and indeed, embarked on some strike actions in Ghana and their grievances were about reductions in responsibility and car maintenance allowances, exclusion of some teachers from promotion interviews, agitation for salary increase, amongst others. Some pertinent questions one may ask are: Why are teachers in the Adiembra Circuit of the Atwima Mponua District still not talking positively about their jobs in spite of all that government has done? What are they dissatisfied about and what factors are contributing to their dissatisfaction? In view of all these, it is pertinent to have an in depth investigation in order to answer these questions.

Quite a number of research works have been done on the subject of job satisfaction of teachers in general in Ghana. For instance, Sam-Okyerere (2010), Mensah (2006) and Afful- Broni (2005) all researched on job satisfaction of the Ghanaian teacher. However, there seem not to have been any work done on the job satisfaction of teachers

in the Adiembra Circuit. It was also for this reason that this research sought to fill this knowledge gap. The researcher intended to assess factors influencing job satisfaction of teachers in the Adiembra Circuit of the Atwima Mponua District in Ashanti Region of Ghana.

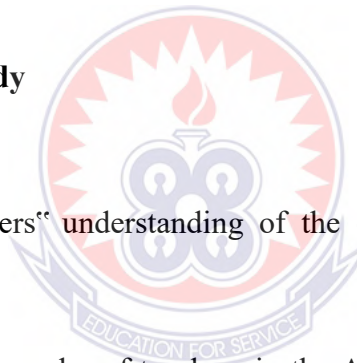
### **1.2 Purpose of the Study**

The purpose of this study was to assess factors influencing job satisfaction of teachers in the Adiembra Circuit of the Atwima Mponua District in Ashanti Region of Ghana.

### **1.3 Objectives of the Study**

The study sought:

1. To examine teachers' understanding of the concept of job satisfaction in the Adiembra Circuit.
2. To find out which gender of teachers in the Adiembra Circuit are more satisfied with the teaching profession.
3. To examine how tenure influences job satisfaction of teachers in the Adiembra Circuit.
4. To determine how location of school influences job satisfaction of teachers in the Adiembra Circuit.



#### **1.4 Research Questions**

The research questions that guided this study were as follows:

1. How do teachers understand the concept of job satisfaction in the Adiembra Circuit?
2. Which gender of teachers in the Adiembra Circuit is more satisfied with the teaching profession?
3. What is the influence of tenure on job satisfaction of teachers in the Adiembra Circuit?
4. What is the influence of location of school on job satisfaction of teachers in the Adiembra Circuit?

#### **1.5 Significance of the Study**

The current study will be useful in several ways. First, it will help us determine the factors that influence job satisfaction of teachers in the Adiembra Circuit. It will also reveal how gender, tenure and location affect job satisfaction of the graduate teacher.

The government, Ghana Education Service and Ministry of Education may find this research useful because they will have information on what to take into consideration in order to address the job satisfaction needs of teachers for better performance.

Moreover, management of schools will have information on what such teachers need in order to be motivated to put up their best. This is so because at the end of the research, the teachers will reveal what they expect from management.

This research may also be of help to parents who have their wards in schools. The students stand to benefit when the teachers' concerns are addressed and they put up their possible best. This could lead to better performance on the part of pupils.

The study could also be of significance to GNAT, NAGRAT and other teacher unions since the research report would give them a fair view of teacher job satisfaction or dissatisfaction and consequently guide them to negotiate on behalf of teachers.

The study will also be of benefit to future researchers in the sense that it could give them a further insight to the issue of job satisfaction of teachers. This may serve as a basis for their research on the phenomenon.

### **1.6 Delimitations of the Study**

Job satisfaction seems to be a multidimensional issue since many factors account for it. The scope of the study centers on how gender, tenure and location could affect the job satisfaction of the teacher. This study was confined to teachers in Adiembra Circuit. The reason was that, it was not possible to cover all teachers in the Atwima Mponua District since it required financial and supervisory roles which could not permit the researcher to accomplish the task within the specified time frame. However, considering that all teachers have similar job satisfaction needs, the findings of this study could be objectively generalized to apply to other teachers in the District and the country at large.

### **1.7 Limitations of the Study**

Some of the challenges that the researcher encountered in the course of this study included the non-generalizability of the findings. This was because a relatively small

sample size was used for the study. Moreover, the issue of subjectivity could arise in selecting the sample for the study and in analyzing the data. Needless to delve much into was the inadequacy of resources (time, money and other material resources) for the study.

### **1.8 Operational Definitions of Key Terms**

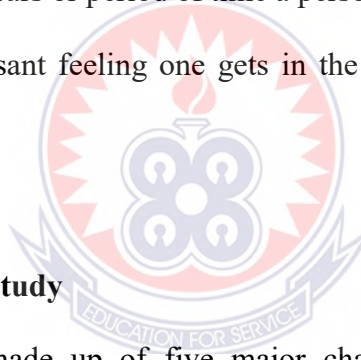
**Job:** This is a form of work that people engage in to earn salary for a living.

**Satisfaction:** A pleasant feeling one gets from doing something or receiving something one wanted.

**Teacher:** Someone who has been trained to teach in school.

**Tenure:** The number of years or period of time a person works or occupies a position.

**Job Satisfaction:** A pleasant feeling one gets in the course of doing his or her job or work.



### **1.9 Organization of the Study**

This study was made up of five major chapters. Chapter One provides the introductory aspect of the study. It covered the background to the study, statement of the problem, purpose of the study, research questions, significance of the study, delimitations of the study, limitations of the study as well as operational definitions of key terms used. Chapter Two is devoted to the review of related literature on the study. Chapter Three captures the methodology employed for the study, while Chapter Four deals with the presentation, analysis and discussion of results. Chapter Five summarizes the findings of the research, conclusions drawn and recommendations, and provides suggestions for future research.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.0 Introduction

In this chapter, literature relating to the concepts of job satisfaction has been reviewed. Some theories of motivation, which apply to job satisfaction, have been reviewed. In this regard, content theories and process theories of motivation were reviewed. The content theories include Abraham Maslow's Hierarchy of Needs Theory, Alderfer's ERG Theory, Herzberg's Two-Factor Theory, McGregor's Theory X and Y and McClelland's Acquired Needs Theory. The process theories reviewed are the Expectancy Theory, Goal-setting Theory, Equity Theory and the Reinforcement Theory. The conditions of service of teachers and teacher performance have been reviewed too. Factors that influence teacher job satisfaction such as gender, tenure and location of school and other factors in relation to how they influence the job satisfaction of teachers have been explored. The researcher reviewed literature in both the Ghanaian and non-Ghanaian contexts as far as job satisfaction of teachers is concerned to develop a framework for the study.

#### 2.1 Job Satisfaction and Motivation

The study of job satisfaction and motivation began to flourish in the 1930's due to the influence of the Hawthorne investigators (Roethlisberger & Dickson, 1939). Industrial psychologists shifted their focus from workers' attitudes and tried to explore whether employees' working performance could be improved by the emphasis of friendly employee-management relations. Motivation and job satisfaction concepts are often

misunderstood as being synonymous to each other. The fact is that these concepts are much related to each other, that is, they are like two sides of the same coin. However, the link between them is not very clear. It is claimed that job satisfaction is part and parcel of motivation (Mbua, 2003). Luthans (2002) has put a distinction between the two by defining motivation as a process that starts with a physiological or psychological deficiency or a need that activates behavior or a drive that is aimed at a goal or incentive, and on the other hand, job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience.

Motivation is a factor that exerts a driving force on our actions and work. A highly motivated team of employees helps in achieving the targets of an organization or institution. Job satisfaction refers to the individual matching of personal needs to the perceived potential of the occupation for satisfying those needs (Kuhlen, 1963). Job satisfaction is an extent to which an employee feels positively or negatively about different aspects of a job e.g. job conditions, timing, structure, compensation, tasks, and relationship with co-workers and responsibilities (Williams, 2004). Since it is claimed that job satisfaction is part and parcel of motivation (Mbua, 2003), it is important to consider this concept first before dealing with job satisfaction.

According to Bennell and Akyeampong (2007), motivation is a broad concept, involving both characteristics of the individual and external factors and it is open to varied interpretations in the field of education. Thus, different scholars define the concept of motivation differently and, among them, are Robbins and Judge (2008) who define it as "the processes that account for an individual's intensity, direction, and persistence of effort toward attaining a goal" (p. 69). In the view of Mbua (2003), the term motivation



refers to the complex forces, drives, needs, tension states or other mechanisms that start and maintain voluntary activity directed toward the achievement of personal goals, or a state that energizes and guides behaviour. Vroom (1995) defines the concept of motivation as “a process governing choices made by persons or lower organisms among alternative forms of voluntary activity” (p. 7). Motivation is the set of processes that arouse, direct, and maintain human behaviour toward attaining some goal (Greenburg & Baron, 1995). Moreover, Myers (1995) sees motivation as a need or desire that serves to energize behavior and to direct it toward a goal. Tracy (2005) defines motivation as all those inner striving conditions, described as wishes or urges that stimulate the interest of a person in an activity.

Indeed, motivated teachers have a sense of professionalism and are enthusiastic and totally committed to teaching. Motivation could be defined as the processes and factors that influence people’s behaviour towards the achievement of a set goal. In other words, motivation refers to internal and external factors that drive people to continually behave in a particular way.

As noted above, motivation exerts a driving force on our actions and work. A highly motivated team of employees help in achieving the targets of an organization or institution. When goals are aligned, institutions are better able to compete with the competitors, and morale is also higher when employees are properly motivated. Henry Ford, an American Industrialist pointed out the importance of human resources by saying: “Take my business, burn up my building, but give me my people and I will build the business right back again” (Khan, Aslam & Lodhi, 2011). Undoubtedly, these are the employees of the institution who can take an institution towards prosperity with their

hard work and determination and they can also lead an institution towards its downfall if their needs are not being identified and satisfied.

A thorough review of the literature on job satisfaction by Herzberg, Mausner, Peterson, and Capwell in 1957 included 1,795 references and an estimate of 3,350 articles on the subject up to the 1970's (Locke, 1976). This clearly shows its popularity. It is therefore not surprising that job satisfaction has been the most frequently investigated theme in professional journals (Spector, 1997). As noted by Koustelios (2001), job satisfaction is an interesting field for many researchers to study the work attitude of workers. Given the links between job satisfaction and employee commitment, turnover, absenteeism, productivity and occupational stress (De Nobile & McCormick, 2005), such interest is, perhaps, not surprising. Due to better performance shown by satisfied workers, it is the top priority of all organizations to achieve the desired goals by increasing their satisfaction since it is closely related to issues of productivity, absenteeism, and turnover.

The concept of job satisfaction does not have a conventional definition despite being widely researched by many scholars. Zembylas and Papanastasiou (2006) argue that there is no conventional definition of the concept although many scholars have studied it for a long time. 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.

Despite the difficulty in arriving at a consensus on the concept, Hoppock (1935) was perhaps the earliest to consider the theory of job satisfaction and he defined it as any combination of psychological, physiological and environmental circumstances that cause a person to say, "I am satisfied with my job." Vroom (1964) further clarified and elaborated the concept by stressing on the affective orientations of individuals toward work roles that they are presently occupying. Positive attitudes towards the job are conceptually equivalent to job satisfaction and negative attitudes towards the job are equivalent to job dissatisfaction.

For Robbins and Judge (2011), job satisfaction is a positive feeling about a job resulting from an evaluation of its characteristics. Locke (1976) defined job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences; and from the perception that one's job fulfills or allows the fulfillment of one's important job values, providing and to the degree that those values are congruent with one's needs. Job satisfaction has also been defined by Ubom (2001) as a pleasurable emotional state resulting from the appraisal of one's job; an affective reaction to one's job; and an attitude towards one's job.

According to Spector (1997), job satisfaction is simply defined as how people feel about the different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs. Additionally, Mbua (2003) defines job satisfaction as the fulfillment acquired by experiencing various job activities and rewards. For Robbins (2005), the concept of job satisfaction refers to the employee's feelings about his or her job.

## 2.2 The Concept Teacher Job Satisfaction

It has been realized that job satisfaction of teachers has been the focus of considerable research in recent decades (De Nobile, 2003; Dinham & Scott, 1998). Attempts to improve performance in schools will never succeed if teachers' job satisfaction is ignored. If employees in an organization are motivated, they will render services to the employer and customers very efficiently and effectively (Mbua, 2003). This implies that satisfied teachers are most likely to affect the students' learning positively while the opposite of that may have negative impacts on students' performance.

Maeroff (1988) describes it as the teacher's power to exercise his craft with confidence and to help shape the way that the job is to be done. More recently, Zembylas and Papanastasiou (2006) have defined teacher job satisfaction as the teacher's affective relation to his or her teaching role and is a function of the perceived relationship between what one wants from teaching and what one perceives it is offering to a teacher.

When it comes to job satisfaction in the field of education, the concept is defined as the amount of importance a school places on its human resources (Lunenburg & Ornstein, 2004). They also refer to it as job morale which according to Luthans and Kreitner (1975), has been replaced by job satisfaction. Teacher job satisfaction simply refers to whether teachers are happy with their job or not. In other words, if teachers have positive attitudes or good feelings about their job, these qualities are taken to describe a satisfied dimension (Organ & Bateman, 1991). Zembylas and Papanastasiou (2006), who studied teacher job satisfaction and dissatisfaction in Cyprus suggest that, there is an urgent need for policy makers to recognize the fact that educational quality is largely

related to teacher job satisfaction. This implies that teachers' job satisfaction is a pivotal aspect for a developing country like Ghana which is trying to fight ignorance among its citizens both quantitatively and qualitatively. On the basis of the above definitions, the concept of teacher job satisfaction in this study is simply used to refer to the teacher's attitudes, perceptions and feelings that teachers have towards their job.

To realize the goals of education, Wedgwood (2007), for instance, notes that the government of Tanzania is devoted to ensuring an increase in accessibility and improving the quality of education at all levels including secondary education. The government is making great efforts in cooperation with other stakeholders to ensure that the Secondary Education Development Plan (2004 -2009) achieves its purposes. Such efforts will prove futile if teachers' job satisfaction is not addressed by school administrators. In Ghana, the government of the day also places priority on access to education as well as its quality.

### **2.3 Theoretical Framework**

The phenomenon of job satisfaction is closely related to motivation (Mbua, 2003). This implies that the theories of motivation are also regarded as theories of job satisfaction. The theories of work motivation and job satisfaction aim at explaining what motivates the behavior of people at work. These theories are concerned with identifying needs and drives that people have and how these needs and drives are prioritized. Okumbe (1998) explains that the motivation theories are mainly concerned with the kinds of incentives and goals which people aim at attaining in order to be satisfied so as to improve their performance at work. Traut, Larsen, and Feimer (2000) indicated that job

satisfaction was an important issue for public managers and that it involved the motivation of employees.

### **2.3.1 Theories of Motivation**

There are many competing theories which attempt to explain the nature of motivation. These theories help to explain the behaviour of certain people at certain times. Any theory, which aids in understanding how best to motivate people at work, is useful. Because of the complexity of motivation and the fact that there is no ready-made solution or single answer to what motivates people to work well, all the different theories are important to the manager in an organization. The existence of many theories shows that there are many motives or factors which influence people's behaviour and performance (Mullins, 1996). This implies that there are several factors that influence the teacher in carrying out his work leading to how satisfied he is with the work.

Since job satisfaction is tied to motivation, the question then is, what can be done to satisfy or motivate teachers? The first theory to be discussed is that of Fredrick Taylor's (1911) Scientific Management Theory. Taylor believed that the only thing that motivates employees was "more money". According to him, one had to devise a way of tying the productivity of employees into the way they were paid. Thus, if teachers are paid well, they will perform their duties effectively and this could cause them to be satisfied with the job they do. Taylor's approach was later criticized for failing to recognize the complexity of human motivation. People are motivated by many factors, some of which money provides and some of which it does not. The shortcomings in Taylor's theory led to the research study on motivation referred to as "the Hawthorne

studies” by Elton Mayo (1924). The studies concluded that man was a “social animal” and that basically man was motivated by social factors and not economic factors as suggested by Taylor.

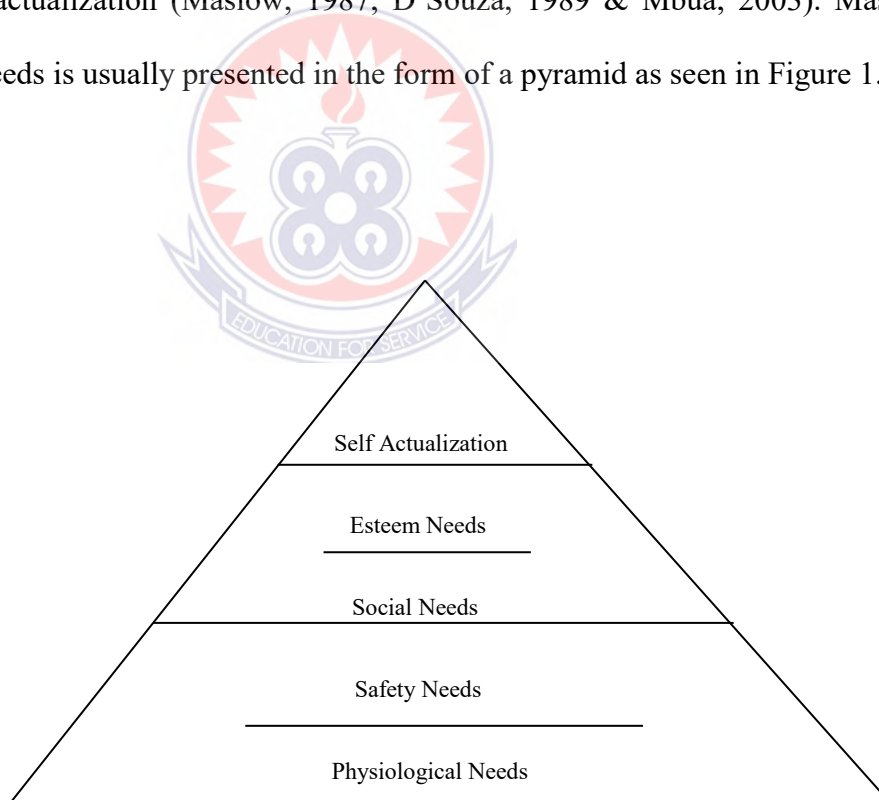
The Hawthorne studies gave rise to the human relations approach to understanding motivation. Some human relations theories explain the subject of motivation in terms of human needs. This school of thought has been referred to as the “need or content school of thought”. This school focused on “what” motivates people. Another school of thought looked at motivation as a process - “process school of thought” and they focused on “how” behaviour is motivated (Tosi, Rizzo & Carroll, 1994).

### **2.3.2 Content Theories of Motivation**

As far as the content theories are concerned, the scientific basis of content theories is the belief that an unsatisfied need creates tension and a state of disequilibrium. To restore the balance, a goal that will satisfy the need is identified and a behaviour pathway that will lead to the achievement of the goal is selected. All behaviours are therefore motivated by unsatisfied needs (Armstrong, 1999). This review focuses on the following content theories: Maslow’s Hierarchy of Needs Theory, Aldefer’s ERG Theory, Herzberg’s Two-factor Theory, McGregor’s Theory X and Theory Y and McClelland’s Acquired Needs Theory.

### 2.3.2.1 Abraham Maslow's Hierarchy of Needs Theory

Maslow's (1943) theory of human motivation is based on the assumption that, needs that are not satisfied influence the behaviour of people. Abraham Maslow propounded this theory of motivation and job satisfaction several years ago. In his theory, Maslow claims that human beings have desires, wants and needs and those human needs are arranged in a hierarchy beginning with the most basic to the highest. An individual's needs at any level on the hierarchy emerge only when lower level needs are reasonably well satisfied. These needs are: (1) physiological needs, (2) safety or security needs, (3) social and belonging or affiliation needs, (4) self esteem, ego or status needs and (5) the need for self actualization (Maslow, 1987; D'Souza, 1989 & Mbua, 2003). Maslow's hierarchy of needs is usually presented in the form of a pyramid as seen in Figure 1.



Source: Afful-Broni (2004).

**Figure 2.1. Maslow's Hierarchy of Needs**



Afful-Broni (2004) is of the view that, in Abraham Maslow's theory of motivation, there are general types of needs (physiological, safety, love, esteem) that must be satisfied before a person can act unselfishly, honourably, and be better able to contribute to the organization's work. Robbins and Judge (2008) provide a tabular description of each of the levels of Maslow's human needs (See Table 1).

**Table 2.1: Description of Maslow's Human Needs**

Needs	Description
Physiological	Includes hunger, thirst, shelter, sex, and other bodily needs.
Safety	Includes security and protection from physical and emotional harm.
Social	Includes affection, belongingness, acceptance, and friendship.
Esteem	Includes internal factors, such as self-respect, autonomy, and achievement, and external esteem factors, such as status, recognition, and attention.
Self-actualization	The drive to become what one is capable of becoming; includes growth, achieving one's potential, and self-fulfillment.

Source: Robbins & Judge (2008; p. 70).

From the figure 1 and table 1, physiological needs are undoubtedly the most basic in the hierarchy. Once the basic needs are satisfied, they cease to motivate an individual. These needs must be satisfied for the person to survive; these include food, water, oxygen, sleep, sex and sensory satisfaction in the employment context and are usually satisfied through adequate wages or salaries (Nzure, 1999).

Safety needs emerge when the physiological needs are relatively satisfied and these needs occupy the second level in the hierarchy. These needs include a desire to security, stability, dependency, protection, and freedom from fear and anxiety, and a need for structure, order and law (Cherrington, 1994). These needs are also satisfied through adequate wages or salaries, although Maslow does not consider money as an effective motivator.

The third level of needs is love or social needs. These are needs for affiliation, belongingness, acceptance and friendship. In an educational institution, the manager should facilitate an environment where the staff members and the learners can satisfy their love needs.

The fourth level of needs is the esteem needs. These are needs for self respect, for accomplishment, for achievement (Maslow, 1954). The achievement must be recognized and appreciated by someone else.

The fifth level of needs is that of self-actualization. This is the highest need in Maslow's hierarchy. This is the need of becoming all that a person is capable of becoming. There is the need to utilize one's potential to the maximum when working with and for others. It is worth noting that once one is satisfied in one level of need, one strives to satisfy needs in the next higher level. However, if the satisfaction of a lower order need is threatened, that need will again become proponent and the efforts to satisfy all higher order needs will be reduced (Okumbe, 1998).

Maslow's theory lays the basis or foundation of the phenomena of motivation and job satisfaction. However, the most controversial question that arises is, whether it is true to argue that people from all cultures on the globe have the same needs and that those

needs are arranged hierarchically. It is clear that people have needs which, if not met, they cease to function effectively and that employees go to work to meet or satisfy their personal needs and those of others who depend on them, including the needs of their respective organizations. Hoppock (1957) claims that people are attracted to jobs that make it possible for them to meet their needs. Employees, including teachers, are interested in the kinds of jobs that are at their disposal, what such jobs offer that they may gratify their needs, and what is expected of them in reciprocity.

While Maslow's needs hierarchy theory is widely known and adopted by some practicing managers, some researchers have criticized its findings. Aldefer (1972) conducted a cross-sectional study of needs and strengths. The conclusion of the study failed to support the hierarchy concept as described by Maslow.

#### **2.3.2.2 Alderfer's ERG Theory**

The ERG Theory of Alderfer was developed in 1972. He modified Maslow's ideas by considering and reducing the five needs to just three. He postulated that there are three main categories of needs; Existence (E), Relatedness (R) and Growth (G) hence, the ERG Theory.

The Existence needs are necessary for basic human existence and they correspond to the physiological and security needs in the Maslow's theory. Next, is the Relatedness needs which are concerned with how people relate to their surroundings or social environment. These needs correspond to love and esteem needs in Maslow's hierarchy of needs. The last but not least is the Growth needs, which are similar to self esteem and self

actualization. These are higher level needs which relate to the development of human potential.

Alderfer's theory suggest that a teacher can have for example, safety needs and love needs at the same time or even a basic need and any other need. This is important information that needs to be sought often by educational managers, if they have to appropriately respond to the needs of teachers. Alderfer's theory further suggests that a need may never cease to be a motivator and in fact, he suggests growth needs may increase in intensity the more they are satisfied (Mitchell, 1982).

### **2.3.2.3 Herzberg's Motivator-Hygiene Theory**

This is another motivation theory famously known as the "Two-Factor Theory". The theory was propounded by Herzberg and his colleagues (Herzberg, Mausner & Snyderman, 1959). The Two-Factor Theory which is closely related to our contention of the relationship between work itself, satisfaction and motivation, states that workers' satisfaction depend on their need fulfillment (Herzberg et. al., 1959). They conducted different studies to know the factors that enhance satisfaction and dissatisfaction among white-collar workers. Interestingly, Herzberg et. al. (1959) found that the factors causing satisfaction are different from the factors that contribute to dissatisfaction.

In this theory, they identify five factors that influence both motivation and job satisfaction and these include: Recognition, Achievement, Advancement, Responsibility, and Work itself. They refer to these antecedents as "satisfiers" or "motivators". Additionally, they contend that the above factors are associated with job satisfaction rather than job dissatisfaction. This implies that an attempt to measure job satisfaction

among employees and for that matter, teachers, has to include these job facets/dimensions.

He termed factors associated with dissatisfaction as “Hygiene factors” such as Quality of Supervision, Company Policy and Administration, Working Conditions, Wages, Salaries and other financial remuneration. Precisely factors affecting job satisfaction were comprised of job content (Herzberg, 1968; Herzberg, 1964). Herzberg et al., (1959) claimed that hygiene factors are necessary but not adequate to provide ultimate satisfaction. Therefore, heads of schools and GES should also concentrate on the motivators for effective teacher motivation. Sole emphasis on hygiene factors may not duly enhance employee motivation. In short, if employees are not dissatisfied with their jobs, it doesn’t mean they are satisfied; rather motivators need to be activated for employee satisfaction. In this way, both factors are important at two extremes (Naylor, 1999).

The theory of Herzberg et al., (1959) has wide implications. For example, school performance largely depends upon effective teaching which is closely related to teacher motivation and their innate qualities. When teachers are satisfied and motivated towards their job, it further helps to flourish good physical, psychological, and social climate in the classroom (Schoderbek, Cosier, & Aplin, 1988).

Woods and Weasmer (2002) assert that teachers’ job satisfaction helps to minimize or eliminate teacher attrition and contributes to the improvement of their job performance and in turn influences students’ academic performance and achievement in their respective schools. The implication is that educational leaders, policy makers and other key stakeholders in the education sector need to have a clear understanding of the

factors that really motivate and satisfy teachers if school performance and effectiveness are to be improved.

Moreover, even though Herzberg and his colleagues made a remarkable contribution in the field of Organizational Behaviour by hypothesizing the “Two-Factor Theory”, but like other theories, their theory has been subjected to several criticisms from other scholars. Lunenburg and Ornstein (2004) present three major arguments against Herzberg’s Two-Factor Theory. Firstly, the approach he employed to examine hygiene factors dictated the outcomes. Secondly, the treatment of job satisfaction and job dissatisfaction facets as mutually exclusive aspects is questionable. This implies that what Herzberg and his colleagues refer to as “motivators” are both “satisfiers” and “dissatisfiers”. In other words, the factors that Herzberg regards as satisfiers can also be “dissatisfiers” in another context. Finally, the study did not concentrate on actual motivation, but job satisfaction among employees.

Additionally, Robbins and Judge (2008) highlight five criticisms against the Two-Factor Theory. One of the criticisms is that Herzberg’s approach to measure job satisfaction is methodically limited. The other censure is that the reliability of the method he employed is questionable. Moreover, Herzberg did not employ the overall measurement of job satisfaction. Furthermore, Robbins and Judge argue that the Two-Factor Theory is not consistent with earlier studies. Lastly, Herzberg is criticized for making assumptions on the relationship between employees’ job satisfaction and productivity, but his study method dealt with job satisfaction and not productivity. According to Mbua (2003), Herzberg’s theory of motivation and job satisfaction is built

on the basis of a limited study sample of personnel from the field of accounts and engineering. Therefore such findings cannot be used to generalize other contexts.

#### **2.3.2.4 McGregor's Theory X and Y**

Douglas McGregor studied people's attitudes towards their work and came out with two opposing assumptions about people and work. This then forms the basis of the actions that their leaders take. It is believed that McGregor's (1987) two propositions, commonly known as „Theory X“ and „Theory Y“, summarizes a whole set of common assumptions adopted by managers/leaders which in turn determine the nature of the employee response and attitudes towards their work and other people.

Theory X, which has favour with the followers of scientific management, assumes that „people are naturally lazy (and avoid responsibility) and incapable of supervising their own activities“ (Analoui, 1999). That the average human being has an inherent dislike for work and must be coerced, controlled, directed and threatened with punishment to get them to perform well. Also, Theory X people are not ambitious, have little capacity for creativity in solving organizational problems and naturally, resist change.

On the contrary, theory Y argues that, „people are naturally active and willing to undertake work.“ These people are, by nature, physically and mentally energetic. Thus, people do not need to be externally controlled or directed because they will exercise self-direction in pursuit of their objectives. Theory Y people have a capacity to exercise a high degree of creativity, imagination and ingenuity and will seek and accept

responsibility under the right conditions. Therefore management do not have to resort to „carrot“ and „stick“ as a means of managing people at work (Walton, 1980).

Invariably, the burden of greater responsibility is placed on the leaders of organizations since it is geared towards empowering a leadership style that promotes group dynamics, effective communication and participatory management and the motivation of the entire workforce. Failing to do so, the managers/leaders of organizations (whether public or private), erode the self-confidence and self esteem of the human resource of their organization, resulting in a workforce reluctant to gain a better self-image and self-awareness (Analoui, 2002).

#### **2.3.2.5 McClelland's Acquired Needs Theory**

McClelland, a well known psychologist at the Harvard University, studied employees' behaviour. He used the Thematic Apperception Test (TAT) to measure employee motivation in satisfying various needs and found out that employees craved the need for achievement, the need for power and the need for affiliation (Kreitner & Kinicki, 1998). The acquired needs theory focuses on the diversity of people and is rooted in culture. It assumes that needs are acquired or learned on the basis of our life experiences. When a need is strong, it will motivate the person to engage in behaviour that satisfies that need. Achievement is represented by the drive to excel, accomplish challenging tasks to achieve a standard of excellence.

According to this theory, some people have a compelling drive to succeed. They strive for personal achievement rather than for the rewards of success. They have a strong desire to do something better or more efficiently than it has been done before. Individuals



high on achievement needs often make good entrepreneurs running their own business (Johns, 1996). Kreitner and Kinicki (1998) state that the need for achievement is defined by the following desires: to accomplish something difficult; to master, manipulate, or organize physical objects, human beings or ideas as rapidly and as independently as possible; to overcome obstacles and attain a high standard; to excel one's self; to rival and surpass others; and to increase self regard by successful exercise of talent.

According to McClelland, as cited by Robbins (1998), the need for power is the desire to influence and control one's environment. The need for personal or institutional power can be a motivator in organizations. This is the desire to have an impact and to feel that one is in charge. Kreitner and Kinicki, (1998) point out that the need for power reflects an individual's desire to influence, coach, teach, or encourage others to achieve. People with a high need for power, like to work in groups and are concerned with discipline and self-respect. Kreitner and Kinicki add that there is a positive and negative side to this need. The negative side is characterized by an "if I win, you lose" mentality. On the other hand, people with a positive orientation to power focus on accomplishing group goals and helping employees obtain a feeling of competence.

Kreitner and Kinicki (1998) explain that affiliation is the desire for friendly and close interpersonal relationships. Employees high on this need are likely to gravitate towards professions that involve high levels of interaction with others and tend to work well in teams. They also desire approval from others. In addition, such people prefer to spend time maintaining social relationships, joining groups and wanting to be loved. Individuals high on this need are not effective managers or leaders because they have a hard time making difficult decisions without worrying about being disliked.

Different individuals have different levels of various needs. Some have a greater need for achievement; others a stronger need for affiliation and still others have a greater need for power. While one need may be dominant, this does not mean that the others are non-existent. McClelland found that the needs were based on cultural background rather than inherent characteristics and could be indoctrinated by means of training and other attitude forming activities (Mullins, 1996). The next sub-section discusses the process theories of motivation.

### **2.3.3 Process Theories of Motivation**

Process theories of motivation are also referred to as cognitive theories because they are concerned with people's perception of their working environment and the ways in which they interpret and understand it. This study focuses on four process theories of motivation, namely, Expectancy theory; Goal-setting theory; Equity theory and Reinforcement theory.

Armstrong (1999) explains that the process theories are useful in understanding the complexities of human behaviour. They explain why different people have different needs and goals, why individual needs change and how employees change to try and satisfy needs in different ways. The process theories are considered useful to managers than the need theories because they provide more realistic guidance on motivation techniques (Armstrong, 1999).

### **2.3.3.1. Expectancy Theory**

Greenberg and Baron (2000) are of the view that the expectancy theory is based on three different types of beliefs: expectancy, instrumentality and valence. The expectancy theory was originally contained in the Valency–Instrumentality-Expectancy (VIE) theory which was formulated by Vroom. The theory seeks to predict or explain task-related effort, which is perhaps the most comprehensive motivational theory. The VIE theory suggests that motivation is a function of the perceived relation between effort, performance and desirability of consequences associated with performance outcomes. Expectancy is based on the belief that a particular level of effort will be followed by a particular level of performance. Kreitner and Kinicki (1998) observe that Vroom’s terminology represents an individual’s belief that a particular degree of effort will be followed by a particular level of performance. In other words effort leads to performance expectation. If teachers put up the best of effort in teaching, it is expected to lead to high performance of both the teachers and the pupils they teach which could influence the job satisfaction of the teachers.

According to Vroom, the following factors influence an employee’s expectancy perception: self-esteem; self-efficacy; previous success at the task; help received from a supervisor and subordinates; information necessary to complete the task; and good materials and equipment to work with. Instrumentality relates to the individuals perception of the probability/chance that a specific level of performance will lead to various outcomes of reward or punishment.

### 2.3.3.2 Goal-setting Theory

The Goal-setting theory developed by Latham and Locke cited by Greenberg and Baron (2000) maintains that motivation and performance are higher when individuals have set specific goals. According to Tosi et al. (1994), the thinking here is that motivation is driven primarily by the goals or objectives that individuals set for themselves. It is believed that the goal itself provides the driving force for action. Thus a person with higher goals will do better than someone with lower ones. This implies that teachers who set higher goals for themselves will do better than those who set lower goals for themselves. Consequently, the achievement of higher goals set could influence the satisfaction of the teachers.

In addition, the theory states that someone who knows precisely what he or she wants to do, or is supposed to do will do better than someone whose goals are vague. Gordon (2002) observes that goal setting focuses behaviour and motivates employees. As employees receive ongoing feedback on progress towards achieving their goals, their motivation increase and remain high. Kreitner and Kinicki (1998) argue that more recently, goal setting has been promoted through a widely used management technique called Management By Objectives (MBO). MBO is a management system that incorporates participation in decision making, goal setting and objective feedback. Goal setting has been successful in improving performance because the method directs attention, regulates effort and increases persistence (Kreitner & Kinicki, 1998).

### 2.3.3.3 Equity Theory

Mullins (1996) notes that equity theory is concerned with the perceptions people have about how they are being treated compared with others. This theory was expounded by J. Stacey Adams. Equity theory states that, people will be better motivated if they are treated equitably and demotivated if they are treated inequitably. In other words equity, fairness and justice in the work place are major factors in determining motivation and job satisfaction whereas unfairness is a major source of demotivation. According to Kreitner and Kinicki (1998), equity theory claims that people are motivated to maintain consistency between their cognitive beliefs and their behaviour. Perceived inconsistencies create cognitive dissonance (physical discomfort), which in turn, motivates corrective action. By extension, if teachers perceive that there is no fairness, justice and equity in their conditions of service as compared to other workers, they could be demotivated.

They further indicate that employees input (for which they expect a just return) includes education, experience, skills and effort. On the outcome side of the exchange, the organization provides such things as pay, fringe benefits and recognition. On the job feelings of inequity revolve around a person's evaluation of whether he or she receives adequate rewards to compensate for his or her contributive inputs. The inputs show what the employees provide in the organization and the expected outcome for each kind of input. Hellriegel, Slocum and Woodman (2001) state that according to equity theory, if people perceive that they are being treated unfairly they are likely to look for justification for the treatment. Failure to find any may cause them to behave in ways that harm the organization. For example, the organization may lose the valuable talents of high

performers or dissatisfied employees stay on in the organization may resort to withhold effort which may reduce output or lower quality.

#### **2.3.3.4 Reinforcement Theory**

Reinforcement theory which was formulated by Skinner is based on Skinner's classical experiments (Hellriegel et al., 2001). It shifts emphasis from the employee's underlying needs and cognitive processes to the rewards and punishments in the work environment. The two underlying assumptions of the theory are that human behaviour which is followed by a pleasant consequence is more likely to be repeated. Hellriegel et al. (2001) provide an example of an employee who receives a reward (a bonus, a compliment, or promotion) for superior performance. The employee is likely to continue performing well in anticipation of future rewards. The other assumption is that if the consequence of a particular behaviour is unpleasant (management's disapproval or a demotion), the employee will tend to modify that behaviour.

The four basic reinforcement strategies are:

**Positive reinforcement** – administration of positively rewarding consequence following

**Negative reinforcement** - removal of negative consequences following desired behaviour.

**Extinction** - withdrawal of positive reward or reinforcing consequences for an undesirable behaviour.

**Punishment** - administration of negative consequences following undesirable behavior (Ngesa, 2001).

However, Robbins (1998) argues that reinforcement theory ignores the inner state of the individual and concentrates solely on what happens to a person when he or she takes some action. He further argues that because it does not concern itself with what initiates behaviour, it is not strictly speaking, a theory of motivation. However, Robbins observes that it does provide a powerful means of analysis of what controls behaviour. Consequently, it is included in this discussion of motivation and job satisfaction.

The different theories discussed provide a framework with which to direct attention to the problem of how best to motivate staff to work willingly and effectively. It is important to note that the theories are not conclusive. They all have their critics or have been subjected to alternative findings which purport to contradict the original ideas. However, the different theories provide a basis for study and discussion and for a review of the most effective motivational style (Mullins, 1996). Kreitner and Kinicki, (1998) argue that motivation theories presents managers with a psychological puzzle because there is no motivation theory that is appropriate in all situations, all the theories are applicable in improving employee effort.

## **2.4 Conceptual Framework**

This section attempts to conceptualize the study in relation to the objectives set. It has been noted that the behavior of an individual is influenced by different factors. The various theories that have been discussed provided insights into how people behave in certain ways or what factors offer them job satisfaction and motivation. Among all these, the most influential theory was presented by Abraham Maslow (1943) which was termed as Need-Based Theory of Motivation. This theory provided a hierarchy of factors or

needs that motivate an employee. These factors include physiological/basic needs, safety and security, belongingness and affiliation, self-esteem, and self-actualization.

The ERG Theory of Alderfer modified Maslow's ideas by considering and reducing the five needs to just three categories of needs; Existence (E) needs which correspond to the physiological and security needs in the Maslow's theory, Relatedness (R) needs which are concerned with how people relate to their surroundings or social environment and Growth (G) needs which correspond to self esteem and self actualization in Maslow's hierarchy.

Herzberg, Mausner and Snyderman (1959) came out with the Two-Factor Theory which is closely related to our contention of the relationship between work itself, satisfaction and motivation. It states that workers' satisfaction depend on their need fulfillment. They identified five factors that influence both motivation and job satisfaction and these include: Recognition, Achievement, Advancement, Responsibility, and Work itself. They refer to these antecedents as "satisfiers" or "motivators". Factors associated with dissatisfaction were termed "Hygiene factors" such as Quality of Supervision, Company Policy and Administration, Working Conditions, Wages, Salaries and other financial remuneration.

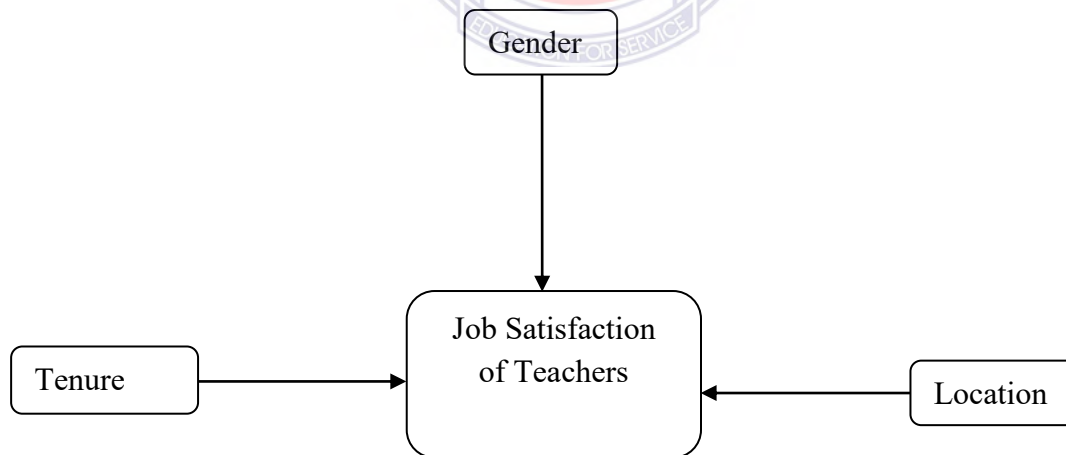
Based on Maslow's theory of motivation, it can be conceptualized that teachers certainly have to meet some basic needs in order to be satisfied and motivated to teach. For instance, they must be able to cater for their accommodation, feeding, clothes, school fees of their wards, and other basic needs. These needs can only be satisfied through adequate salaries and wages from the government. The school itself can also meet some of the teachers' needs by giving them allowances. Aside the satisfaction of these basic



needs, the teacher must feel accepted in order to be motivated. This is closely related to social and belongingness or affiliation needs in Maslow's hierarchy of needs.

From Herzberg's Motivator-Hygiene Theory, much attention has been given to recognition, achievement, advancement, responsibility and work itself as "satisfiers" or "motivators". The school should be able to provide an opportunity for teachers' advancement or prospects for growth in the career based on the number of years a teacher has spent in the school, gender and location of the school. For instance, teachers in remote school communities could be given an opportunity or package to further their education easily. Meanwhile, there is a policy in the Ghana Education Service that gives teachers in the rural areas an opportunity for study leave with pay when they serve for a few years. All these are directly related to the elements in Herzberg's theory.

The model below presents the factors that influence job satisfaction of teachers in the Adiembra Circuit of the Atwima Mponua District.



**Figure 2.2 A Model of Teachers' Job Satisfaction**

**Source: Researcher (2018)**

## 2.5 Conditions of Service of Teachers

One significant function of every profession is to seek for improved conditions of service for its members. It is therefore not out of place for teachers, including teachers in the Adiembra Circuit in Atwima Mponua to seek for better conditions of service. Afful-Broni (2005) noted that the Ghana Education Service Council has printed a booklet on conditions of services and code of professional conduct for teachers, and that its effort must be commended since it demonstrates a commitment of administration on the welfare of teachers. The booklet makes provision for the guidelines on entering the service, probation period, confirmation, promotion, salaries and increments of salaries, sick leave and others. A greater portion of the Ghana National Association of Teachers and National Association of Graduate Teachers' activities has been spent in fighting for better working conditions of services their teachers.

It is now evident that teachers have slightly better working conditions of service in terms of salaries, allowances, annual leave and others. Afful-Broni (2005) revealed that the conditions of service have been codified and made available by G.E.S to teachers since August 1977. Furthermore, Afful-Broni (2005) concluded that as a human institution, we must admit that due to human weakness and inefficiency on the part of some officials in the district, regional or national offices, things look much favorable on paper than in real life.

Therefore, the working conditions of service of teachers play a crucial role in decisions of the teachers to leave teaching in Ghana Education Service, and they contribute to decisions to leave the profession altogether. It may not be surprising that teachers' plans to remain in teaching are highly sensitive to their perceptions of their

working conditions. The proportion of teachers who plan to remain in teaching as long as they are able, are strongly associated with how teachers feel about the working conditions of service, resources and influence over government policies in Ghana Education Service.

It may be due to these perceived poor working conditions, poor salary, poor motivation, lack of job satisfaction, inequitable wages that continue to increase high turnover of teachers especially the young teachers whose job searching has been enhanced. Significantly, worse working conditions including poorer facilities, less availability of resources and larger class sizes that teachers are significantly more likely to say may contribute to their plans to leave Ghana Education Service.

Working condition is a key to understanding the teaching profession in the world today (Mereku, 2000). Identifying what makes the teaching profession attractive and retaining the teacher in the service, is vital. Working conditions must be viewed as a whole in order to build up a proper understanding of what teachers do, how they do it as well as how much they are paid to do what they do, in order to give a clear picture of why there is teacher attrition. The need to ensure sufficient numbers of teachers and appropriately qualified teachers has been the subject of debate in educational sector in developing countries. Conditions of service thus, have a direct bearing on the flows of teachers entering or leaving the profession because they determine how appealing the profession is, particularly in comparison to other types of jobs.

## **2.6 Factors that influence Job Satisfaction of Teachers**

Literature on job satisfaction in Organizational Behaviour has identified various human resource management practices which are considered to be the best practices for

retaining and motivating human capital in an institution. Amongst others, rewards and recognition are the most common practices which make an employee satisfied with his/her job as well as keep him/her highly motivated. Job satisfaction is a multidimensional phenomenon and it is therefore argued that different scholars identify different job satisfaction factors or facets (Bolin, 2007).

According to Olulube (2008), teachers play a very significant role in the provision of education; therefore studying the factors or facets that are associated with their job satisfaction is essential. If teachers are satisfied, then they are to a greater extent, committed to and involved in their job (Sargent & Hannum, 2005). Employees or teachers may be considered as dissatisfied with their jobs if they remain absent and friction to the job of teaching (Sargent & Hannum, 2005).

According to MOEC (1995), job satisfaction and the ability of teachers to perform well professionally are key factors in the maintenance of the quality of education. In Tanzania for instance, teachers have experienced low and irregular salary payments, lack of proper housing, inadequate teaching facilities, low status accorded to them and limited opportunities for professional development.

Maslow (1987) argues that the human being is a wanting animal and rarely reaches a state of complete satisfaction except for a short time. As one of the desires is satisfied, another pops up to take its place. When this is satisfied, still another comes into the foreground, and so on. The implication of this is that, good pay, acceptance and recognition do not make them always satisfied with their jobs. When teachers have indicated that they were satisfied with their job last year, it does not necessarily imply that they will be at the same level of job satisfaction presently or in the future.

Nonetheless, teachers find satisfaction and motivation in a number of factors. Tead (1920) posits that no work is good or bad; it is the way the employee perceives it. The job itself is neither fascinating nor uninteresting but the relationship makes it fascinating or otherwise.

In this section, the researcher reviews various factors that influence the job satisfaction of teachers. Teachers' job satisfaction with regards to gender, tenure and location has been explored. This research seeks to fill these knowledge gaps as far as job satisfaction of teachers in the Ghanaian context is concerned.

### **2.6.1 Gender and Job Satisfaction of Teachers**

Gender has been part and parcel of research studies conducted on job satisfaction. However, the association between gender and job satisfaction is inconsistent. Research has revealed contradictory evidences on the relationship between gender and job satisfaction. Some studies report that women have higher level of job satisfaction than their male peers across most worksites (Lambert, Hogan, Barton & Lubbock, 2001). As concerned with teaching profession, survey reveals that female employees and teachers showed higher level of job satisfaction than males (Watson, Hatton, Squires & Soliman, 1991). Satisfied teachers are always ready to extend extra effort in working with students and parents to provide positive results.

In a study conducted by Al-Mashaan (2003), male employees report higher level of job satisfaction than females due to better employment chances and promotion opportunities. Few studies claimed that men and women show parallel satisfaction (Clark, Oswald & Warr, 1996). Women due to lower expectations tend to be satisfied

easily at work (Witt & Nye, 1992). Several studies have reported that female teachers have higher job satisfaction than male teachers (Michaelowa 2002; Spear, Gould & Lee, 2000). In contrast, Bishay (1996) and Mwamwenda (1997) found that female teachers were less satisfied with their jobs than male teachers. However, some other studies (Gosnell, 2000; Sargent & Hannum, 2003) found no relationship between gender and teachers' job satisfaction.

In a study by Quitugua (1976), he found that the male teachers were overall more satisfied than female teachers. This however, contradict that of Ghazali (1979) who showed that there was no significant different overall job satisfaction between sex although female teachers tend to be slightly more satisfied. A study by Wangai (2012) however showed that more women were happy with their job and more committed to school than men. Park (1992) cited in Tasnim (2006) has asserted that women traditionally perceive themselves as teachers and nurturers of pupils and that, owing to social expectations as well as informal gender stereotypes, they are more likely to desire job satisfaction in their teaching career. This view has repeatedly been confirmed by studies in which women teachers have been observed to experience greater job satisfaction than their male counterparts.

According to Lissmann and Gigerich (1990) in Tasnim (2006), women teachers are more pupil-oriented than men teachers and consequently spend more time improving the class climate. Huberman (1993) cited in Tasnim (2006) also found that women, more than men, would select teaching again if given the opportunity; on the other hand, men often saw teaching as an alternative rather than as the main focus of their career aspirations. Female teachers may be achieving more satisfaction from teaching than male

teachers because they purposefully choose this career. Male teachers who have been unable to achieve their early career goals may be looking beyond the classroom for satisfaction in such area as school administration. Crossman and Harris (2006) conducted a study on job satisfaction among secondary school teachers in United Kingdom and their findings indicated that their satisfaction levels did not differ significantly by gender.

### **2.6.2 Tenure and Job Satisfaction of Teachers**

Teaching experience refers to the number of years a person has served as a teacher. Tenure is thus, experience of teachers spent in the teaching profession. Crossman and Harris (2006; p. 29) call this the “length of service”. According to Koustelios (2001), the teachers with long teaching experience indicated higher levels of job satisfaction with such aspects as pay and supervision. In other words, the level of satisfaction increased with the increase in years of service in the teaching profession. Similarly, Greenberg and Baron (1995) contend that employees with many years of service perceived higher job satisfaction than their colleagues with less job experience.

Teachers with greater experience in education show high satisfaction with their professional role than less experienced colleagues (Akhtar, 2000; Sari, 2004). Teachers’ professional maturity and experience made them satisfied with students’ interaction and resources than novice teachers. Experienced teachers become more confident in dealing with students and parents. Also, experienced teachers may enjoy the privilege of utilizing better facilities and more resources at school because of their seniority. Brown (2005) explored a positive relationship between tenure and job satisfaction.

Conversely, Crossman and Harris (2006) found that teaching experience or length of service did not contribute to any significant differences in job satisfaction among secondary school teachers in the United Kingdom. Earlier studies reported by Quitugua (1976) indicated, however, that younger teachers were found to be more satisfied than older teachers. Ghazali (1979) however, concluded that younger teachers are more dissatisfied compared to older teachers.

Overall job satisfaction of teachers who stayed in one institution improved significantly with teaching experience, unlike those who hopped from one institution to the other. Furthermore, the levels of overall job satisfaction of those who remain in one institution were, after the first ten years, consistently higher than the corresponding levels of job satisfaction of workers who changed their institutions (Oshagbemi, 2000).

### **2.6.3 Location and Job Satisfaction of Teachers**

Work location is the place where the workers spend working hours. With regard to school location, rural teachers were found to be less satisfied (Haughey & Murphy, 1984) than suburban teachers (Ruhl- Smith, 1991). Tasnim (2006) contends that teachers of urban schools were found to be more responsible and sincere to their job and are more satisfied than the rural school teachers because of infrastructure. Researchers have investigated higher levels of job satisfaction in urban educational professionals when compared with rural settings (Arnold, Seekins & Nelson, 1997). In urban areas workers often have more job opportunities, better schools, conveyance facilities, better salary, higher prestige, and greater opportunities for spousal employment. On the other hand, rural settings and smaller communities can provide family-oriented settings, lower crime



rates, recreational access and enhanced quality of life. The most commonly mentioned disadvantages to rural settings have been professional isolation and lack of opportunity for professional development. However, recent advancements in telecommunications and interactive networking through the internet will decrease feelings of isolation and improve rural job satisfaction levels in the future (Worrell, 2004).

In Pakistan, Pakistani teachers like the teaching profession but are however, dissatisfied with school location and about two-third of teachers affirm that they have low status in the society (Saeed, 1997). A study by Luthans (2002) contends that clean and attractive surroundings“ tend to make workers happy when doing their work hence increasing job satisfaction. The work characteristics for teachers that are associated with job dissatisfaction should be identified in order to change the working environment for continuous job satisfaction.

Tasnim (2006) opines that the location of schools is not always within a convenient distance or there are no transportation facilities available in that locality. That“s why female teachers are more dissatisfied. Furthermore, earlier study findings indicated that teachers who worked in schools that are in the remote/rural areas were less satisfied with their jobs than those working in urban areas (Bennell & Akyeamong, 2007). This implies that the location of school was a determinant factor of their differences in job satisfaction.

## **2.7 Attracting and Retaining Teachers in the Ghana Education Service**

Teacher retention is a process in which teachers are encouraged to remain with the Ghana Education Service for the maximum period of time or until the retiring age of

sixty (ILO, 2000). Teacher retention is very beneficial for the Ghana Education Service and the teacher must be retained at all cost. This is because they have undergone more training and are expected to deliver better in their respective schools. Teachers today are different. Unlike Certificate „A“ teachers who don't have good opportunities in hand, graduate teachers have a lot of opportunities and can leave teaching when a juicy opportunity comes their way. As soon as they feel dissatisfied with the Ghana Education Service, they begin searching for alternatives.

It is the responsibility of the government to attract and retain teachers in the Ghana Education Service. If the government doesn't, it would be losing teachers to other sectors of the economy and the targets for achieving formal education objectives will not be fully accomplished. A good employer like the Ghana Education Service should know how to attract and retain teachers as its employees. Most of the teachers feel that they are worth more than they are actually being paid. There is a natural disparity between what teachers think they should be paid and what government spends on them as compensation. When the difference becomes too great and another opportunity comes, turnover can result.

Pay is the salary or compensation given to teachers in exchange for the services they perform for the Ghana Education Service. Pay also acknowledges the worth and value of the human contribution. What teachers are paid has been shown to have a clear, reliable impact on turnover in numerous studies. Issues of remuneration and improved conditions of service for teachers are the major challenges facing the Ghana education service.

Karikari-Ababio (2007) in his research on teacher motivation indicated that, due to low salaries and poor conditions of service for Ghana Education Service employees, the teachers are miserably paid. These presuppose that the teacher's low salary and working conditions are not attractive and this situation seem to be a serious constraint on the ability of the Ghana Education Service to attract, recruit and retain teachers. The teachers who stay on are not sufficiently motivated, they are frustrated and have little incentive to work harder. Although, they may be prepared and determined to keep on teaching and fighting for a better day (better working conditions), this situation is not good for development of education in Ghana, knowing the importance of education to national development.

Few teachers leave the teaching service without due reason, be it either work related (internal) or personal (external) or even both. Personal reasons for leaving the service, include wanting to spend more time with friends and family or having to move since a spouse has a new job located in a different place. The Ghana Education Service has no control over such reasons, but can tackle internal issues such as pay systems or development opportunities.

Wright (1996) after extensive work on employee retention finds that teachers are retained when there is an integration of rewards system in the work environment. This shows that there are numerous factors to consider when working with teacher retention. The rewards Ghana Education Service offer teachers affect how motivated and satisfied the teacher is to stay within the service (Karikari-Ababio, 2007). He further asserts that when Ghana Education Service gives the most rewards, it tends to retain the teacher. Some recommended retention strategies useful to retaining teachers include: increase in

salaries, benefits, better working conditions and various forms of rewards in addition to study leave with pay and the bond system. The Ghana Education Service should introduce or improve upon elements that attract teachers to stay on the job in order to bring supply in line with the increasing demand for teachers.

## **2.8 Impact of Teacher Job Satisfaction on Teaching and Learning**

Most theorists believe that job satisfaction is highly related to working performance. They assume that satisfied employees work better than dissatisfied ones. Although in this study, no investigation will be undertaken to examine the consequences of job satisfaction, the literature concerned is worthwhile to be reviewed. There are at least three schools of thought that have emerged. Their conclusions may be summarized as follows:

Herzberg's (1966) study of white collar workers indicated that job satisfaction is the determinant of job performance such that past job satisfaction causes present job performance, (job satisfaction → high performance).

March and Simon's (1958) study of blue collar workers was based on the assumption that the dissatisfied worker does perceive the instrumentality of performance to achieve ultimate satisfaction rather, that non-performance leads to greater satisfaction. The researchers concluded that job dissatisfaction is the determinant of job performance such that present or anticipated dissatisfaction stimulates job performance in order to achieve valued rewards that will result in satisfaction (job dissatisfaction → high performance).

Porter and Lawler (1967) based on the discrepancy and equity theories, hypothesized that job satisfaction is the effect of job performance such 'that previous job performance causes present job satisfaction, (job performance → job satisfaction).

However, these investigations rest chiefly on one small occupational sample, for supporting evidence, being non-experimental, cannot unequivocally demonstrate causality. Besides, as Lawler (1973) criticized that, since the research was not guided by theory, a vast array of unorganized, virtually uninterpretable facts have been unearthed. For example, a number of studies have found a positive relationship between productivity and job satisfaction, while other studies have found no evidence of this relationship. The contradictory results present a rather confused picture and whether a happy worker can promote working efficiency or not, still depends upon further investigation. Nevertheless, literature links teacher job satisfaction with the performance of the teacher.

According to Latham (1998), “job satisfaction can do far more than help retain teachers; it can improve their teaching” (p. 83). This implies that satisfied teachers can contribute significantly to the improvement of students’ academic performance and school effectiveness at large. Similarly, Shann (2001) asserts that job satisfaction helps to retain teachers and makes them committed to their job and through this, it also makes their schools very effective. In other words, job satisfaction contributes to improvement of teaching, students’ learning and teacher retention.

Travers and Cooper (1996) claim that low satisfaction with salary and the lack of promotion opportunities contributed significantly to teachers’ intention to quit the job. This implies that high satisfaction with these variables would contribute to their intention to remain in the job. However, a recent survey conducted among 245 human resource

representatives and 7,101 workers in the United States of America revealed that employees do not remain in their jobs because of good salaries and fringe benefits, but they stay because of the collegial relationship with co-workers and managers (Office Pro (2008), cited in Ngimbudzi (2009)).

Job satisfaction results in teachers' performance, job turnover, absenteeism and involvement in teachers' union activities (Organ & Bateman, 1991; Robbins, 2005 and Robbins & Judge, 2008). However, there is no empirical data that justifies direct or indirect influence of employees' satisfaction on productivity.

In the recent years, job satisfaction theorists have tended to shift their interest to the topics of absenteeism and turnover. They try to explore different ways such as job redesign and job enrichment to prevent negative employee job attitudes. They assume that the problem will be solved if organizational health and employee's morale can be promoted. As a result, employers may benefit by spending less costs and effort to recruitment and training of new staff members.

## **2.9 General Strategies for Job Satisfaction**

In his research on teacher motivation and incentive packages in low income developing countries in Africa including Ghana, Bennel (2004) stated that despite the importance of material and psychological needs like job satisfaction, pay and benefits, occupational status and attrition, there is very limited good quality published information available. He therefore concluded that more research in teacher motivation and incentives is urgently needed to improve the commitment level of teachers.

Akintoye (2000) asserts that money remains the most significant motivational strategy. As far back as 1911, Frederick Taylor and his scientific management associate described money as the most important factor in motivating the industrial workers to achieve greater productivity at the workplace. Taylor advocated the establishment of an incentive wage systems as a means of stimulating workers to higher performance, commitment, and eventually satisfaction. To use salaries as a motivator effectively, personnel managers must consider four major components of a salary structure. These are the job rate, which relates to the importance the institution attaches to each job; payment, which encourages workers or groups by rewarding them according to their performance; personal or special allowances, associated with factors such as scarcity of particular skills or certain categories of information for professionals or teachers, or with long service; and fringe benefits such as study leave with pay, pensions, and so on. It is also important to ensure that the prevailing pay in other institutions or educational establishments is taken into consideration in determining the pay structure of their institution.

Money possesses significant motivating power in as much as it symbolizes intangible goals like security, power, prestige, and a feeling of accomplishment and success. Katz, in Sinclair, Tucker, Cullen and Wright (2005) demonstrates the motivational power of money through the process of job choice. He explains that money has the power to attract, retain, and motivate individuals towards higher performance. For instance, if a teacher or education professional has another job offer which has identical job characteristics with his current job, but greater financial reward, that teacher would in all probability, be motivated to accept the new job offer.

Banjoko (1996) argues that many managers use money to reward or punish workers. This is done through the process of rewarding employees for higher productivity by instilling fear of loss of their job (e.g., premature retirement due to poor performance). The desire to be promoted and earn enhanced pay may also motivate employees. Apart from money which is the cornerstone of employee commitment, there are other important strategies that can be used to elicit commitment of teachers. Many on the front line say that satisfaction of a professional staff such as a teacher, is not as simple as offering the new employee fatty salaries, although each of these elements is part of an overall strategy. Keeping those employees morale high depends on the institutions' willingness to reach beyond traditional approaches (Earl, 1998).

The second important satisfaction to commitment factor, excluding salary, is quality of the Boss. Research has suggested that democratic leadership is the best form of leadership where employees are allowed to be heard and understood, and that they want to be told the truth with compassion. These two concepts can be obtained in a 50/50 meeting, where management speaks 50% of the time on their goal, vision, mission, and where employees have a chance to raise their own questions and issues affecting their work in the classroom. Headmasters during staff meetings should allow staff to express their views and also to contribute to discussions. Percy (1997) says we must honour and respect people's gift by using their talents for a higher purpose.

Managers and management researchers have long believed that organizational goals are unattainable without the enduring commitment of members of the organizations. Motivation is a human psychological characteristic that contributes to a person's degree of commitment (Stoke, 1999). It includes the factors that cause, channel,

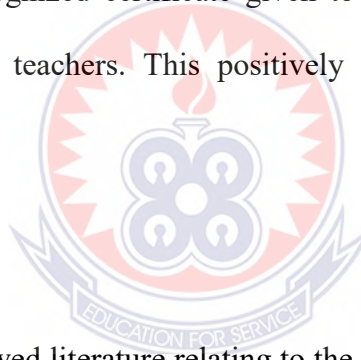


and sustain human behavior in a particular committed direction. Stoke, in Adeyemo (1999) elaborates that there are basic assumptions of motivation practices by managers which must be understood. First, that motivation is commonly assumed to be a good thing. One cannot feel very good about oneself if one is not motivated. Second, motivation is one of several factors that go into a person's performance (e.g., as a teacher). Factors such as ability, resources, and conditions under which one performs, are also important. Third, managers and researchers alike assume that motivation is in short supply and in need of periodic replenishment. Fourth, motivation is a tool with which managers can use in organizations.

If managers know what drives the people working for them, they can tailor job assignments and rewards to what makes these people "tick." Motivation can also be conceived of as whatever it takes to encourage workers to perform by fulfilling or appealing to their needs. To Olajide (2000), it is goal-directed, and therefore cannot be outside the goals of any organization whether public, private, or non-profit. The implication is that the GES and heads of schools should be able to identify what drives the teachers they are working with.

No matter how automated an organization or an education complex may be, high performance depends on the level of motivation, job satisfaction and the effectiveness of the workforce (teachers). Staff training is an indispensable strategy for motivating workers. The education institute must have good training programmes in place. This will give the teacher or education professional opportunities for self-improvement and development to meet the challenges and requirements of new equipment and new techniques of performing a task.

Institutions can avoid teachers' low performance by rewarding top performers. Meaningful rewards and recognition that are achievable have the greatest impact on high commitment of teachers. This therefore implies that a teacher who serves on particular grade successfully is identified with a particular position such as a Headmaster, Circuit Supervisor, and District Director and so on and so forth. A hard working teacher on his ranks for four years gets a promotion to the next rank or study leave with pay at any higher level of learning institution of his choice which will always boost up the teacher's attitude towards work and achievement of a higher goal. The institution of the Best Teacher Award scheme with an attractive reward and recognition like a beautiful house, well furnished and a recognized certificate given to the winner is a good example of rewards for hardworking teachers. This positively enhances the motivation and job satisfaction of the teacher.



## **2.10 Summary**

This chapter reviewed literature relating to the concepts of teacher motivation and job satisfaction. Some theories of motivation including Abraham Maslow's Hierarchy of Needs, Alderfer's ERG Theory, Herzberg's Two-Factor Theory, McGregor's Theory X and Y, Expectancy Theory, Goal-setting Theory, Equity Theory and Reinforcement Theory have been reviewed to throw more light on the concepts. These theories proved that certain conditions can either lead to job satisfaction or dissatisfaction. Job satisfaction therefore describes how content an individual is with his/her job. Based on these theories, a conceptual framework was developed. The conditions of service of teachers, including graduate teachers, have been reviewed.

The chapter also explored factors that influence the job satisfaction of teachers. In this direction, the focus was on factors such as gender, tenure and location of school which were reviewed. The literature covered both the Ghanaian and non-Ghanaian contexts as far as motivation and job satisfaction of teachers is concerned. The topics discussed in the literature were related to the study since the aim of the study was to assess the factors that influence teacher job satisfaction in the Adiembra Circuit in Atwima Mponua.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

The purpose of the study was to assess the factors that influence job satisfaction of teachers in the Adiembra Circuit in Atwima Mponua District of the Ashanti Region of Ghana. In this chapter, the design and approaches to the study are discussed in detail.

#### **3.1 Research Design**

Research design is one of the most significant elements of the research process. It is the method or a plan used by the researcher to elicit appropriate information and to answer the research questions. Cooper and Schindler (2001) define research design as the blueprint for the collection, measurement and analysis of data or a plan and structure of investigation so conceived as to obtain answers to research questions. Badu et. al (2011) explain research design as an evidence that holds the research project together, and it is used to structure the research, to show how all the major parts of the research project such as the samples, groups, measures, treatments or programmes and methods of assignment work together to try to address the central research questions. Thus, it is the overall plan employed by the researcher to obtain answers to the research questions and for testing the hypotheses that might have been formulated. It is therefore the outline, plan, or strategy that is used to answer a research question.

The study employed a descriptive survey design. This was because the study sought to solicit responses from teachers in the Adiembra Circuit in order to understand the real issues concerning teacher job satisfaction. According to Fraenkel and Wallen

(2002), the descriptive survey is often directed towards determining the nature of a situation as it exists at the time of the study. Creswell (2008) added that the descriptive survey design is used to determine individual opinion about a policy issue or programme. This design, according to Creswell (2008), provides useful information for decision-makers since it has the advantage of measuring current attitudes or practices.

According to Polit and Hungler (2003), descriptive survey has an advantage of producing a good amount of responses from a wide range of people. Descriptive survey is appropriate when a researcher attempts to describe some population or aspect of population by selecting unbiased samples of individuals who are asked to complete questionnaire, interviews or test (Fraenkel & Wallen, 2002).

### **3.2 Population**

Population according to Burke and Larry (2012), is the large group to which the researcher wants to generalize findings of a sample. It is the entire set of individuals (or objects) having some common characteristics as defined by the sampling criteria established for the study (Burns & Grove 1998; Polit & Hungler 1999). Alonge (2010) defines population as the universe that contains all the subjects or parameters of interest.

The target population of the study comprised all teachers in the Adiembra Circuit. The Circuit has 8 Junior High Schools, and 10 Primary Schools with 90 and 60 teachers respectively (Atwima Mponua District Education Office, 2018). In essence, 150 teachers in the Adiembra Circuit form the population for the current study. There is no Senior High School in the Circuit. The table that follows gives the total number of teachers in the Circuit.

**Table 2.2: Number of Teachers in Adiembra Circuit**

Level	Total Number	Total number of Teachers
Primary Schools	10	60
Junior High Schools	8	90
Totals	18	150

Source: GES, Atwima Mponua District Education Office

### 3.3 Sample and Sampling Techniques

According to Kusi (2012), a sample is a subset of the population of interest, it is the chosen group of all the subjects of the population that the researcher wishes to know more about. To Burke and Larry (2012), it is the set of cases taken from a larger population. Moreover, analyses are best done when conducted on samples that are still „fresh“ (Sarantakos, 2005). In line with this, a sample of the population was used for the study. According to Wiersma (1991), with a small number, results are much faster than a whole population. It also produces high quality of work since accuracy can be provided by a sample than a whole population. The sample chosen for the study was 100 teachers. The appropriate sample size for the study was arrived at using Krejcie and Morgan’s (in Burke & Larry, 2012) table for determining sample size.

In order to get the right sample size for the study, an updated list of all the teachers in Adiembra Circuit was obtained from the Atwima Mponua District Education Office. The 100 teachers selected were further distributed among the various levels proportionately using probability proportional to size (PPS) that is, the number of teachers in each level divided by the population (150) and then multiplied by the sample

size (100) to get the sample allocation for each level. The simple random sampling technique was then used to select all 100 teachers in each level in the Circuit. Simple random sampling is a sampling strategy that gives each member of the population an equal chance of being included in the study. Table 3 shows the sample allocation for each level.

**Table 3.3: Sample allocation for each level**

Level	Number of Teachers	Sample Allocation
Primary Schools	60	43
Junior High Schools	90	65
Total	150	108

Source: Field Data, 2018

### Research Instrument

The researcher used questionnaire as the data collection instrument. According to Fink (1995), the questionnaire as a tool is preferred because of the following advantages. It is less expensive than other methods such as interviews and observation. The use of questionnaire promises a wider coverage since the researcher can approach respondents more easily than other methods. Again, it is consistent and uniform, without variation and it can be completed at a faster rate as compared to the others.

The questionnaire was designed and constructed by the researcher. The researcher developed the questionnaire for the respondents to answer based on the research questions. The questionnaire consisted largely of closed ended items and a few open ended questions. According to Sarantakos (2005), closed-ended items require less effort

to respond to, easy scoring and promotes objectivity on the part of the respondent. However, they are limited to only the areas indicated in the questionnaire, and do not give room for self-expression. Notwithstanding the lapse of closed-ended items in restricting the responses of respondents, its adoption ensures effective editing and analysis of data. The instrument was segmented into sections according to the research questions posed above. Refer to appendix A for details of the questionnaire.

It was a 4-point Likert scale of 4= Strongly Agree, 3 = Agree, 2 = Disagree, 1= Strongly Disagree in which higher score indicates more perceived positive responses. Section „A“ gathered data on the demographic characteristics of respondents; Section B, teachers“ understanding of job satisfaction; Section C on gender and job satisfaction; Section D on tenure and job satisfaction; and Section E on Location of school and job satisfaction.

### **3.5 Pilot-Testing of Instrument**

According to Bell (2008), the purpose of piloting is to get the bugs out of the instrument so that the respondents in the study area will experience no difficulties in completing the questionnaire and also enable one to have preliminary analysis to see whether the wording and format of questions are appropriate.

The questionnaire was piloted to determine its validity and reliability. Ten questionnaires were administered on 10 teachers in Nyinahin D/A Basic School for piloting. The purpose of the pre-test was to enable the researcher to make necessary changes to items which may be inappropriate, determine the level of ambiguity of the



questions for corrections and determine the percentage of responses. Ambiguous items were modified and inappropriate items, made appropriate. Nyinahin D/A Basic School was chosen for the pilot study because the school has similar characteristics as that of the participating schools.

### **3.5.1 Validity**

Validity is the degree to which a test measures what it is supposed to measure. In other words, it is the degree to which the explanations of the phenomena match the realities of the world (Osterloh & Frey, 2001). McMillan & Schumacher (2006) state that, validity refers to the degree of congruence between the explanations of the phenomena and the realities of the world. To answer the question of enhancing validity, they argued that continuous refinement of the sampling and data collection techniques throughout the data collection process increase the validity. To this end, the researcher tested the face and content validity of the questionnaire. Face validity refers to the likelihood of a question being misunderstood or misinterpreted. Content validity refers to whether an instrument adequately covers all the topics concerned. The validity of the instrument was established through expert opinions, literature searches, and pilot testing of the questionnaire. The questionnaire was peer reviewed by the researcher's colleagues on the master's programme.

### **3.5.2 Reliability**

Reliability is a measure of the degree to which a research instrument yields consistency in its results or data after repeated trials. The questionnaire was administered

on the same group of subjects twice in the pilot study with a two week grace period between the first and the second in order to determine its reliability.

### **3.6 Data Collection Procedure**

Before going to the field to collect the data, an introductory letter was requested from the Department of Educational Leadership, University of Education, Winneba (Kumasi Campus) to introduce the researcher to the Atwima Mponua District Director of Education. The Director of Education gave the researcher the go ahead to undertake the study. The researcher thereafter, visited the schools sampled to seek permission from the head teachers. The questionnaires were then administered on the teachers sampled for the study upon the approval of the management of the schools. Specifically, questionnaire administration and retrieval was envisaged to cover one month. The researcher collected all the filled questionnaires from the respondents immediately they were completed.

### **3.7 Data Analysis**

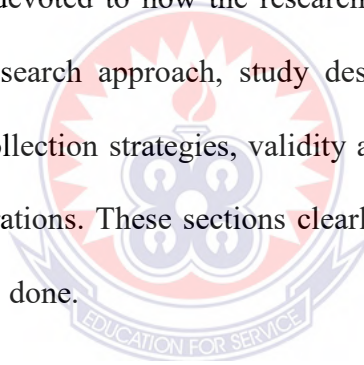
To Ary, Jacobs and Razavieh (1990), data analysis is the ordering and breaking down of data into constituent parts and performing of statistical calculations with the raw data to provide answers to the research questions which guided the research. First, the retrieved questionnaires was serially numbered, coded and scored. Basically, data gathered in this research was analyzed using simple descriptive statistics (tables, graphs, frequencies, percentages, etc) in relation to all the research questions.

### **3.8 Ethical Considerations**

Ethical issues were addressed by explaining the purpose of the study to the respondents. The confidentiality of the information collected through the questionnaire was addressed by not including their names and other information that could reveal their identities. To avoid imposing the questionnaires on respondents, they were given the choice to either participate or opt out of the study. The respondents were not in any way coerced to participate in the study.

### **3.9 Summary**

This chapter was devoted to how the research was carried out. Specifically, the chapter dealt with the research approach, study design, population, sample size and sampling strategy, data collection strategies, validity and reliability issues, data analysis and some ethical considerations. These sections clearly indicated how each stage of the research methodology was done.



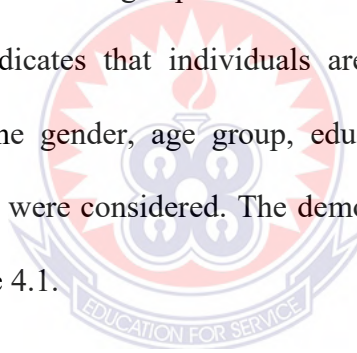
## CHAPTER FOUR

### RESULTS/FINDINGS AND DISCUSSION

#### 4.0 Introduction

This chapter presents an analysis of the data collected and discusses the findings in relation to the literature reviewed for the study. The data collected from the questionnaire administered to the respondents was analyzed using descriptive statistics such as frequencies, percentages and charts. The questionnaires administered were 108 teachers. However, 100 were appropriately filled, returned and used for the analysis. The chapter also contains the demographic data of the respondents relating to their age, sex, educational background and teaching experience.

Shozlol (2012) indicates that individuals are influenced and shaped by their background. Therefore, the gender, age group, educational background and teaching experience of respondents were considered. The demographic data of respondents in the study is presented in Table 4.1.



**Sex, Age and Marital Status of Respondents****Table 4.1 Demographic Characteristics of Respondents (N=100)**

<b>Variable</b>	<b>Frequency</b>	<b>Percent (%)</b>
<i>Sex</i>		
Male	42	42
Female	58	58
<b>Total</b>	<b>100</b>	<b>100</b>
<i>Age</i>		
20-29 years	15	15
30-39 years	39	39
40-49 years	25	25
50-59 years	19	19
59 years and above	2	2
<b>Total</b>	<b>100</b>	<b>100</b>
<i>Marital Status</i>		
Single	28	28
Married	55	55
Divorced	6	6
Widow	8	8
Widower	3	3
<b>Total</b>	<b>100</b>	<b>100</b>

Source: Field Data, 2018

Table 4.1 indicate that the majority (58%) of the respondents are females. This could be due to the fact that teaching seems to be a profession that is attractive to females than males at the Basic level. The situation at the higher levels of education may be different. On the age distribution of the respondents, it came to light that teachers who were 59 years or above were the minority (only 2%). This is due to the fact that the retirement age in Ghana has been pegged at 60 and at any point in time, teachers retiring from active service are less than those entering the profession. On the other hand, teachers in the 30-39 year group are 39% in the service in the Adiembra Circuit. With regards to marital status, the majority (55 teachers representing 55%) were found to be married whilst 28 representing 28% of the teachers were single.

#### **Location of school, number of years in teaching, qualification and rank in the Ghana Education Service**

The results of the study revealed that majority (68 representing 68% as seen in table 4.2) of the teachers are found in the rural areas. This could be as a result of the fact that the study was carried out in the Atwima Mponua District which has a lot of rural communities. As far as the number of years in the teaching profession is concerned, 58% and 23% of the teachers have taught between 15-20 years and 20-25 years respectively. Teachers who have taught for long and were nearing pension were only 2%.

On the qualification of the teachers on the field, there were no M.Phil and PhD holders at the Basic level in the Adiembra Circuit. All that one need is the minimum requirement from the Colleges of Education or the Universities. Teachers who have no intention of leaving the service therefore do not see the need to spend money and time

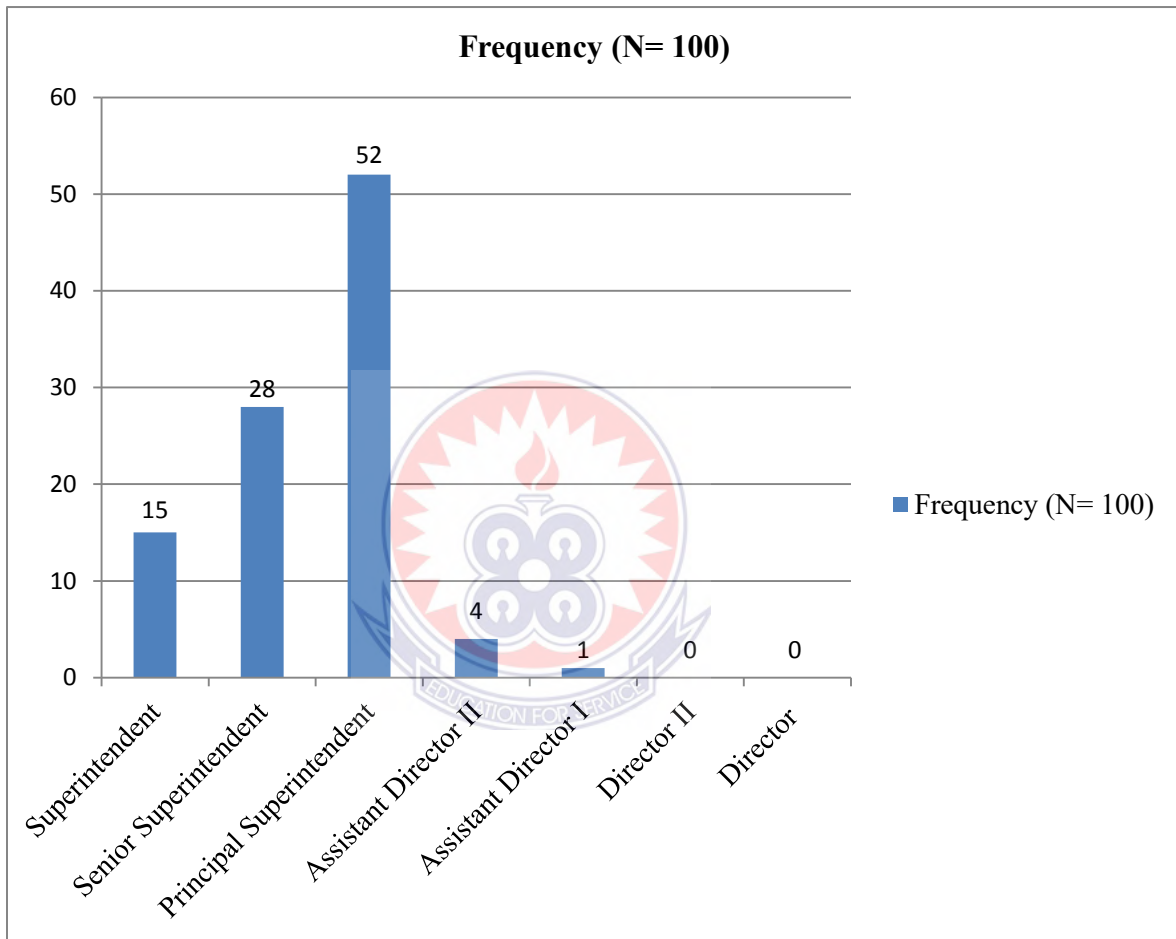
going to study for a “tedious” M.Phil or PhD. Table 4.2 indicates that 69% of the teachers are practising with a first degree.

**Table 4.2 Demographic Characteristics of Respondents (n=100)**

<b>Variable</b>	<b>Frequency</b>	<b>Percent (%)</b>
<i>Location of School</i>		
Rural	68	68
Urban	32	32
<b>Total</b>	<b>100</b>	<b>100</b>
<i>Number of years in teaching</i>		
15-20 years	58	58
20-25 years	23	23
25-30 years	17	17
Above 30 years	2	2
<b>Total</b>	<b>100</b>	<b>100</b>
<i>Qualification</i>		
Degree	69	69
Post-graduate Diploma	3	3
M. A	5	5
M.ED	2	2
M.Phil	-	-
PhD	-	-
Others	21	21
<b>Total</b>	<b>100</b>	<b>100</b>

Source: Field Data, 2018

Rank is an important measure in the GES with Superintendent being the lowest and Director General being the highest. One's rank in the service determines whether he is a senior staff or junior staff. The results showed that teachers at the rank of Principal Superintendent are the majority in the Circuit as seen in figure 3.



**Figure 4.1: Rank of Teachers in Adiembra Circuit**



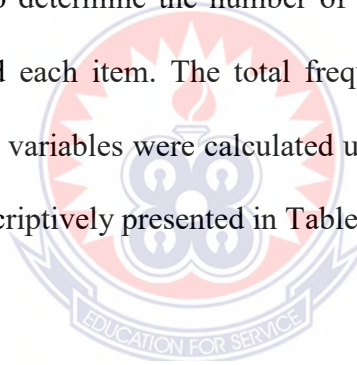
#### **4.1 Analysis of the Main Data**

The analysis of the main data is organized in relation to the research questions, starting with the first.

##### **Research Question 1: How do teachers' understand the concept of job satisfaction in the Adiembra Circuit?**

##### **Teachers' understanding of the concept of Job Satisfaction**

This section of the study presents the understanding of the teachers on the concept of job satisfaction. To achieve this objective, respondents were presented with five statements on the concept. Respondents were asked to tick where appropriate on these statements. This helped to determine the number of responses out of the 100 retrieved questionnaires who ticked each item. The total frequency (F) and percentages (%) of responses for all the listed variables were calculated using the average of the values. The result of the section is descriptively presented in Table 4.3.



**Table 4.3 Teachers' understanding of the concept of Job Satisfaction**

Statement	Strongly Agree F (%)	Agree F (%)	Disagree F (%)	Strongly Disagree F (%)
Job satisfaction is derived from money/salary only.	46(46)	30(30)	21(21)	3(3)
Job satisfaction is derived from the teacher him/herself only.	27(27)	19(19)	23(23)	31(31)
Job Satisfaction is derived from both money and the teacher.	69(69)	15(15)	10(10)	6(6)
Job Satisfaction is based on a teacher's rank.	19(19)	13(13)	24(24)	44(44)
Job Satisfaction is a pleasurable feeling about one's job.	82(82)	12(12)	6(6)	0(0)

Source: Field Data, 2018

From Table 4.3, 46% of the respondents strongly agreed that job satisfaction is derived from money/salary only and 30% agree to this item. On the other hand, 21% disagree that job satisfaction is derived from salary. Only 3% strongly disagreed on this measure. Furthermore, 27% of the respondents strongly agreed that job satisfaction is derived from the teacher himself/herself. Nineteen percent of the teachers agreed that job satisfaction is derived from the teacher. However, 23% and 31% disagreed and strongly disagreed respectively that job satisfaction comes from the teacher himself.

A lot of the respondents (69%) strongly agreed that job satisfaction is derived from both salary and the teacher himself. Very few respondents (10% and 6%) disagreed

and strongly disagreed respectively. Even though ranks of teachers are not visibly seen as it reflects in other services like the Ghana Police Service, the respondents still had something to say about their ranks. Some (19%) of the respondents strongly agreed that a teacher's motivation is based on his or her rank. However, 44% of respondents strongly disagreed that job satisfaction is based on one's rank.

The respondents were further asked to indicate whether job satisfaction denotes a pleasurable feeling about one's job. To this, 82% of them strongly agreed that job satisfaction brings pleasure into one's job. Conversely, none of the respondents disagreed on this score.

## **Discussion**

The concept of job satisfaction sets the tone for the discussion of the results of this study. Majority of the respondents were of the view that job satisfaction is a pleasurable feeling about one's job. The views of the respondents confirm the findings of Robbins and Judge (2011) who defined job satisfaction as a positive feeling about a job resulting from an evaluation of its characteristics. Similarly, Locke (1976) also defined job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences and from the perception that one's job fulfills or allows the fulfillment of one's important job values, providing and to the degree that those values are congruent with one's needs.

Moreover, Taylor's (1911) Scientific Management Theory believed that the only thing that motivates employees was "more money". According to him, one had to

devise a way of tying the productivity of employees into the way they were paid. The participants in this study shared a similar view when they revealed that job satisfaction is derived from money. For them, money plays a significant role in a teacher's state of satisfaction about his job.

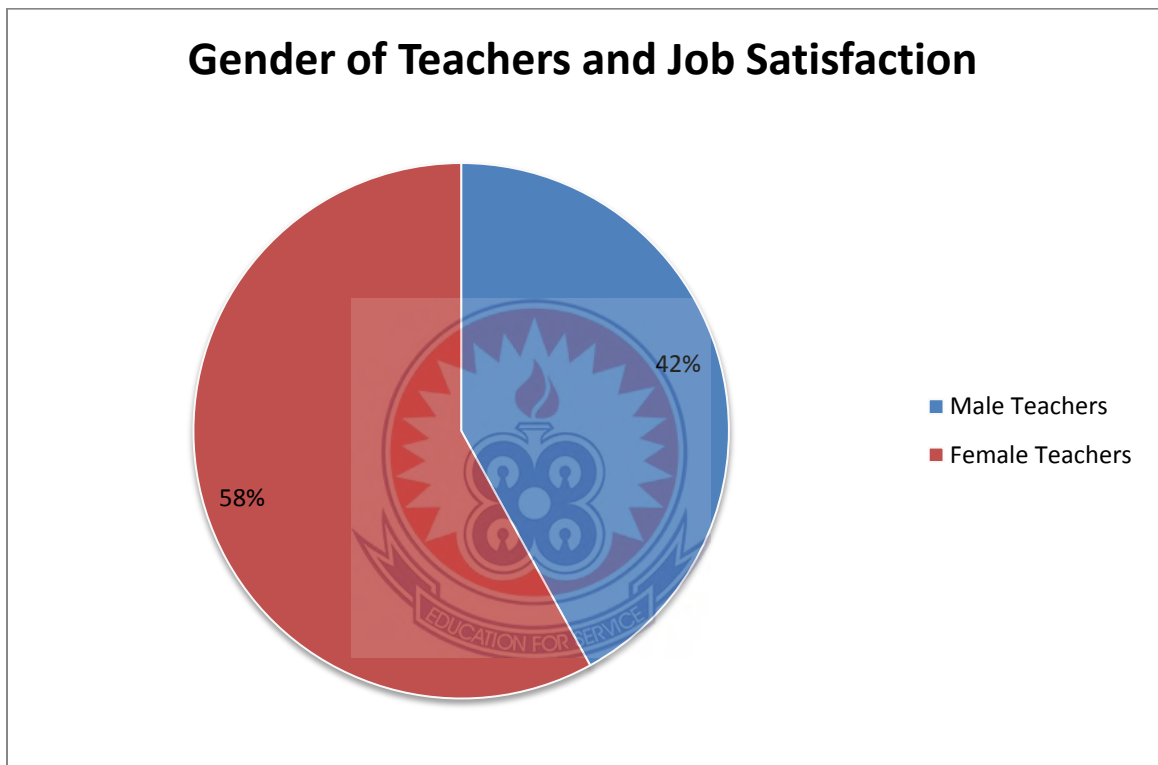
Again, some of the respondents in this study were of the view that job satisfaction is derived from the teacher himself. This could be likened to McGregor's (1987) Theory Y proposition, which argues that, people are self motivated, naturally active and willing to undertake work. Thus, people do not need to be externally controlled or directed or influenced by external factors because they will exercise self-direction in pursuit of their objectives. The views of some respondents that job satisfaction is not derived from the teacher can be likened to McGregor's Theory X, which assumes that naturally, the average human being has an inherent dislike for work and must be coerced, controlled, directed and motivated to get them to perform well.

## **Research Question 2: Which gender of teachers in the Adiembra Circuit is more satisfied with the teaching profession?**

### **Gender and Job Satisfaction of Teachers**

The demographic data of the respondents revealed that 42 (42%) male and 58 (58%) female teachers took part in the study. From these statistics, it is clear that the female teachers outnumber their colleague male teachers in the Circuit. The results of this study suggest that the female teachers in the Adiembra Circuit were more satisfied in the

teaching profession as compared to their male counterparts (see figure 4). The female teachers were happier with the job. They were more relaxed and freely discussed work and family related issues together. If presented with another job, most female teachers would still choose teaching. However, the male teachers would opt for more lucrative and rewarding jobs if given the opportunity.



**Figure 4.2: Gender and motivation of School Teachers (Atwima Mponua District Education Office, 2018)**

## Discussion

It has been found in this study that, there is a difference between male and female teachers in their job satisfaction. Indeed, female teachers were found to be more satisfied. Some studies from the literature support the findings of this research. A lot of literature report higher job satisfaction for the female teachers as compared with their male counterparts. Lambert et. al. (2001) and Ma and MacMillan (1999) report that women have higher levels of job satisfaction than their male peers across most worksites. As concerned with the teaching profession, a survey revealed that female employees and teachers showed higher level of job satisfaction than males (Watson, Hatton, Squires, & Soliman, 1991). Several studies have reported that female teachers have higher job satisfaction than male teachers (Ma & MacMillan, 1999; Michaelowa 2002; Spear, Gould & Lee, 2000).

Only few studies report that male employees have higher levels of job satisfaction. In a study conducted by Al-Mashaan (2003), male employees report higher level of job satisfaction than females due to better employment chances and promotion opportunities. Also, Bishay (1996) and Mwamwenda (1997) found that female teachers were less satisfied with their jobs than male teachers.

However, some studies report no difference between male and female teachers with regards to their job satisfaction. For instance, Ghazali (1979) showed that there was no significant difference in overall job satisfaction between sex although female teachers tend to be slightly more satisfied. Crossman and Harris (2006) conducted a study on job satisfaction among secondary school teachers in United Kingdom and their findings indicated that their satisfaction levels did not differ significantly by gender. Gosnell

(2000) and Sargent and Hannum (2003) also found no relationship between gender and teachers' job satisfaction.

### **Research Question 3: What is the influence of tenure on job satisfaction of teachers in the Adiembra Circuit?**

#### **Tenure and Job Satisfaction of Teachers**

This research question sought to explore the influence of tenure of teachers on their job satisfaction. The respondents were presented with three items and their responses have been captured in table 4.4.

**Table 4.4 Tenure and Job Satisfaction**

Statement	Strongly Agree F (%)	Agree F (%)	Disagree F (%)	Strongly Disagree F (%)
Teachers who have taught for a short period are more satisfied.	21(21)	15(15)	30(30)	34(34)
Teachers who have taught for a long period are more satisfied.	48(48)	36(36)	14(14)	2(2)
Tenure has no influence on a teacher's job satisfaction.	18(18)	22(22)	46(46)	14(14)

Source: Field Data, 2018

From table 4.4, it is realized that many (34%) of the teachers strongly disagree that teachers who have taught for a short period of time are more satisfied with their job.

Only 21% strongly agree that teachers who had a short tenure are more satisfied. On the other hand, a good number (48%) of the teachers strongly agree that those who have served for a long period are more satisfied with the profession, with only 2% strongly disagreeing to this measure. In addition to the above, some teachers are of the view that tenure has no influence on job satisfaction. However, many of them think that tenure has an influence on a teacher's job satisfaction.

## **Discussion**

The study revealed that generally, teachers who have stayed on the job for long experienced high levels of job satisfaction. This confirms the findings of Koustelios (2001) who realized that the teachers with long teaching experience indicated higher levels of job satisfaction with such aspects as pay and supervision. Similarly, Greenberg and Baron (1995) contend that employees with many years of service perceived higher job satisfaction than their colleagues with less job experience. Again, Akhtar (2000) and Sari (2004) concluded that teachers with greater experience in education show high satisfaction with their professional role than less experienced colleagues. It is not surprising that Ghazali (1979) concluded that younger teachers are more dissatisfied compared to older teachers. Indeed, the younger teachers revealed that they will quit the profession if more lucrative jobs come their way.

Conversely, Crossman and Harris (2006) found that teaching experience or length of service did not contribute to any significant differences in job satisfaction among secondary school teachers in the United Kingdom. Earlier studies reported by Quitugua



(1976) however, indicated that younger teachers were found to be more satisfied than older teachers.

**Research Question 4: What is the influence of location of school on job satisfaction of teachers in the Adiembra Circuit?**

**Location of School and Job Satisfaction of Teachers**

**Table 4.5 Location of School and Job Satisfaction**

Statement	Strongly Agree F (%)	Agree F (%)	Disagree F (%)	Strongly Disagree F (%)
Teachers in rural areas are more satisfied.	5(5)	24(24)	21(21)	50(50)
Teachers in urban areas are more satisfied.	73(73)	15(15)	6(6)	6(6)
Location of school has no influence on a teacher's job satisfaction.	21(21)	10(10)	40(40)	29(29)

Source: Field Data, 2018

From table 4.5, a good number of the respondents (50%) strongly disagree that teachers in the rural areas are more satisfied. Overwhelmingly, 73% of the respondents were of the view that teachers found in the urban centres are more satisfied in the profession. However, 40% of the respondents disagreed that location of school has no influence on a teacher's job satisfaction.

## **Discussion**

Going by the findings of this study, rural teachers were found to be less satisfied than urban teachers. This is in line with the findings of Haughey and Murphy (1984) and Ruhl-Smith (1991) who opined that urban teachers are more satisfied with the teaching profession. Furthermore, earlier study findings indicated that teachers who worked in schools that are in the remote/rural areas were less satisfied with their jobs than those working in urban areas (Bennell & Akyeampong, 2007). Location of school thus, affects the job satisfaction of teachers in this study. It means that the job satisfaction of the teachers differs and this pertains to whether they were found in the rural area or in the urban area.

## **4.2 Conclusion**

This chapter dealt with presentation, analysis and discussion of the findings of the study by relating the findings to the literature that was reviewed. Following an analysis of the data on factors influencing the job satisfaction of teachers in the study area, certain revelations came to light. It has been discovered that there is difference between male and female teachers in their job satisfaction, with the females being more satisfied. Thus, gender plays a role in the job satisfaction of the teachers.

With regards to tenure and job satisfaction, teachers who have taught for long are relatively more satisfied with their jobs than those who have been on the job for a shorter period. On location of school, teachers in urban schools have high job satisfaction than their counterparts in rural communities in Atwima Mponua.

## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

This is the final chapter which provides a brief overview of the study, highlighting the major findings to draw conclusions and suggest the way forward. The purpose of this study was to assess factors influencing job satisfaction of teachers in the Adiembra Circuit of the Atwima Mponua District in Ashanti Region of Ghana. Therefore, four objectives were set out and these were to: examine teachers' understanding of the concept of job satisfaction in the Adiembra Circuit; find out which gender of teachers in the Adiembra Circuit are more satisfied with the teaching profession; examine how tenure influences job satisfaction of teachers in the Adiembra Circuit; and determine how location of school influences job satisfaction of teachers in the Adiembra Circuit. To achieve these objectives, the following research questions were set:

- a. How do teachers understand the concept of job satisfaction in the Adiembra Circuit?
- b. Which gender of teachers in the Adiembra Circuit is more satisfied with the teaching profession?
- c. What is the influence of tenure on job satisfaction of teachers in the Adiembra Circuit?
- d. What is the influence of location of school on job satisfaction of teachers in the Adiembra Circuit?

Literature was also reviewed around many issues on the topic under study, including concepts of job satisfaction and teacher motivation, theories of motivation

(Abraham Maslow's Hierarchy of Needs, Alderfer's ERG Theory, Herzberg's Two Factor Theory, and McGregor's Theory X and Y, etc ) and factors that influence teacher job satisfaction. The factors covered gender, tenure and location of school and how they influence the job satisfaction of teachers. A descriptive survey design was employed for the study. A sample size of 100 was used for the study. Proportionate stratified sampling and simple random sampling techniques were used to select the respondents. In order to collect the data, a questionnaire was used. The key findings of the study are presented in the next section.

### **5.1 Summary of main Findings**

The first research question explored teachers' understanding of the concept of job satisfaction in the Adiembra Circuit. From the viewpoint of the respondents in this study, the concept of job satisfaction was seen as a pleasurable feeling about one's job. The study revealed that the teachers consider money as a factor affecting their job satisfaction. The teachers did not agree that job satisfaction is derived from the teacher himself. However, they were of the opinion that job satisfaction can be derived from both money and the teacher himself/herself.

The second research question sought to find out how gender (male and female) influence teachers in their job satisfaction. It came to light that the female teachers in the Adiembra Circuit were more satisfied in the teaching profession as compared to their male counterparts.

On the third research question, teachers who have taught for long are more satisfied than those who have taught for a short period of time. Teachers who have spent

many years in the field reported the highest average scores on job satisfaction in this study.

The last but not least research question sought to find out how location of school influences job satisfaction of the teachers in Adiembra Circuit. The respondents were of the view that teachers found in the urban areas are more satisfied in the profession.

## **5.2 Conclusions**

On the basis of the findings of the study, the following conclusions were drawn. First, a teacher is said to be satisfied with his or her job if he or she feels good in carrying out the job. Thus, the teacher is happy going about his or her daily activities to accomplish set tasks. For a teacher to experience such a pleasurable feeling about the job, he or she should be able to earn some good salary.

In the teaching field, gender is one of the factors that determine whether a teacher is satisfied with his job or not. The female teachers are more satisfied with the teaching profession than their male counterparts in the Adiembra Circuit. As a result, most female teachers will still opt for teaching if given a second chance to choose a profession. The male teachers however, will prefer more lucrative jobs.

Moreover, it was discovered that teachers who have taught for relatively long are more satisfied with the profession. The expectations of beginning teachers change when they hit the ground and they begin to look elsewhere for better opportunities. It is therefore not surprising when teachers who have taught for less than five years begin to resign from teaching for other fields.

Last but not least, schools that are found in the urban areas have their teachers being more satisfied with teaching than teachers in rural communities. People in urban areas are quite enlightened, understand educational issues better and may give high support to teachers of their wards thereby contributing to teacher job satisfaction. On the other hand, rural dwellers do not appreciate education much and might not offer some good support for their teachers.

### **5.3 Recommendations**

It has been said that teachers are arguably, the most important group of professionals for our nation's future and it is very disturbing to find that some of today's teachers are dissatisfied with their jobs. Although government has put in place so many measures such as the Best Teacher's Award Scheme, acceleration of promotion, salary increment and study leave with pay, to mention a few, the researcher believes that the recommendations given would go a long way to increase teacher job satisfaction. In the light of the findings of the study and conclusions drawn, the following recommendations are made:

1. It emerged from the study that money/salary is important for teacher satisfaction. Therefore, government, policy makers and other stakeholders in education should put in place measures such as increasing teachers' salary, giving teachers professional allowance and rent allowance to entice teachers.
2. Government should ensure that special allowances are given to teachers who work in rural communities to boost their job satisfaction.

3. SMC/PTA and community members should be encouraged to interact with the schools from time to time and offer the necessary support to teachers.
4. Regular training/refresher programmes should be organized for beginning teachers to boost up their morale in the profession.

#### **5.4 Suggestions for Future Research**

It is believed that happy people are more satisfied and work more effectively than unhappy ones. Therefore, in line with Abraham Maslow's Hierarchy of Needs Theory, future researchers could focus on government and other stakeholders seeing to it that teachers all over the country should be given better working conditions and served with their basic needs to prevent them from running to seek greener pastures. This would also minimize the comparison teachers make with other professionals (e.g nurses and the police) and subsequently abandon the education sector.

A relatively small sample size was employed for this study. Future researchers could consider increasing the number of research participants to obtain varied views on the phenomenon under study. They could also consider conducting the research on this topic in other parts of the country to reveal the job satisfaction state of the country's key professionals – teachers.

Bindu and Sudueeshkumer (2005) postulate that, a satisfied and a happy teacher is very likely to exert himself or herself to work with enthusiasm and that stress could be minimized. It is therefore suggested that future researchers can research into curriculum designers and policymaker's contributions to teacher job satisfaction.

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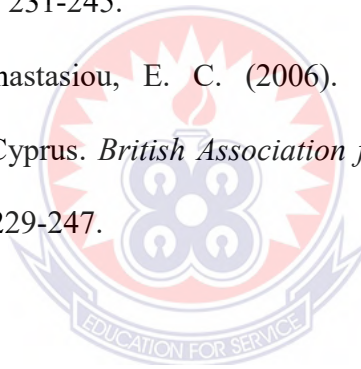
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## **APPENDIX A**

### **UNIVERSITY OF EDUCATION, WINNEBA**

#### **TOPIC: ASSESSING FACTORS INFLUENCING JOB SATISFACTION OF TEACHERS IN ADIEMBRA CIRCUIT OF ATWIMA MPONUA DISTRICT IN ASHANTI REGION**

#### **QUESTIONNAIRE ON FACTORS INFLUENCING JOB SATISFACTION OF TEACHERS IN ADIEMBRA CIRCUIT OF ATWIMA MPONUA DISTRICT IN ASHANTI REGION**

This questionnaire is designed to solicit information from teachers on factors influencing their job satisfaction. It is designed to help the researcher in writing a project work which is required for the award of a Master of Arts in Educational Leadership. As such, it is intended for academic purposes only. Questionnaires to be administered will not probe into personal issues of respondents or fault findings. Hence, frankness in responding to the items is very much required. The questionnaire will not bear the names of the respondents and the researcher will be held responsible if the information is not intended for its purpose. An empirical data base for factors that influence job satisfaction of teachers in the Adiembra Circuit would be based on your candid opinion on these issues. Your responses will be treated confidentially.

## SECTION A: DEMOGRAPHIC DATA

Please tick [] or provide the appropriate responses only.

1. Gender: Male []                      Female []
2. Age: 20 – 29 []    30 – 39 []    40 – 49 []    50 – 59 []    Above 59 []
3. Marital status: Single []    Married []    Divorced []    Widow []    Widower []
4. Location of school: Rural []    Urban []
5. Number of years in teaching service: Less than 5 years []    5 – 10 years []    10 – 15 years []    15 – 20 years []    20 – 25 years []    25 – 30 years []    Above 30 years []
6. Professional/Academic qualification: Diploma []    Degree []    Post-graduate Diploma []    M. A []    M. ED []    M. Phil []    Doctorate Degree []    Others .....
7. What is your rank in G.E.S? Superintendent []    Senior Superintendent []    Principal Superintendent []    Assistant Director 2 []    Assistant Director 1 []    Director 2 []    Director []

**NB: PLEASE TICK [✓] YOUR RESPONSE TO EACH OF THE ITEMS IN SECTIONS B, C, D AND E USING THE RATING SCALE PROVIDED BELOW**

**RATING SCALE**

Strongly Agree (SA)	4
Agree (A)	3
Disagree (D)	2
Strongly Disagree (SD)	1

**SECTION B: TEACHERS' UNDERSTANDING OF THE CONCEPT OF JOB SATISFACTION**

S/N	CONCEPT OF JOB SATISFACTION	SA	A	D	SD
1	Job satisfaction is derived from money/salary only				
2	Job satisfaction is derived from the teacher him/herself only				
3	Job satisfaction is derived from both money and the teacher him/herself				
4	Job satisfaction is based on a teacher's rank				
5	Job satisfaction is a pleasurable feeling about one's job				

**SECTION C: GENDER AND JOB SATISFACTION OF TEACHERS**

S/N	GENDER AND JOB SATISFACTION	SA	A	D	SD
1	Male teachers are more satisfied than female teachers				
2	Female teachers are more satisfied than male teachers				
3	Both male and female teachers have equal level of job satisfaction				
4	Gender has no influence on a teacher's job satisfaction				



**SECTION D: TENURE AND JOB SATISFACTION OF TEACHERS**

S/N	TENURE AND JOB SATISFACTION	SA	A	D	SD
1	Teachers who have taught for a short period are more satisfied				
2	Teachers who have taught for a long period are more satisfied				
3	Tenure has no influence on a teacher's job satisfaction				

**SECTION E: LOCATION OF SCHOOL AND JOB SATISFACTION OF TEACHERS**

S/N	LOCATION AND JOB SATISFACTION	SA	A	D	SD
1	Teachers in rural areas are more satisfied				
2	Teachers in urban areas are more satisfied				
3	Location of school has no influence on a teacher's job satisfaction				

THANK YOU.

