

**METHODIST UNIVERSITY COLLEGE GHANA**

**(DEPARTMENT OF PSYCHOLOGY)**

**FACTORS AFFECTING JOB SATISFACTION AMONG TEACHERS OF SOME  
SELECTED SENIOR HIGH SCHOOLS IN ACCRA**

**BY**

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### DECLARATION

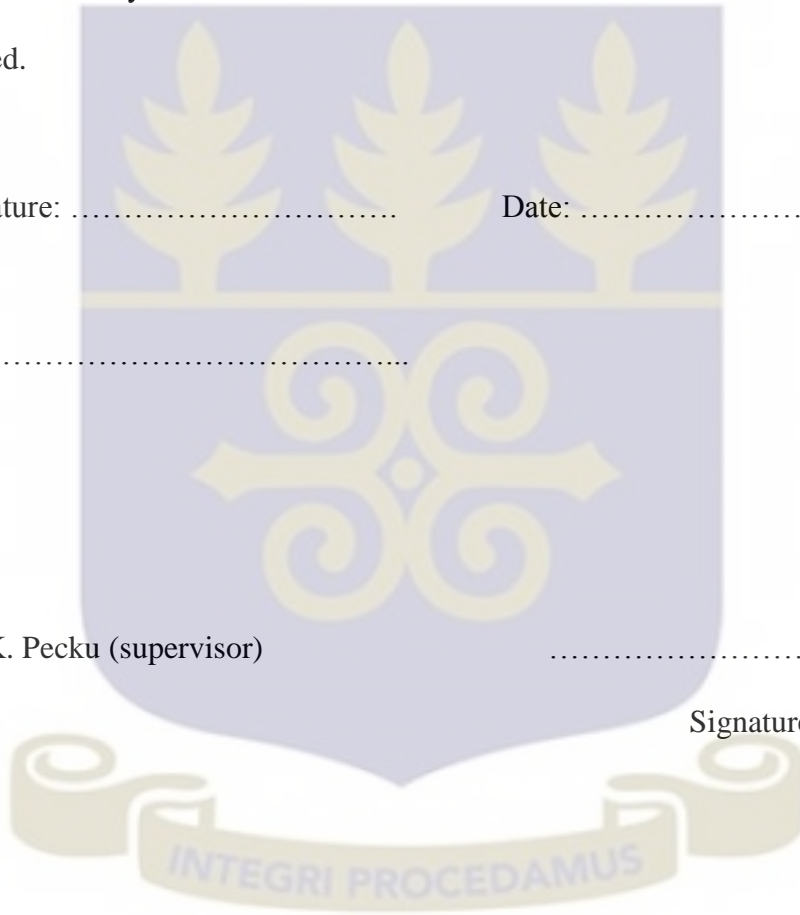
It is hereby declared that this research work titled “Factors Affecting Job Satisfaction of Teachers in some Selected Senior High School in Ghana” Was undertaken by Peace Aku Nutsuklo and is based on her original study in the Psychology Department of the Faculty of Social Studies of the Methodist University College, Ghana. Professor Nathaniel K. Pecku and Mr. Robert Mensah are the supervisors of this study. The ideas and views of other researchers have been duly expressed and acknowledged.

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Signature and Date



Mr. Robert Mensah (co-supervisor) .....

Signature and Date

## **DEDICATION**

This study is dedicated to my father, Mr. Geoffrey Yao Nutsuklo and my husband Mr. Stephen Klogo for their support and encouragement.



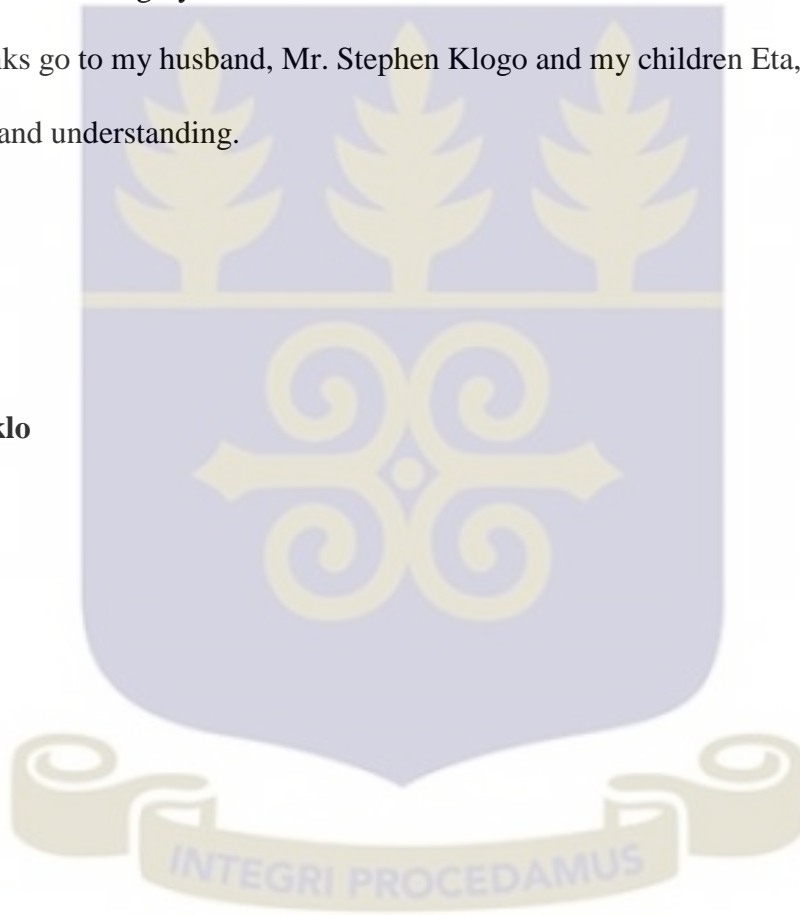
## ACKNOWLEDGEMENT

This medium provides me the opportunity to express my immense gratitude to the almighty God for his grace and mercy that has brought me this far.

Special thanks go to my supervisor Prof. Nathaniel K. Pecku, and my co-supervisor, Mr. Robert Mensah for providing a serene academic environment and for the great intellectual input they made to this work. May God almighty reward them.

My heartfelt thanks go to my husband, Mr. Stephen Klogo and my children Eta, Enyam and Enyo for their support and understanding.

**Peace A. Nutsuklo**



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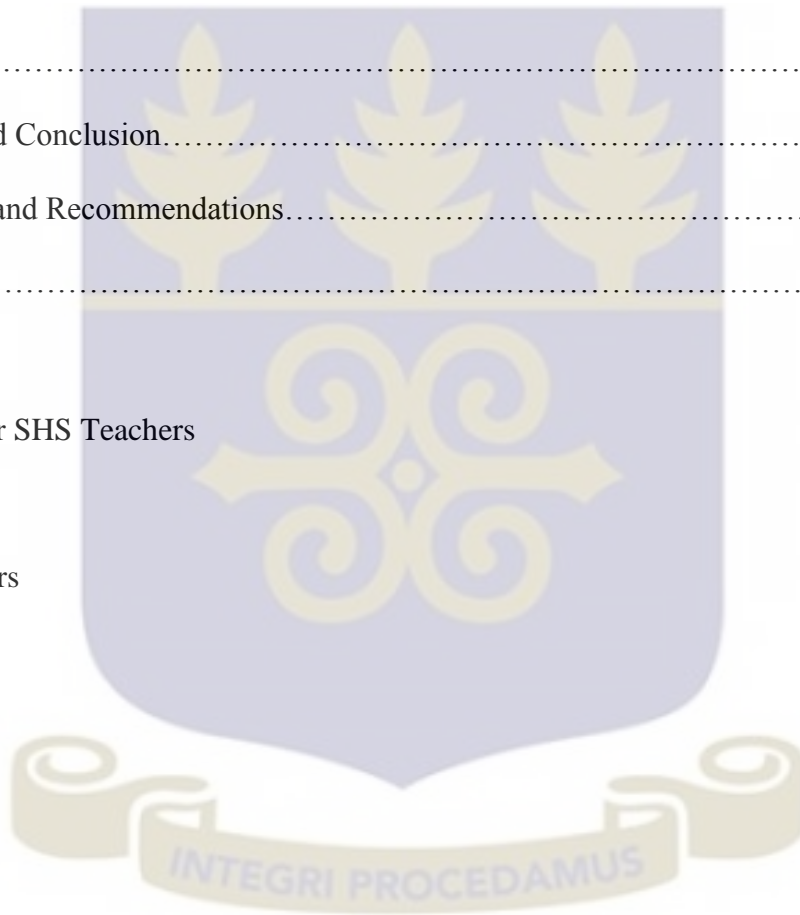
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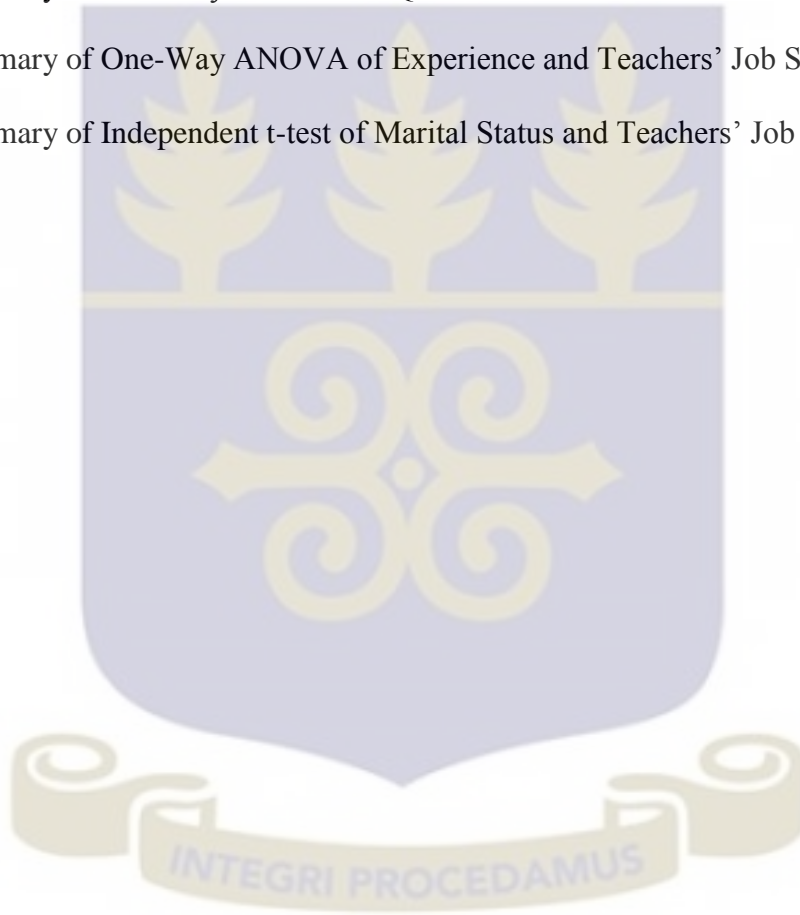
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## LIST OF ABBREVIATIONS

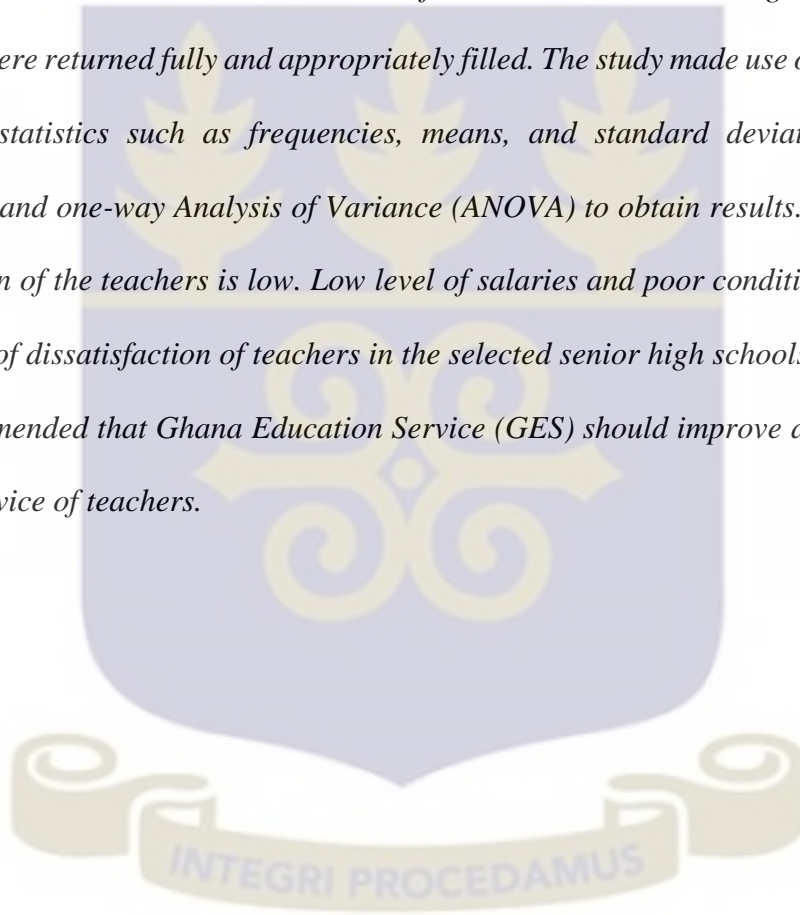


ANOVA:	Analysis Of Variance
CDI:	Career Development Inventory
FCUBE:	Free Compulsory Universal Basic Education
GES:	Ghana Education Service
GNAT:	Ghana Association of Teachers
ICT:	Information Communication Technology
JDI:	Job Descriptive Inventory
KG:	Kindergarten
MDG:	Millennium Development Goal
MOE:	Ministry of Education
MSQ:	Minnesota Job Questionnaire
SDS:	Self Directed Search
SHS:	Senior High School
SPSS:	Statistical Package for Social Sciences
SRIMPR:	Statistics Research Information Management and Public Relations
TEWU:	Teachers and Educational Workers Union
UNICEF:	United Nations International Children Education Fund
USA:	United States of America
WASSCE:	West African Secondary School Certificate Examination
WHO:	World Health Organization

## ABSTRACT

*This study attempts to find out the factors that affect job satisfaction of teachers of some selected senior high schools in Accra, Ghana. A cross-sectional design was used to collect data. Simple random sampling was used to select the population, and stratified sampling was used to select the respondents from each of the schools according to the various departments. A total of 155 questionnaires were administered to teachers of three selected senior high schools but 120 questionnaires were returned fully and appropriately filled. The study made use of both descriptive and inferential statistics such as frequencies, means, and standard deviation, including t-independent test and one-way Analysis of Variance (ANOVA) to obtain results. The overall level of job satisfaction of the teachers is low. Low level of salaries and poor conditions of service are the main causes of dissatisfaction of teachers in the selected senior high schools.*

*It is also recommended that Ghana Education Service (GES) should improve and implement the conditions of service of teachers.*



## CHAPTER ONE

### 1.1 BACKGROUND OF THE STUDY

Teaching is said to be a very noble profession. The millennium challenge goal 2 has it that, by 2015, children everywhere, boys and girls alike, should be able to complete a full course of primary schooling. Besides, it is common to observe that basic school enrolments are much higher than those of senior high schools in many places.

It is imperative to improve formal education, so that not only would the quantities improve, but the quality should also improve. Consequently, Ghana has about 30% of her national budget committed to the education sector alone. At the center of all education however, is the teacher.

Teachers have a very high role to play in molding and refining the intellectual capacity and ability of students during the phase of student hood or the formative stages in the school and beyond. For this reason, the values, knowledge and skills the teacher instills in the child determine the future of the child. “The future of every nation lies in the hands of the children; and the future of children lies in the hands of the teachers” (Druk Gyalpo King Jigme Singye Wanchuck- King of Bhutan). This implies that dissatisfaction among teachers can adversely affect the future of the children and hence the future of our nation, Ghana.

Research especially with regards to teacher job satisfaction has received much attention in recent times. This is due to the fact that, there is decrease in the popularity of status of the teaching profession as a whole. (Gerdin & Serger, Buckley Schneider & Shang, 2000). According to Farrell (as cited in Vi Becke, Anne- Marie & Smith, 1999), the nature of teachers problem is deteriorating all over the world, of which Ghana is no exception. The status of teachers is

decreasing at the same time as the working conditions of service are getting worse. Support and supervision services are lacking. Facilities and resources of the classroom are usually at minimal levels, thereby impeding on the performance of teachers in the long run. Teachers in many countries are under paid as compared to professionals in other sectors. This is due to the fact that economies of most African Countries are not doing well. This is evident in the deplorable conditions of service of teachers. Consequently, there has been a high rate of teacher turnover recorded in many Countries over the past decades. In Ghana, some empirical work has shown that teachers with advanced degrees from prestigious colleges or degrees in high market-value subjects such as mathematics, engineering and science typically leave teaching for jobs in other, non-education fields at higher rates than do their colleagues without these educational qualities. These turnovers have financial cost implications for the nation as well as decline in performance, causing damage to its academic reputation as well as the well-being of students (Brewer & McMahan – Langers, 2004).

A research conducted by Ghana National Association of Teachers (GNAT) in collaboration with Teachers and Educational Workers Union (TEWU) in 2010, showed an over whelming evidence that the main factors that affect teacher attrition are job satisfaction, salary levels, basic working conditions and teacher's relationship with each other and school management. The survey revealed that the Ghana Education Service (GES) estimates that about 10,000 teachers leave the classroom every year for other professions (GNAT, 2009). The high rate of teacher attrition impacts negatively on school improvement efforts, as it disrupts the stability and continuity of teaching, whereas high-performing schools are distinguished by stability and continuity of teaching. These in combination with other factors influence teachers' decisions to stay in the profession or leave.

The children's right movement and legislation changes have not only seen teachers increasingly becoming the targets of criticisms but have also led to high incidence of burn out and general dissatisfaction among teachers worldwide. (Ingersol, zod; Tye & O'Brien 2002). Due to the impact of the constant demands that are made on teachers to produce better results and aim for higher educational objective, most teachers overwork. As a teacher, it is quite rewarding and satisfying to witness student's progress. However, the profession becomes frustrating and stressful when one has to deal with larger class strength, low salary, poor conditions of service and public criticisms.

Job Satisfaction is a complex multifaceted concept which can measure different things to different people. According to Mullins (1999), job satisfaction is a fit between what the organisation requires and what the employee is seeking and what he or she is actually receiving. The larger the gaps between what the employees have and what they want from their jobs, the less satisfied they are. Smith, Kendall, Hulun (1996) defined job satisfaction as "feeling or affective response to facets of the work place situation". The European Union (2012) determined that "within educational institutions, teaching professions are the most important determinants of how learners will perform. And it is what teachers know, do and care about that matters". From the forgoing it could be deduced that the success of any educational program in Ghana and the world at large greatly depends on the performance of our teachers at every level of the educational sector. This is in accordance with Hamaliks (2000) assertion that whatever the curriculum design may be, it would not have seriousness, and that seriousness would function if the teacher had high motivation and all the necessary teaching and learning resources provided him. Therefore, the focus of this study is to find out the factors that affect job satisfaction of teachers in the Senior High Schools in Accra, Ghana.

## 1.2 STATEMENT OF THE PROBLEM

The relevance of job satisfaction among teachers is very crucial to the long-term growth of any educational system around the world. It probably ranks alongside professional knowledge and skills, center competencies, educational resources and strategies as the veritable determinant of educational success and performance (Mamo 2011). Job satisfaction will motivate teachers to do their work very well. The determinants of job satisfaction are very important as far as teachers are concerned. This is due to the fact that they have positive and negative influences on workers performance. A lot of concerns have been raised by the public about the performance of students in the West African Secondary School Certificate Examination (WASSCE). Many teachers on the other hand, shifted the blame on the government for not making the teaching profession attractive. There is a common saying that, “when students fail, it is the fault of the teacher, but when students excel it is the doing of the students”.

It is an undeniable fact that the Government of Ghana has made some interventions to curb the situation, but there is more room for improvement. Despite the intervening measures of government in education – in the form of the implementation of the annual best teachers award programs, in-service workshops, teacher retention premium and professional allowance, teachers seem not to be satisfied. This is evident in the numerous strike actions, absenteeism, lateness and general apathy on the part of the teachers. Mwanwenda (1995) found out that a lack of job satisfaction resulted in frequent teacher absenteeism from school, aggressive behavior towards colleagues and learners, early exit from the teaching profession and psychological withdrawal from work. Therefore, there is the need for the stakeholders of education to know the factors that affect job satisfaction of teachers in the senior high schools. This will enable the stakeholders of

education in Ghana to improve the level of job satisfaction of the teachers. This research seeks to unveil these factors and how they can be addressed for the benefit of teachers in the senior high school.

### **1.3 OBJECTIVES OF THE STUDY**

This research aims at finding out the major determinants of job satisfaction among Senior High School teachers in Accra.

#### **SPECIFIC OBJECTIVES**

- To determine the present level of job satisfaction among Senior High School teachers.
- To identify the factors which influence the job satisfaction of teachers in Senior High Schools.
- To find out whether there is any significant difference in job satisfaction with regards to demographic factors.(age, level of education, marital status, and salary)
- To find out if there is a relationship between job satisfaction and job performance.

### **1.4 PURPOSE OF THE STUDY**

The purpose of the study is to find out the factors affecting job satisfaction of teachers in senior high schools, the impact of demographic factors on job satisfaction, and the relationship between job satisfaction and performance.

### **1.5 SIGNIFICANCE OF THE STUDY**

1. The main objective is to determine the factors that affect job satisfaction of teachers of Senior High Schools in Accra.
2. The study is important and unique because, it will highlight the major factors that affect job satisfaction of the teachers. Unlike most researches on job satisfaction, this

study will investigate the dimensions of job satisfaction as well as the effect of demographic characteristics on job satisfaction of the teachers.

3. The research will also suggest relevant policies and strategies to fight against the factors that lead to job dissatisfaction of the teachers.

4. The stakeholders of education, most especially the Ministry of Education and GES will find this research helpful in improving job satisfaction among teachers.

5. Finally, this study will serve as a source of information for other researchers.

## **1.6 ORGANISATION OF THE THESIS**

This study has been organised into five chapters. Chapter one consists of the background of the study, the statement of the problem, objective of the study and the significance of the study. The second chapter discusses the theoretical framework used in the study, review of related studies, statement of hypotheses, and operational definitions. Chapter three indicates the research design used in the study, the target population, sample size and sampling techniques, instrument, as well as procedure used in gathering of information. The fourth chapter consists of analysis of data gathered from the survey. The final chapter discusses the outcome of the study, makes suggestion and recommendations.

## **CHAPTER TWO**

### **LITERATURE REVIEW/REVIEW OF RELATED LITERATURE**

In this chapter, the theoretical framework on which the study is based has been discussed. That is, Herzberg's two-factor theory of job satisfaction. Furthermore, the concept of job satisfaction as well as the ways by which school heads and managers can promote job satisfaction among their employees has been explained. Determination of job satisfaction has not been left out. There is an elaboration on job satisfaction and job performance relationship. Effects of demographic factors- age, level of education, marital status, and salary- on job satisfaction have also been discussed in this chapter.

#### **2.1 THEORETICAL FRAMEWORK**

Herzberg's two-factor theory has been used as a framework for this study. This theory is basically concerned about factors that are responsible for job satisfaction and job dissatisfaction. This two-factor theory was derived from Abraham Maslow's hierarchy of needs. Herzberg conducted a widely reported motivational study following the Maslow's model using 203 accountants and engineers employed by firms in and around Pittsburgh, Pennsylvania USA which he tagged "what do people want from their jobs?" Herzberg (1967) argued that an individual's relationship to his work is a basic one and that his attitude to his work can determine his success or failure. Subjects were required to relate times when they felt good or bad with their present job or any other previous job. Their responses were generally consistent and showed that there were two different sets of factors affecting motivation and work. Consequently, Herzberg came out with the Two-Factor theory. He categorised the responses and concluded that people who felt

good about their jobs were different significantly from those who felt bad. Herzberg was certain that two different dimensions account for an employee's behavior at work. Firstly, the hygiene factors which involve the presence of job satisfaction or absence of job dissatisfaction (maintenance factors). These factors include salary, interpersonal relationships with supervisors, peers and subordinates, working conditions, company policy and administration, status, and supervision. When these factors are good, dissatisfaction is removed. These factors have been briefly described as follows:

**Salary:**

At the end of the day, it is the salary that matters to the worker. If the salary is not satisfactory, it can lead to dissatisfaction.

**Interpersonal Relationship:**

This is in two ways- interpersonal relationship with supervisor and interpersonal relationship with co- workers. Both relationships need to be mutual and cordial to promote productivity in any organisation.

**Working Conditions:**

This refers to the place and physical attributes of the work place. It also includes the materials available to make the work easier.

**Company Policy & Administration:**

This refers to the rules, regulations and action plans formulated to guide and govern the activities of the members of an organisation. The climate of the organisation, and communication styles are also involved here.

**Status:**

This refers to the manner in which society perceives the job in context.

**Supervision:**

It refers to manner in which the leadership of an organisation oversees the activities of the subordinates within an organisation.

The other dimension is motivating factors. These factors actually motivate people and influence job satisfaction. Motivators are high level needs and they include achievement, recognition, work itself, responsibility, advancement or opportunity for growth. When these factors are absent, workers are neutral toward work. Hygiene factors concentrate on the area of job dissatisfaction, while motivators focus on job satisfaction. Herzberg indicated that the opposite of “satisfaction” is “no satisfaction” and the opposite of “dissatisfaction” is “no dissatisfaction” (Robbins, 1988).

Motivating factors have been briefly described as follows:

**Achievement:**

It refers to the potential of an individual to tackle any sort of problem related to work. This means that a person has the capacity to work effectively.

**Recognition:**

Recognition is the praise and appreciation a person gets from his supervisor or colleagues after a hard or excellent job done.

**The Work Itself:**

The work itself refers to the actual job description or responsibilities in work.

**Advancement:**

This refers to opportunity for employees to get promoted to the next level of the job in an organisation.

**REASONS FOR CHOOSING HERZBERG'S TWO FACTOR THEORY OF JOB**

**SATISFACTION**

The researcher chose Herzberg's two-factor theory because it is widely accepted and is one of the most commonly used theories of job satisfaction. Herzberg's theory has had a major impact on the concept of job satisfaction and is regarded as one of the best known job satisfaction and motivational theories among practitioners and managers alike. It provided many studies in cross-cultural situations, such as a study done among hotel workers in Brazil (Sledge et al, 2008); a study on employee motivation with Japanese affiliated companies in Korea (Isogamy and Park, 2006) and within sales and management Burl (1987); just to mention a few. What these empirical studies also indicate is that the two-factor theory is diverse, and it does not just focus on one category of workers, or one area or culture.

**2.2 REVIEW OF RELATED STUDIES**

**OTHER THEORIES OF JOB SATISFACTION ANTECEDENTS**

Many theories about the cause of job satisfaction exist. They may be loosely classified into three groups:

- i. Situational theories, which hypothesize that job satisfaction results from the nature of one's job or other aspects of the environment.
- ii. Dispositional Approaches, which indicate that job satisfaction results from a person's make up or personality.

- iii. Interactive Theories, which posit that job satisfaction results from the interplay of the situation and personality.

These theories have been explained as follows:

### **SITUATIONAL THEORIES:**

These theories indicate that job satisfaction results from the nature of one's job or other aspects of the environment. Many situational theories exist, but three stand out as most influential. These are:

- a. Herzberg's two-factor theory
- b. Social information processing
- c. Job characteristics model

#### **Two-Factor Theory**

In the late 1950's Frederick Hertzberg developed a theory that there are two dimensions to job satisfaction "hygiene" and "motivation. Hygiene factors vary from motivation factors in that, motivators lead to satisfaction, although their absence may not lead to dissatisfaction. The relevance of Hertzberg's two-factor theory is that, there must be some direct link between performance and reward, whether extrinsic as in recognition or intrinsic as in naturally enjoying work, to motivate employees to perform and improve their job satisfaction.

However, despite its intuitive appeal, the two-factor theory has been criticised by researchers. Numerous empirical studies have attempted to replicate and test Herzberg's findings with independent data and methods with little success. (E.g. Hulin & Smith 1967). Contrary to Herzberg's claim, researchers have consistently shown that intrinsic and extrinsic factors contribute to both satisfaction and dissatisfaction (Carroll, 1973; Wernimont, 1967). However, it

is difficult to deny that the motivating factors influence the surrounding environment and has an impact on how satisfied employees are in their job.

### **Social Information Processing**

These approaches to job attitudes argue that job satisfaction is a socially constructed reality (Salancik & Pfeffer, 1977, 1978). This theory claims that individuals do not really form judgments of job satisfaction until they are asked and, when they are asked they rely on social sources of information such as interpretation of their own behaviors, cues by their co-workers, or even the way survey questions are posed. Hulin (1991) indicated that one piece of evidence against the social information processing approach is that the same job attributes appear to predict job satisfaction in different cultures, despite the differences in social environments, and values.

### **Job Characteristics Model:**

This model asserts that the job should be designed to possess characteristics that will enable conditions for high motivation, satisfaction and performance. There are five core characteristics of the job that influence workers behavior and attitude, namely, task identity, skill variety, task significance, autonomy and feedback. Job characteristic model argues that jobs which contain intrinsically motivating characteristics would lead to higher levels of job satisfaction as well as other positive workout outcomes such as enhanced job performance and lower withdrawal. However, there are both direct and indirect supports for the validity of the models basic proposition that core job characteristics led to more satisfying work.

## **DISPOSITIONAL APPROACH**

This approach assumes that job satisfaction is rooted in the personality make – up of the individual. Dispositional approach suggests that job satisfaction is closely related to personality. It postulates that an individual has a strong predisposition toward a certain level of job satisfaction, and that this remains constant and stable across time. The evidence for this approach can be divided into direct and indirect studies. Judge and colleagues have reviewed this in greater detail. The direct evidence comes from the National Longitudinal Studies in the United States found that measures of job satisfaction tend to remain fairly stable over 2,3 and 5 years periods. This even includes significant employment changes, such as changes in employer or occupation. The indirect studies however, are vulnerable to a number of important criticisms, that, other unaccounted factors might be contributing to job satisfaction levels. The dispositional approach is the most recently evolved and perhaps as a result, the most poorly developed.

## **INTERACTIVE THEORIES:**

These theories propose that job satisfaction results from the interplay of situation and personality. These theories include Cornel Integrative model and Locke's value-percept theories.

### **Cornel Integrative Model:**

According to Cornel, job satisfaction is a function of the balance between the role inputs (what the individual puts into the work e.g. training experience time and effort) and role outcomes (what is received e.g. pay status, working conditions). The more the outcomes received, the higher the level of job satisfaction. Cornel posits that the individual's opportunity costs affect the value they place on inputs. For instance, in periods of high unemployment, the individual will perceive his input as less valuable due to the high competition for few positions. In this case, the subjective utility of inputs fall making perceived value of inputs less relative to outcomes- thus

increasing satisfaction. Also, the model proposes that an individual's past experiences with outcomes influenced how individual sees current outcomes received. The lower or less valued the outcomes received in the past, relative to the current employment, the higher the level of satisfaction in the current job.

### **Value Percept Theory:**

Locke (1976) explains that job satisfaction is related to the match between the outcome and the expectation desired by the individual. A person's expectation is determined by his values. The level of job satisfaction becomes higher when the match is closer to the expected outcome. Greater difference in gap comes with more dissatisfaction. Only unfulfilled job values that were valued by the individual would be dissatisfying. One problem associated with Locke's Value Percept theory is that many people may find it difficult to distinguish between desires and what is important. Locke also predicted that facet satisfactions should additively predict overall satisfaction because facet importance was already reflected in each facet satisfaction score.

### **CONCEPT OF JOB SATISFACTION**

The concept of job satisfaction has been widely defined by different people. Locke (1976) indicated that job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job experiences. Rice, et al (1991) defined job satisfaction as an overall feeling about one's job or career in terms of specific facets of the job. (Such as compensation, autonomy and co-workers). According to Fletcher, Williams (2006) job satisfaction is the personal evaluation of the job conditions (the job itself, the attitude of the administration etc.) or the consequences (wages, occupational security etc.) acquired from the job. From the above definitions one can deduce that job satisfaction is the consequence resulting from comparison between the expectations of the employee from what he gets from his job which is performed.

The consequence may emerge as satisfaction or dissatisfaction of the employee with the job. Job dissatisfaction emerges when the employee sees that his expectations are not met in the job environment; it leads to the decrease in the work, productivity, organisational commitment, and commitment to the job and increase in the rates of the optional discontinuation of the job (Payne, Morrison, 2002). Moreover, the medical conditions of the employees might be negatively affected. Denizer, (2008) states that dissatisfaction or lower job satisfaction in the employees brings about neurotic (insomnia and headache) and emotional negativeness (stress, disappointment) (Denizer, 2008). Consequently, there is secretly deceleration of the works, job success and job productivity and increase in the workforce turnover, occupational accidents and complaints. (Iverson, Deery, 2007; Lum, 2006).

Job satisfaction could be cognitive and affective. Locke (1976) defined job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. Worthy of note in this definition is the use of both cognition (appraisal) and affect (emotional state). This indicates that Locke assumes that job satisfaction results from the interplay of cognition and affect, or thoughts and feelings. Some scholars have questioned this view, arguing that job satisfaction is more of the cognitive than affective in orientation-for instance, Organ & Near (1985) comments that organisational scientist often have been tapping the cognitive dimension while slighting or even excluding the affective one. In support of this argument, Brief & Robertson (1999) found that a purported measure of work cognitions correlated more strongly with job satisfaction than did positive and negative affectivity. A study by Welss & Nicholas D., (1999) revealed that when cognitions about the job and mood were used to predict job satisfaction in the same equation, both were strongly related to job satisfaction and the relative effects were exactly the same.

In effect, both cognition and affect appear to be involved. When we think about our jobs, we have feelings about what we think. When we have feelings while at work, we think about these feelings. This is due to the fact that when individuals perform specific mental activities, a reciprocal relationship exists between cerebral areas specialised for processing emotions and those specific for cognitive processes (Drevets, Raichle, 1998). Most scholars accept that job satisfaction is a global concept that also comprises various facets. Smith, Kendall, Hulin (1969) consider five typical categorical facets: pay, promotions, coworkers, supervision and the work itself. Locke adds a few other facets: recognition, working conditions and extrinsic elements include pay, and promotions. Fajana, (2002) defined job satisfaction as the general job attitudes of employees. He categorised job satisfaction into five major components as including; attitude toward work group, general working conditions, attitude toward organisation, monetary benefits, and attitude toward supervision. Some researchers separate job satisfaction into intrinsic elements and extrinsic elements. Intrinsic elements include co-workers, supervision and the work itself. Early theory in worker satisfaction and motivation identified compensation as a hygiene factor rather than a motivation factor. This means that basic salary satisfaction must be present to maintain ongoing job satisfaction, but this by itself will not provide satisfaction and increased amounts of salary will not contribute to an increasing level of job satisfaction.

However, some research done in Africa suggest that salary increases and other improvements in compensation, in the context of highly adequate pay and benefits, may indeed contribute to workforce retention.(Kober et al, 2006).

## **PROMOTION OF JOB SATISFACTION**

To promote the achievement of goals of institutions, job satisfaction of employees is a very important factor that has to be promoted in the working environment. Job satisfaction is enhanced when the individual is work oriented and invests energy and effort in his work (Low, 1997). Provision of promotion opportunities makes employees experience satisfaction knowing that they have moved from one level of achievement to another. Job satisfaction can also be attained if employees are given the authority to exercise autonomy, allowed to take part in decision making and are also permitted to be creative in their jobs. At this juncture, it is imperative to explain what motivation is. This is because it influences the behavior and performance of the individual in a positive way to enable job satisfaction.

## **MOTIVATION**

Maitland (2005) defined motivation simply as "the force or process, which causes individuals to act in a specific way". Organisations are concerned with what should be done to achieve sustained high level of performance through people. The study of motivation is concerned about why people behave in a certain way. Kinicki, Kreitner (2003) defined motivation as those physiological processes that cause arousal, direction, and persistence of voluntary actions to achieve a goal. Managers need understanding of these physiological processes if they are to successfully guide employees towards accomplishing organisations goal. Mullins (1999) citing Mitchel (1975) identifies four main characteristics, which underline the definition of motivation.

1. Motivation is seen as individual phenomenon i.e. every person is unique and all the major theories of motivation allow the uniqueness to be demonstrated in one way or the other.
2. Motivation is usually described as intentional i.e. it is assumed to be under the worker's control and behaviors that are influenced such as the effort seen as choice of action.

3. Motivation is multifaceted: that is to say, two factors are of great importance- what get people activated and the force of an individual to engage in a desired behavior.

4. The purpose of motivation theories is to predict behavior. It concerns actions and the internal and external forces that influence a person's choice of action. Motivation is not the behavior itself and it is also not all the performance.

In a broad sense, motivation can be defined as the arousal, the direction and persistence of behaviors.

Motivated employees are more productive and creative than those who are unmotivated. They enjoy their work more and experience less stress. Managers usually strive to find ways to motivate their staff. Behavioural psychologists have developed various theories about motivation in an attempt to better understand and control human behavior. A basic understanding of three major motivation theories helps us to see how motivation can be applied in the workplace.

### **THEORIES OF MOTIVATION**

Behavioral psychologists have conducted research investigating why people behave the way they do. Employers also want to find the key that motivates workers to work diligently and productively.

#### **Taylor's Theory of Scientific Management**

Taylor's theory of motivation states that most workers are motivated solely by the pay they receive for the work they do. He postulated that most workers do not enjoy the work they do and only perform when given the direct reward of monetary payment. His ideas were adopted by Henry Ford and other industrialists who paid their factory workers according to the number of items produced. This theory lost favor as workers became frustrated and production was frequently halted due to strikes by disgruntled employees.

### **Mayo's Theory of Human Relations**

Mayo's theory of motivation examined the social needs of the worker. He believed that pay alone was not sufficient to motivate employees to put forth their best effort. He believed that the social needs of the workers should be taken into consideration. He recommended employers treat their workers in a caring and humane fashion that demonstrates an interest in the individual in order to have them produce their best work.

### **Maslow's and Herzberg's Theory of Human Needs**

Abraham Maslow and Frederick Irving Herzberg believed that psychological forces drive human behaviour. Their theory postulated a graduated scale of human needs ranging from basic, physical ones such as hunger and thirst to higher level ones such as the need to be loved and the need for self-fulfillment. They believed employers would see better results from workers if they recognized the various needs of individual workers and if they varied the rewards offered to them.

### **MOTIVATING FACTORS**

Motivation is not about manipulating people, but understanding of needs. It refers to factors that prompt people to do things and also provide ways of meeting these needs. Beaufort and Longest (1996) posit that motivating factors are typically intrinsic factors because they push a person to work. They are achievement, recognition, work itself, responsibility, potential for advancement and possibility of growth. Herzberg's motivating factors can be employed to enhance job satisfaction, as follows:

#### **Achievement:**

Robbins (1988) indicated that achievement is a drive to excel, to achieve in relation to a set of standards and strive to succeed. Similarly, Newstrom & Davis (1997) see achievement as a drive

to overcome challenges and obstacles in the pursuit of goals. Achievement is present when employees have feelings of personal accomplishment. For achievement to be present as a motivation factor, job must be challenging and interesting. For a person to experience achievement, he should have abilities to solve job related problems effectively. According to Mariner-Torney (1996), delegation of duties helps employees to utilize their talent and also contribute to personal growth and development. Therefore, managers can increase opportunity for job achievement for employees by the delegation of authority and responsibility, involvement in planning and goal-setting, availability of information concerning performance and individual control of the quality of job performance. Achievement-oriented employees enjoy getting things done and moving to the next goal. They seek job mastery; take pride in developing and using their problem-solving skills. Such employees should be spotted, nurtured and given the right environment by managers.

**Recognition:**

Recognition refers to the respect an employee enjoys among colleagues in an organisation, which is the result of the status value of the job (Gerber et al, 1988). The management can use the following rewards to recognise and promote good work,- give positive feedback, increase in salary, autonomy, opportunity to participate in goal-setting and decision making as well as peer recognition by announcing achievements at staff meetings and using the organisation's newsletter to recognise achievements. The management can also give employees challenging assignments and seek interesting opportunities for them either within the unit or somewhere else within the organisation. Recognition promotes self-confidence and raises the self-esteem of employees whereby productivity is increased (Tappen, 1995). Organisations that do not give

back positive feedback and do not involve employees in decisions regarding their jobs, increase a sense of no satisfaction among employees.

**Responsibility:**

This refers to what must be done to complete a task and the obligation created by the assignment (Marriner, Tomey, 1996). Responsibilities are normally determined by the employer to facilitate achievement of goals (Muller, 1996). The management and the senior academics of departments should make sure that responsibilities are allocated according to expertise and abilities of the individual. Departments / units' responsibilities should be specific as to whether they are daily or weekly responsibilities that employees should perform to prevent a person from being overloaded. The managers must make sure that responsibilities are standardised for each job level and that each employee has a copy of his or her job description (Muller, 1996). Generally, managers encourage subordinates to accept responsibility by making sure that they are aware of the capabilities and characteristics of their subordinates. If subordinates physical abilities are ignored during delegation of responsibilities in the unit, demotivating consequences may occur (Muller, 1996). When managers consider subordinate's knowledge and skills, they promote feelings of pride in the subordinates and in turn facilitate independent functioning. If subordinates' capabilities, knowledge and skills are considered, employees enjoy their work and thus productivity will be raised to higher levels among employees (Muller, 1996). In the educational environment, it is imperative that responsibilities are delegated according to the scope of activities and contents of the outline, and to people with the necessary skills to perform the job. If employee's capabilities are not recognised, or are inappropriate for the responsibilities delegated, they may feel frustrated because they lacked the skill to carry out delegated responsibilities and may experience no satisfaction.

### **Work Itself**

According to Morrison (1993), work itself should be a challenging experience that encourages creativity and self-expression. Luthans (1998) advocated that work itself could be a source of satisfaction. If this is true, it is imperative that managers create organisational climates that facilitate satisfaction in the execution of jobs. Gibson et al. (1997) indicated that employees should be given opportunities to advance in their field of work so that they could accept responsibilities entrusted to them. Study leave can be provided for those employees with the desired skills and willingness to perform the job, who want to improve their skills and knowledge. Managers should make sure that employees are given adequate feedback on performed tasks to motivate them to work harder and better as well as to point out areas that needed attention and provided assistance when needed. Managers should also give employees bigger responsibilities, allow them to exercise autonomy and offer them challenging tasks as means of enhancing the quality of work life.

Work allocated to employees should be such that it encourages creativity and self-expression because in such an environment, employees are able to use their creativity as they discharge their academic duties. Employees tend to see their work as a challenge and then experience satisfaction when performing it diligently. If the organisational climate is not challenging, employees tend to be bored, because they are only expected to implement their senior's plan of action and thus feel less satisfied.

### **Growth and Development:**

This means the need to know more than yesterday, to put new knowledge into context and to maintain one's individuality even when under pressure (Morrison, 1993). Personal development refers to the personal and professional development by means of formal and informal training in

line with his or her job requirements (Muller 1996). Growth and development of employees are of importance to the organisation in order to ensure achievement of organisational goals. Managers of institutions are there to identify staff development needs in relation to organisational needs. Reference to the above-discussed information, organisation should make sure that staff development does not take place at unit level and staff members should be encouraged to share information with each other. This will promote Personal and professional growth. Marriner- Tomey (1996) saw staff development as continuing liberal education of the whole person to develop his or her potential fully. Staff development will increase employee's ability to perform in their current job as well as in their future jobs. Managers have the responsibility to ensure that the employees are trained to promote the quality of their lives, their prospects of work and labour mobility to improve productivity in the workplace and to provide employees with the opportunities to acquire new skills (Skills Development Act, 1998). To emphasize the latter, an employee that has the necessary knowledge and skills feels comfortable because he is geared with the knowledge and skills and can take good decisions when faced with the job related problems. Promotional opportunities also play a major role in an employee's development because an employee develops personally and professionally as he climbs the ladder of success.

### **JOB DISSATISFACTION**

According to Morrison (1993), 'dissatisfiers' are present in organisation. Herzberg called them hygiene factors because they are motivated by the need to avoid unpleasantness. Marriner-Torney (1996) indicated that dissatisfaction occurs when a person perceives that he is being treated unfairly with regards to salaries, benefits incentives, job security, supervision and poor interpersonal relationship. According to (Chung, 1997), when people are well motivated, find

their job interesting and challenging, they will tolerate dissatisfaction. It is important for employees to know the criteria and procedures that are followed in rewarding them for their good job.

According to Beaufort & Longest (1996), hygiene factors are those factors that relate to organisational climate and these factors include: organisational policy and administration, working conditions, salaries, supervision and interpersonal relations. Again, Marriner, Tomey (1996) supported Longest's view on hygiene factors. They also see job dissatisfaction as associated with factors like company policy and administration, supervision, salary, interpersonal relations and working conditions. In addition, Morrison (1993) identified three other hygiene factors that the other two authors above did not mention, these are: personal life, status and security. Each of these hygiene factors and how they could be used to enhance job satisfaction has been discussed as follows:

### **Organisational Policy and Administration**

Organisational policy is the guide that clearly spells out responsibilities and prescribes action to be taken under a given set of circumstances (DiVincenti, 1986). Policies can be implied or expressed. It can also be written or in an oral form; whatever it is, managers are to make sure that policies are consistently applied because inconsistency leads to uncertainty, feelings of bias and preferential treatment and unfairness. Again, Marriner- Tomey (1996) advised that managers are to see to it that policies are reviewed periodically to ensure that they apply to current situations within the organisation.

However, Marriner –Tomey (2000) suggested that policies could be developed at unit level to help direct the functioning of employees in the unit. They can as well be developed at the organisational level. The important thing to note is that whenever these policies are formulated,

subordinates are given the chance to make their inputs so that they can feel that they were part of the development of those policies thereby becoming easier for them to follow such policies. It is imperative therefore, that management must make sure that every employee is aware of any changes in policies that are taking place within the organisation. Communication of policies can be sent to employees to keep for further referrals. Marriner- Tomey (1996) postulated that communication of policies to staff members in written format eliminates breakdowns that occurs when policy action are passed by ordinary words of mouth. Worthy of note again is that policies should be fairly applied to all employees so that they will not feel any discriminatory treatment, which automatically lead to dissatisfaction; but if they feel that policies are applied consistently to all employees, they will feel a sense of belonging to an organisation (Marriner- Tomey, 1996). Moreover, poor communication and inadequate explanations of decisions affecting jobs will lead to dissatisfaction; hence, employees should participate in decision-making. When employees are allowed to make their inputs, they will feel free to participate in decision-making and will see themselves as part of the organisation. When decision authority is concentrated in the hands of a few people, employees feel that they are relatively powerless and consequently feel frustrated (Greenberg & Baron, 1993). To ensure that all employees are well informed of policies and procedures within their organisation and secure their co-operation, two-way communication is to be practiced in organisations to allow dissemination of policies and any changes that are taking place (Booyens, 1998). Involvement of employees in policy formulation promotes understanding and motivation and leads to job satisfaction.

### **Supervision**

According to McFarland, Morris (1984), supervision is a dynamic process in which employees are encouraged to participate regarding activities designed to meet organisational goals and aid in the development of an employee. They further stated that supervision is divided into technical

skills – which involve the use of knowledge, procedures, techniques and equipment to perform their task. These skills are learnt through training and education. Furthermore, McFarland and Morris described conceptual skill as a very important part of supervision, which involves knowledge and understanding of the job based on organisational goals and objectives. A supervisor perceived to have poor supervisory skills and is believed to be incompetent, selfish and uncaring will promote dissatisfaction in his unit. According to Carrell, Elbert and Hatfield (1998) satisfaction is promoted where there is a good supervision and the employee perceives the supervisor as helpful, competent and effective. Poor supervision includes unfair treatment by the supervisor and failure to correspond to employees' problems, which in turn lead to job dissatisfaction (Chung, 1997).

**Working Conditions:**

According to Gerber, et al (1998), working conditions are created by the interaction of employees with their organisational climate. Working conditions include psychological work conditions and the physical layout of the job. The physical working conditions include the availability of facilities like protective clothing, equipment and appliances. Failure to provide these facilities makes it impossible for employees to carry out their jobs and thus promote job dissatisfaction because employees cannot perform their jobs in an easy non-obstructive way. However, the psychological contract includes the psychological expectations of both employees and their employers. Employees will perform better when they know what the employer expects from them and vice versa. They will be productive because they know the benefits they will get from their employer if their performance is satisfactory; but if they are not aware of what the employer expects from them, they will be unsure and less productive and feel dissatisfied. Physical layout of the job refers to the neatness, organisation, convenience and attractiveness of the work environment. Luthans, (1998) says that if working conditions are good, for instance clean, and attractive surroundings, employees will find it easier to carry out their jobs. On the

other hand, if the working conditions are poor like hot and noisy surroundings, employees will find it difficult to get their work done and thereby experience dissatisfaction.

### **Salaries:**

From the point of view of Morrison (1993) low salaries promote dissatisfaction and will make workers feel frustrated. Salaries are the actual money employees receive from their employers for the job done or services rendered. It becomes important, therefore, that employees be informed on how they will be compensated for good work. Gibson, et al (1997) indicated that they might perceive the amount of pay received by an employee as unfair or fair. Employees normally expect equity among the salaries that are received by them and their colleagues who hold the same post description. Employees often view their salaries as a reflection of how management views their contribution to the organisation. Managers should communicate to employees how good performance is rewarded. Greenberg and Baron (1993) argue that organisation's reward system are highly related to job satisfaction, which means it is important for the organisation to make employees aware of these rewards so as to eliminate misunderstanding among the employer and employees. Unclear reward systems lead to conflict and unfair practices within the workplace. According to Chung (1997), poor salaries that are uncompetitive would lead to unhappiness and discontent.

### **Status**

Greenberg and Baron (1995) stated that status in organisation is recognised as formal and informal in nature. Formal status refers to attempts made to differentiate between the degree of formal and informal authority given to employee by an organisation. This is accomplished by using status symbols. For instance, job titles like "director" and reserved parking spaces.

Status symbols serve as a reminder to other members of staff of the relative roles, thereby reducing uncertainty and provide stability to the social order.

On the other hand, informal status refers to prestige accorded individuals with certain characteristics that are not formally dictated by the organisation. Achieving a higher status brings feelings of true success, but only when feelings of genuine achievement are experienced. Genuine achievement requires constant challenge. When genuine challenges are not offered, it will result in stagnation and frustration. Lower level status does not affect achievement because there is little opportunity for creativity judgment and initiation to come to play. The higher the job levels, the greater the opportunity will be to tackle new problems. Judge et al, (2001) state that people with a high need to achieve are likely to seek task where they are fully responsible, they set goals for themselves and value competent colleagues. Based on the information above, if a person moves from one level of job position to another, he sees himself in another level of job hierarchy, feeling honoured and tending to work harder. If no promotional opportunities are available, employees experience burnout and tend to be dissatisfied.

**Rule, Regulation and Policies:**

If rules regulations and policies are consistently applied and not made known to employees, can cause misunderstanding in the workplace and contribute to feelings of bias, preferential treatment and unfairness (Marriner –Tomey, 1996).

**Supervision and Leadership:**

Effective supervision and leadership in an organisation should help employees in performing their jobs because where good supervision exists, employees are made aware of their strengths

and weaknesses and necessary assistance would be put in place to improve their performance. Where supervision is not in place, employees tend to feel lost in their workplace. Due to lack of direction, they become dissatisfied especially where the supervisor lacks assertiveness, unwilling to make decisions and lacks planning skills (Gerber et al, 1998).

### **Work Groups:**

The groups are formed in the work place to make-work interesting and to promote creativity or share ideas. These work groups can also lead to job dissatisfaction, if there are poor working relationships between colleagues (Gerber et al, 1998).

### **Interpersonal Conflicts:**

Interpersonal conflicts do arise within the work environment, which lead to job dissatisfaction. Lack of friendliness and team spirit among employees contribute to job dissatisfaction. Conflicts in the work situation can be as a result of managerial support, lack of participation in decision-making and too much responsibility (Booyens, 1998).

## **DETERMINATION OF JOB SATISFACTION**

It is quite difficult to determine if employees experience job satisfaction or not. Cockburn and Haydn (2004) suggest that the main problem might be that employees within organisation do not discuss the level of their job satisfaction nor do they admit that theirs might not be satisfying. Managers also find it difficult to determine whether job satisfaction is experienced in the workplace. Cockburn and Haydn (2004) posited that some employees may not even notice that they have a job satisfaction problem. Weallens (2000) suggest that most employees know when they have a satisfaction problem. Also, employees may feel that acknowledging the existence of satisfaction is a sign of weakness or failure. This analysis serves to clearly show that it may be

difficult to uncover the levels of job satisfaction in an organisation, hence, the need for scientific studies.

How then do we measure job satisfaction? Job satisfaction measuring procedures appear to be complicated at a first glance. Careless procedures can limit the validity and usefulness of the survey to a large extent. Keen attention should be given to question construction, maintenance of anonymity for employees and sampling procedures (Donald and Charlies, 1975). Teacher's job satisfaction can be measured in two ways. The first one is observation and interview; and the second is the use of tests including inventories and writing scales developed by some psychologists and educational researchers like Crook, Maslach, and others. With regards to tests, two most widely used approaches to job satisfaction are a single global rating and a summation score made up of a number of job facets.

Global satisfaction is an overall feeling of liking of a job, ranging from very low to very high. Such an overall measure is frequently obtained through administration of a single item measures in research (Vecchio, 1980). The single-item job satisfaction questionnaire has a number of advantages which include low development costs, quick administration, easy scoring, and comprehensive to respondents. On the other hand such measures leave room for individual interpretation and raise the problem of construct validity. Some may reply on the basis of pay while others reply on the basis of work nature. That is, the respondents in a particular sample may not be answering the same question as they are supposed to be.

An alternative to the global job satisfaction is the facet job satisfaction. People may feel differently about various aspects of a job. These feelings could be masked by assessing only global satisfaction. Hence it leads to the concept that it could be more fruitful to examine facet job satisfaction. As Locke (1976) said, "A job is not an entity but a complex interrelationship of

tasks, roles, responsibilities, interactions incentives, and rewards. This approach holds that although workers are likely to feel different level of satisfaction towards the various facets, the aggregate of these feelings constitutes job satisfaction. The disadvantage in this approach is that it is very difficult to find out what and how many of these facets should be included in a job satisfaction measure. Most often facets are identified through statistical analysis and conceptual intuition. A persistent question for researchers is: Which approach is superior to the other? Although it seems that summing up response to a number of job factors would achieve a better accurate result of job satisfaction, some researches (Scarpello & Campbell, 1985) have shown that a global approach might be more useful. In fact, the concept of job satisfaction is inherently broad that a single question actually becomes a more inclusive measure. However, most current research takes a facet approach to job satisfaction.

Several instruments have been developed for measuring job satisfaction. Three instruments are particularly popular and have been the objects of intensive research. They are Job descriptive Index (JDI) Minnesota Job Satisfaction Questionnaire (MSQ) and Faces Scale.

Wanons and Lawler (1972) stated that there is no one best measure of job satisfaction. Different measures will yield different correlations among various facets and various criterion variables.

### **CONSEQUENCES OF JOB SATISFACTION**

Numerous authors have highlighted the fact that job satisfaction impacts on employee productivity, turnover, absenteeism, physical and psychological health (Johns, 1996; Luthans, 1989; Mullins, 1996).

#### **Productivity**

Research findings indicate that the relationship between satisfaction and productivity is positive, but very low and inconsistent (John, 1996). According to Luthans (1989), although a relationship

between job satisfaction and productivity exist, the relationship is not strong. At an individual level, the evidence is inconsistent, but at organisational level, a strong relationship exists between satisfaction and productivity (Robbins et al, 2003).

### **Physical and Psychological Health**

Individuals who dislike their jobs could experience negative health effects that are either psychological or physical (Spector, 1997). On the other hand, Luthans (2002) posits that employees with high levels of job satisfaction tend to experience better mental and physical health.

### **Turnover**

A lot of research works strongly support the idea that turnover is inversely related to job satisfaction. French (2003) stated that a high employee turnover rate is often prevalent in an environment where employees are highly dissatisfied. Teachers, especially new teachers, are quitting the profession for different reasons. Let's examine the obvious reasons. A career in teaching does not offer promotions based on merits. Salary increases – though very small – are earned on a yearly basis solely for the level of degree and years of experience. Salaries are not competitive with other professions where employees have the same educational degree. School environment and classroom situation vary from place to place, but it is safe to say that funding for classroom supplies and projects can be a source of dissatisfaction for teachers.

### **Absenteeism**

Nel et al. (2004) indicated that absenteeism is regarded as withdrawal behavior when it is used as a way of escape from an undesirable working environment. According to Luthans (1989), there is an inverse relationship between satisfaction and absenteeism. This means that when satisfaction is high, absenteeism is low. Robbins (1993) observed that, a moderate relationship

exist between satisfaction and absenteeism. This could be attributed to factors such as liberal sick leave, whereby employees are encouraged to take time off. This could ultimately reduce the correlation coefficient between satisfaction and absenteeism.

## **JOB PERFORMANCE**

It is generally expected that teacher's performance increases just as the level of their satisfaction also increases. Job performance consists of the observable behaviors that people do in their jobs that are relevant to the goals of the organisation. (Campbell, McHenry, & Wise, 1990). Job performance is like the life blood of organisations because of the essence of high productivity in the work place. Focus should be on behaviours rather than outcomes when defining performance (Murphy, 1998). This is because a focus on outcomes could lead employees to find the easiest way to achieve results thereby ignoring the other important behaviours to the detriment of the organisation. Performance is not the result of behaviours, but rather the behaviours themselves. This means that, performance consists of behaviours that employees actually engage in, which are observable.

In contrast to the strictly behavioural definitions of job performance, Motowidlo; Borman, and Schmit (1997) say that performance is behaviours with an evaluative component rather than solely the behaviours themselves. This definition agrees with the dominant methods used to measure job performance, namely performance ratings from supervisors and peers. Despite his emphasis on evaluative idea in defining performance, Motowidlo et al (1997) still maintain that job performance is behaviour and not results. These behaviors must be relevant to the goals of the organisation.

## **JOB SATISFACTION-JOB PERFORMANCE RELATIONSHIP**

The satisfaction-performance relationship has been studied for decades. The Hawthorne studies in the 1930s and the human relations movement stimulated interest in the relationship between employee attitudes and performance. Brayfield and Crockett (1955) published a narrative review of the satisfaction-performance relationship in which they concluded that the relationship was minimal or nonexistent. However, this review was limited by the small number of primary studies existent at the time that examined the satisfaction-performance relationship. Since Brayfield and Crockett's influential review, other reviews of the satisfaction-performance relationship have also been published (e.g., Herzberg, Mausner, Peterson, & Campbell; 1957; Vroom, 1964; Locke, 1970, Schwab & Cummings, 1970). These reviews have differed in their Perception of the satisfaction-performance relationship. One of the most optimistic of these reviews is that of Herzberg et al. (1957) in which they express confidence in a relationship between job satisfaction and job performance, but suggest that previous correlations have been low because researchers were not correctly measuring satisfaction and performance. A common theme among these reviews is a necessity for theoretical work on satisfaction, performance, and their relationship (Locke, 1970; Schwab & Cummings, 1970). Specifically, Schwab and Cummings (1970) made empirical investigation of the satisfaction-performance relationship and found the true population correlation to be .17. Thus, they concluded that satisfaction and performance are only slightly related. In the more recent meta-analysis, Judge et al. (2001) estimated a true population correlation of .30. They explain that this result is different from the one obtained by Iaffaldano and Muchinsky (1985) because the Iaffaldano and Muchinsky study examined satisfaction at the facet rather than global level. As performance was conceptualized as being at a general level, one would expect that measuring satisfaction at the facet level would

result in lower correlation than measuring satisfaction at the more general global level. As such, it is reasonable to believe that the true correlation between satisfaction and performance is closer to Judge et al's (2001) correlation of .30 rather than Iaffaldono and Muchinsky's (1985) correlation of .17.

## **DEMOGRAPHIC CHARACTERISTICS AND JOB SATISFACTION**

Employees are diverse in their demographic attributes, which have implications for the degree of satisfaction from job dimensions like pay work, promotion etc. (Sokoya, 2000). For example, gender, age, education, teaching experience, and marital status of employees have widely been found critical in determining job satisfaction (Stacey, 1998). The personal attributes and demographic characteristics of employees are recorded by almost every researcher on job satisfaction. Almost all researchers have identified demographic factors as change agents which modify employee's attitude towards different aspects of his job. Demographic characteristics also influence attitudes in regards to productivity, involvement, commitment one side, and on other hand, the degrees of absenteeism and staff turnover or intention to leave (Shaml and Jalus, 2004).

De Nobile and McCornick (2006) also point out that the teachers characteristics may be used as a predictor of his job satisfaction. In their view, young teachers, male teachers and teachers with greater human capital are less satisfied, while teachers who are more socially similar to the community are more satisfied. In the United States and later in developing countries a number of background attributes of teachers have been found to be linked to levels of satisfaction (Ingersoll, 2001; Perie et al, 1997) which raises concerns on the influence of demographic factors. Though previously ignored, the characteristics of the individual teacher have been proven in research to be another major determinant of satisfaction or dissatisfaction with

teaching. Interestingly, respondents confirmed that indeed the characteristics of individual teachers vis-à-vis their individual opportunities influenced their satisfaction and teaching. From their explanation, it was evident that quite a majority of young teachers in Ghana got into the teaching profession as a means to earn money to pursue other careers or because they did not get admission to pursue the courses of their choice in the university. Such persons are more likely to be dissatisfied with teaching. The demographic characteristics and their effects on job satisfaction have been discussed as follows:

**Age:**

In general, two different patterns of findings about job satisfaction and age can be found. One is that job satisfaction is relatively high for the young workers, declines in middle age and then increases again with further age. The other is that there is a steady increase in job satisfaction with age.

Rhodes (1983) claimed that the only facet showing a consistent positive correlation with age is satisfaction with work itself. Older workers like what they do more than the younger ones. Younger workers are more likely to quit their job than older workers. An explanation is that younger workers tend to bear high expectation. A survey by Smith T.W, (2007) found that job satisfaction increases with age, with workers who are over sixty – five (65) years old, being the most satisfied. The study indicated that eighty – six (86) percent of the people interviewed between 1972 and 2006 said they were satisfied with their jobs, with forty – eight (48) percent saying they were very satisfied. Only four (4) percent reported being very dissatisfied. In addition to older workers, those with more education, those earning more money, and workers in the South Central States – Texas, Oklahoma, Arkansas, Alabama, Mississippi, Louisiana, Kentucky and Tennessee were the most satisfied. Blacks, Hispanics and people doing unskilled

labour were the least happy, according to the report. Job satisfaction is greater among people who are still working after age of sixty – five years (71% very satisfied) and lowest among the youngest workers under twenty – nine years (42% very satisfied).

Generally, job satisfaction increases with age. This results from a combination of upward career mobility and from workers finding out what type of job best suits them. Most of the people working at sixty – five years and above are not those forced to still work due to financial reasons, but chose to do so because they like their jobs.

### **Gender:**

When the relationship between gender and job satisfaction was investigated, it has shown certain possibilities. Hoppock, (1935) explains that females have the higher level of job satisfaction. But Hulin and Smith, (1965); Locke et al, (1935) explains just the reverse explaining that males are more satisfied than females with regard to job satisfaction. D'Areyet, (1984) and Golding et al (1983) explain that there is no difference in gender with regards to job satisfaction. Similarly, Thompson (1979) indicates that the level of job satisfaction cannot be judged by the age and gender, as explained in the first 26 volumes Educational Administration Quarterly. Sauser and York (1978) found out that sex differences were due to differences in education, pay, and tenure. Weaver (1978) directly compared sources of satisfaction for samples of both sexes. He found that both sexes derived satisfaction from factors such as income, autonomy, and prestige. However, married women experience additional stress due to role conflict. Andrisani and Shapiro posit that “conflicting responsibilities at work and at home among these females with dual careers may prevent such working women from making use of their productive talents to their best. To reduce role conflict, some women have to take jobs that do not fully use their skills and abilities. They may also be forced to put less importance on work than males do, given the

demands of their personal lives. As such, role conflict is a potential moderator for sex differences in job satisfaction.

**Occupational Level:**

Occupational levels goes with amount of salary, autonomy and greater sense of achievement. Thus people in professional occupations have substantial higher satisfaction than the labourers' (Weaver, 1980).

**Marital Status:**

Social needs of an individual can be satisfied through the love and compassionate feelings shared with the family members, spouse and other kith and kin (Bruce and Blackburn, 1992). An understanding and helpful family members can raise the level of job satisfaction of individuals. It is believed that the positive characteristics displayed in a work place are the ones coming from a well groomed family. People who have such families tend to have higher level of job satisfaction as compared to others, because of the frank and open communication with family members.

**Qualification:**

Relationship between qualification and job satisfaction can be positive as well as negative. Carell and Elbert (1974) indicate that the qualification has a negative impact on job satisfaction. Fresh graduates with higher qualification are not satisfied with the mundane job they do. Teachers with higher academic qualifications tend to be more dissatisfied than teachers who possess only professional teaching qualification, and thus more likely to leave the field. This finding may be partly due to the fact that teachers with higher degrees are exposed to more alternative job opportunities and may think that they are missing out on the conditions enjoyed by their colleagues of similar qualifications in non- educational sectors.

## **HOW DO PEOPLE SELECT CAREERS?**

Selecting a career is fundamentally important to who we are as a person. A job is a term that refers to specific tasks or duties that the worker performs (Le Francois, 1999). A career refers to any specific occupation or employment as well as to an entire range of related occupations. Usually, a career is something selected by a person which will last throughout the entire life span. Career decision affects everything in our future including who we marry, the neighborhood in which we live, who our friends are going to be, and how much money we will have to spend. A decision with such profound consequences deserves careful study. However, young people do not spend much time planning it and considering options. The right choice of career promotes job satisfaction and the vice versa. According to Krumboltz, the biggest mistaken assumption is one held by society at large, the assurance that career decisions happen naturally. Many people never make a career decisions, they simply follow a path of least resistance. Family or friends pressure young people toward options that avoid temporary unemployment. Rama Rao (2011) indicates that, studies have shown that four general individual characteristics influence how people make career choices.

### **1. Interest**

People tend to go after careers that they believe match their interests.

### **2. Self- Image**

A career is a reflection of a person's self- image as well as a mold of it.

### **3. Personality**

The factor includes a person's personal orientation (whether one is adventurous, outgoing, passive, submissive, artistic etc.). A personal need (including affiliation, power, and achievement needs)

#### 4. **Social Background:**

Socio-economic status, education and occupational status of a person's parents are covered in this category.

#### **OTHER RELATED STUDIES**

There are quite a number of research works that are related to this study. Abstracts of a few of them have been presented as follows:

A study by Seniwoliba A.J on the topic: Teacher motivation and job satisfaction in Senior High Schools in Tamale Metropolis of Ghana. This study was made to determine the underlying factors that are important to teachers to motivate and satisfy them, as well as those that cause them to leave the teaching profession. To find out these concerns therefore, a sample size of 178 respondents from seven public Senior High Schools from Tamale Metropolis were interviewed – 143 males and 35 female teachers. Result from the interview is that, salary, working conditions, incentives, medical allowance, security, recognition, achievement, growth, student's indiscipline, school policy and status were found to be the ten most important factors of motivator to teachers that enhance, retain or cause them to leave. There was also the general perception of inequality among teachers when they compared their salaries with those of their colleagues with the same qualification in non – teaching organizations. The felt that they had been treated unfairly as professional teachers. They were also dissatisfied with their pay as compared to the inputs – skills, ability and workload. The study suggested that participatory management decision making should be implemented to help solve the problems emanating from the research, particularly with regards to the “Intrinsic” de-motivating factors which could be addressed by the top management of most Senior High Schools.

Similarly, Daniel Kweku Anhwene made a research on the Topic: An Examination of factors that Impede Teachers Performance in the Senior High Schools in Cape Coast Metropolis of the Central Region of Ghana. The purpose of the study was to find out the extent to which some situations hinder teacher's performance. Thus, lack of motivation of teachers and inadequate teaching and learning materials in the Cape Coast Metropolis. One hundred and forty – five males (145) and eighty (80) female teachers were selected. The main instrument used was the questionnaire. Information gathered is analysed using means and standard deviations. The study showed that teacher's performances are impeded by poor conditions of service and lack of motivation in addition to irregular in-service training programs in the schools. Based on the findings, it was recommended that the government in collaboration with Ghana Education Service (GES) should continue to provide motivational packages for teachers and also organize regular workshops and training programs such as research seminars for teachers.

Another research on Job Satisfaction among Teachers in Ashanti Mampong Municipality was carried out by Benedict Osei – Owusu, Esther Osei – Owusu and Bernard Effah. The purpose of their study is to investigate the factors that are associated with teacher Job satisfaction. The study attempted to examine levels of teacher job satisfaction, factors that lead to teacher job satisfaction or dissatisfaction, and teacher's job characteristics. The research design was a descriptive survey through a probability sampling method, four out of five Senior High Schools were chosen for the study. A total of two hundred (200) respondents were sampled to answer the questionnaire. Descriptive Statistics techniques were employed to calculate the means and standard deviations for the data collected. The reliability coefficient of the questionnaire was 0.85. The outcome of the study is that teachers have low levels of satisfaction and high level of dissatisfaction. Half of the respondents supported the measures and policies taken by government

currently to help teachers achieve Job Satisfaction. It is therefore recommended that policy makers and the GES should help to design policies that will make the income of teachers now and in the future very attractive. Other allowances, bonuses and fringe benefits in the teaching field should be reviewed upward. Funds allocated to the Ministry of Education in the annual budget should also be reviewed upwards to help implement all seminars, workshops and planned programs.

Job dissatisfaction may lead to attrition, Benard Effah and Benedict Osei – Owusu conducted a research to support this on the topic: Exploring issues of teacher retention and attrition in Ghana – A case study of Public Senior High Schools in Kwabre East District of Ashanti Region. Teacher attrition and retention in the education sector is a matter of concern for all Ghanaians. As such, this study was carried out to find out issues concerning teacher retention and attrition in Ghana. The study was carried out in four Senior High Schools, and a sample of 116 teachers was randomly selected for the study; qualitative data was collected using a questionnaire. Outcome of the study showed that most of the Senior High School teachers may leave the teaching profession in the nearest future if their conditions of service and salaries, as well as school and classroom environment are not improved. Furthermore, the problem of teacher attrition in the Senior High Schools in the district is partly due to non – compliance of the conditions of service for teachers by Ghana Education Service. Based on the outcome of the study, the following recommendations were made: As a matter of urgency government should take quick actions to improve on infrastructure in the Senior High Schools especially those located in rural communities, to create conducive environment for teaching and learning.

In Nigeria, Trust Kabungaidze & Nomakholwa Mahlatshana (2012) published an article titled The Impact of Job Satisfaction and Some Demographic Variables on Employee Turnover

Intentions. Self-administered questionnaires were distributed to a sample of 300 teachers. A stratified sampling procedure was utilised. The data was subjected to number of statistical analysis such as t-test of independent samples, correlation, chi-square and one-way ANOVA. Results indicated that lack of job satisfaction influences the decision to quit the teaching profession. It also was found that age, tenure and specialisation can predict employee turnover intentions. The findings of the research indicate that school authorities need to develop strategies to deal with the needs of those teachers who experience less job satisfaction and commitment.

Another study in Nigeria by Nwachukwu Prince Ololube, titled Professionalism, Demographics, and Motivation: Predictors of Job Satisfaction among Nigerian Teachers, examines the intensity of satisfaction in the teaching career amongst the secondary teaching workforce and identifies some work-related factors associated with job satisfaction. The main focus of the study is to probe the impact of the hygiene and motivation factors as predictor of job satisfaction and see how they align with other existing studies. For the purpose of the study, hygiene factors are factors that cause dissatisfaction and motivation factors are factors that cause employees to be satisfied with their job. A questionnaire was used for data gathering, and multiple statistical procedures were employed in the analysis. The findings revealed that both the extrinsic and intrinsic factors are predictors of job satisfaction. In particular, this research work is written for educational administrators, policy makers and planners that are interested in empirical information methods that might help them improve secondary schooling in Nigeria and elsewhere.

Yohannes Mamo made a research on comparative study of Herzberg's two factor theory of job satisfaction among public and private senior high school teachers in Harari Region. The study attempted to find out the job satisfaction of private and public senior high schools in Harari

Region in the context of Herzberg's Two-factor theory of job satisfaction. The study investigates the difference between private and public school teachers. Descriptive study method was used in the study. The sample of the study consists of 150 secondary school teachers in Harari region. The instrument for data collection was Minnesota job satisfaction questionnaire (adapted version). The adapted questionnaire was standardized for the study. The data collected were analysed using descriptive statistics, independent sample –discriminant function analysis. The result revealed that differences exist between job satisfaction levels of public school teachers and private school teachers. Out of the motivator factors of job satisfaction, opportunity for advancement and recognition were found to be significantly higher in private school teachers.

In Namibia, Evy George, Daniel Louw and Gerhard Badenhorst (2008) made an exploratory study on the role of extrinsic and intrinsic factors in determining job satisfaction amongst urban secondary school teachers. Biographic variables pertaining to the teachers' gender, age, marital status, school resources, teaching experience, academic qualifications and rank were investigated to determine whether these had any significant relevance, or made any notable contribution, to the level of job satisfaction experienced. Also the correlation between burnout and job satisfaction was investigated to determine the extent to which these two factors are related. A sample of 337 secondary-school teachers randomly selected from 17 government schools, in the Windhoek region of Namibia, voluntarily participated in the study. Results showed significant levels of job dissatisfaction pertaining to intrinsic factors of work and, more especially, those factors relating to school area and rank. A significant correlation between levels of burnout and job satisfaction was found, particularly in respect of emotional exhaustion and depersonalization, which were shown to correlate with low levels of job satisfaction.

In Namibia, Muhammed Ashur Ali did a study on job satisfaction of secondary school teachers. The purpose of the study was to explore job satisfaction of secondary school teachers working at District Sahiwal, the Punjab, Pakistan. A sample of 200 secondary school teachers was taken randomly from District Sahiwal for the research. The response rate was 100%. In order to collect the required data for the study, Minnesota Satisfaction Questionnaire was used as a tool. SPSS version 15 was used to analyse the obtained data. Mean score of twenty dimensions were calculated and t-test was applied for the sake of comparison of job satisfaction of male and female as well as urban-rural teachers. The findings show that the secondary school teachers were slightly satisfied with the basic eight dimensions (out of twenty dimensions of a job i.e. ability utilisation, advancement, education policies, independence, compensation, creativity, recognition and working conditions). There was a significance difference of job satisfaction between male and female secondary school teachers. However, there was no significant difference found between job satisfaction of rural and urban teachers.

Wong (1988) made a research with the aim of investigating the relationship between job satisfaction and intention to change their jobs among secondary school teachers based on 275 cases. Results showed that teachers were dissatisfied and lowly committed to their profession and school. About half of the respondents would like to change job or school if alternatives were offered. Though few teachers were satisfied with their jobs they remained in the profession due to the constraints of long tenure and heavy family responsibilities.

### **2.3 STATEMENT OF HYPOTHESES**

The following hypotheses will be tested in this study.

1. Female teachers are more likely to be satisfied with their jobs than male teachers.
2. Older teachers are more likely to be satisfied with their jobs than younger teachers.

3. Teachers with lower educational qualifications are more likely to be satisfied with their jobs than those with higher qualification.
4. Teachers with more working experience are more likely to be satisfied than those with less teaching experience.
5. Married teachers are more likely to be satisfied with their jobs than single, divorced and widowed teachers.

## **2.5 OPERATIONAL DEFINITIONS**

### **Teachers:**

Teachers are persons whose professional activity involves the transmission of knowledge, attitudes and skills that are stipulated in a formal curriculum program to students enrolled in a formal curriculum.

### **Job Satisfaction:**

It is a fit between what employees (teachers) expect from their employers and what the employers are willing to give and do give to the employees.

### **Intrinsic Factors (Hygiene Factors):**

These factors lead to job dissatisfaction. They include factors such as company policies, administration, supervision, interpersonal relationships, status, working conditions, security and salary (Luthans, 2002).

### **Extrinsic Factors (Motivating Factors):**

These are factors that lead to job satisfaction such as growth, work itself, achievement & recognition, advancement (Luthans, 2002).

### **Overall Job Satisfaction:**

It is a combination of intrinsic and extrinsic job satisfaction.

**Public Schools:**

A public school is a school that is owned or operated by a publicly constituted local or regional educational agency.

**Senior High School (SHS):**

SHS refers to a second cycle educational institution that trains students to qualify for the Universities.

**Age:**

Age refers to the life span of the teacher after he or she was born till the present day.

**Gender:**

It refers to male or female teachers.

**Marital Status:**

This refers to the marital condition of the teacher, whether single or married or divorced or widowed.

**Qualification:**

It is the degree the teacher holds or the degree obtained by the individual, such as post-secondary, Bachelor, post graduate and Master's degree.

**Work:**

It refers to the nature of the teaching job, whether the job is a mundane affair or challenging.

**Working Conditions:**

This refers to the availability of basic infrastructure like the school building, enough space, proper ventilation, furniture, games and-sports facilities, teaching learning materials, safe environment which is free from the health hazards and proper place for the teacher to plan and work.

**Self-esteem:**

Self- esteem reflects a person's overall evaluation or appraisal of his or her own worth. The worth of an individual in the work place reflects the self- esteem.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **INTRODUCTION**

This study aims at finding out the factors that affect job satisfaction among teachers in the senior high schools in Accra. This section of the study explains the study design, procedure for gathering relevant data about the topic, and the methods adopted in analysing the data.

#### **3.1 RESEARCH DESIGN**

A research design refers to the outline, plan or strategy used by the researcher in order to get answers to the research questions. The cross-Sectional design which falls under the Survey Method was used to collect data. According to Atindanbila (2013), a cross-sectional design is a type of research design where the data of the people is captured at one point in time. The researcher chose the cross-sectional design because data was collected for a single moment and not in series.

#### **3.2 TARGET POPULATION**

Polit and Hungler (1996) describe a population to mean the entire aggregation of cases that meet a designated set of criteria. The study population is all Senior High Schools in Ghana, but accessible population consists of only the teaching staff in three Public Senior High Schools in Accra, namely Accra Academy Senior High School, Odorgonno Senior High School, and Christian Methodist Senior High School. Simple random sampling was used to select these senior high schools. This sampling method was used in order to ensure that all schools in Accra have equal chance of being selected. After interrogation of some assistant heads of the schools, the researcher discovered that the total population of teachers in the three senior high schools is

two hundred and sixty- two (262). Thus, Accra Academy has eighty-seven (87) teaching staff, Christian Methodist Senior High School has seventy-seven (77) teaching staff and Odorgonno Senior High School has ninety- eight (98) teaching staff. The researcher chose this target population because very few studies have been made on job satisfaction of teachers in the Senior High Schools in Accra.

### **3.3 SAMPLE SIZE AND SAMPLING TECHNIQUE**

Sampling involves selecting a group of people, events, behaviours or elements with which to conduct a study. The number of people or elements selected is the sample size. In all, one hundred and fifty-five teachers were selected for the study. The sample size used was selected based on Krejcie and Morgan's table for determining sample size (1970) which indicates that, if you have a population of two hundred and sixty (260), the appropriate sample size to use is one hundred and fifty-five (155). The number of teachers selected from the schools was based on the proportion of teachers in the school in relation to their population .The number of teachers in a school was divided by the total number of teachers in the three senior high schools and the result was multiplied by the total number of teachers selected for the study - 51 teachers were selected from Accra Academy, 46 teachers were selected from Christian Methodist Senior High School, and 58 teachers were selected from Odorgonno Senior High School. This has been illustrated in

Table 1

Table 1: Sample of Respondents.

NAME OF SCHOOL	NO. OF TEACHING STAFF	NO. SELECTED
Accra Academy SHS	87	51 (87/262*155)
Christian Methodist SHS	77	46 (77/262*155)
Odorgonno SHS	98	58 (98/262*155)
TOTAL	262	155

Stratified sampling was used to select the respondents from each of the schools according to the various departments. Disproportional Stratified sample was used to ensure that approximately the same number of subjects is selected from each stratum in the population. The departments are General Arts Department, General Science Department, Visual Arts Department, Home Economics Department and Business Department. At Accra Academy, 10 teachers were selected from each of the departments. In Christian Methodist Senior High School, 10 teachers were selected from each of the departments. In Odorgonno Senior High School, 11 teachers were selected from each of the departments.

### **3.4 MATERIAL/INSTRUMENT/EQUIPMENT**

The instrument used for data collection for the study was the Minnesota satisfaction questionnaire. Minnesota satisfaction questionnaire (MSQ) was developed by University of Minnesota (1977). It has been widely used to measure teacher's satisfaction in both motivator (intrinsic) and hygiene (extrinsic) dimensions. In this study, the Minnesota Satisfaction Questionnaire has been slightly adapted for the collection of data. Items in the original scale were reframed to make it particularly suitable for the teachers selected for the study. The draft form was presented to the supervisors in the psychology department of the Methodist University

College, Ghana. Suggestions were incorporated in the final form. A pilot survey was conducted at Ngleshie Amanfro Senior High School to test the properties of the instrument including reliability and validity. Reliability refers to whether an instrument is consistent, stable and free from error, despite fluctuations in test taken, administrator or conditions under which the test is administered (Serakan, 2003). The reliability coefficient of the questionnaire is .90. The reliability score of the extrinsic and intrinsic factors are .80 and .88 respectively.

### **3.5 PROCEDURE**

Initially, the researcher sent a letter of introduction from Methodist University College to the heads of the selected senior high schools, to seek permission to carry out the survey. Four letters of introduction were prepared, one for each of the schools under study including Ngleshie Amanfro Senior High School where the pilot survey was carried out. Respondents were assured of confidentiality and anonymity. The assurance of anonymity and confidentiality gave the respondents urge to answer the questionnaires without fear or favour. Questionnaires were personally administered and partially retrieved the same day, whilst others were collected afterwards within one month period. According to Gilham (2000), personally delivered questionnaires can reduce the disadvantage of low response and have a good chance of returning it since the questionnaire will be filled at personal request rather than distant e-mail or post.

### **ANALYSIS:**

The data collected was analysed by making use of descriptive statistics, which enabled the researcher to synthesise and summarise the quantitative data.

For hypothesis one which states that female teachers are more likely to be satisfied with their jobs than male teachers, the independent t-test will be used to test it. Independent t-test compares the mean scores of two groups on a given variable. To use this test, there has to be two variables

present in the hypothesis. Assumptions underlying the use of the independent t-test include the fact that the two groups are independent of each other and the dependent variable is measured at the interval or ratio level. These assumptions hold true for this hypothesis, hence the need for this test.

For hypotheses two, One-way Analysis of Variance (ANOVA) will be used to test the hypotheses that, older teachers are more likely to be satisfied with their jobs than younger teachers. Means of three groups are compared and so ANOVA is more appropriate for this hypothesis.

Also the (ANOVA) will be used to test the third hypothesis that, teachers with lower educational qualifications are more likely to be satisfied with their jobs than those with higher qualification. This is because three groups are being compared- people with diploma, degree, and masters qualifications.

Again, One –Way Analysis of Variance (ANOVA) will be used to test the 4th hypothesis that, teachers with more teaching experience are more likely to report higher job satisfaction than teachers with less teaching experience. This is because the means of three groups are being compared. These groups are teachers who have (1) 0- 10 years of experience, (2) 11-20 years of experience, and (3) 21 years or more experience.

For hypothesis five, the Independent t-test will be used to test the hypotheses that married teachers are more likely to report higher job satisfaction than teachers who are unmarried. The mean scores of two independent groups are being compared i.e. married teachers and unmarried teachers. Therefore the independent t-test is the appropriate test for this hypothesis. The responses from the questionnaire administered will be presented in form of tables, charts and

figures as appropriate. This study used the SPSS software version 22 to understand the results of the primary data.



## CHAPTER FOUR

### ANALYSIS OF RESULTS

#### 4.1 RESULTS

##### INTRODUCTION

This chapter presents the analysis of the data collected using questionnaires. The main software employed for this analysis is the Statistical Packages for the Social Sciences (SPSS. 22.00). The results are structured into three main sections consisting of the introduction to the results, descriptive statistics and hypothesis testing. The various sections under the chapter are presented in the sections below.

##### DESCRIPTIVE STATISTICS OF THE DEMOGRAPHIC CHARACTERISTICS

To summarise the data, descriptive statistics including frequencies and percentages were used for the respondent's demographic characteristics, and the results are presented in the table 2

Table 2: Frequencies and percentages of Respondents' Demographic Characteristics

VARIABLES	FREQUENCY	PERCENTAGES (%)
SEX		
Male	73	61
Female	47	39
AGE CATEGORIES		
26-35 years	36	30
36-45 years	63	52
46-55 years	21	18

VARIABLES	FREQUENCY	PERCENTAGE (%)
EDUCATION		
Diploma	4	3
Degree	95	79
Masters	21	18
TEACHING EXPERIENCE		
0-10 years	32	27
11-20 years	67	55
21 years and above	21	18
MONTHLY SALARY		
GHC900 or less	11	9
GHC1000-1400	94	78
GHC1500-1900	15	13
MARITAL STATUS		
Unmarried	18	15
Married	102	85

It was observed from the Table 2 that majority of the respondents (61%) were males, with female respondents constituting 39% of the total sample. Half of the total sample (52%) of the respondents is between the ages of 36 and 45 years while 30% of the total sample is between the ages of 26-35 years and 18% of the sample was between the ages of 46 and 60 years. For the educational qualifications of the respondents, majority of the total sample (79%) had University

degrees, 18% of the total sample had Master's Degree while only 3% of the sample had Diploma as their highest educational qualification.

For the teaching experiences of the respondents, majority of the sample (55%) had between 11 and 20 years of experience, 27% of the total sample had between 0 and 10 years of teaching experience while 18% of the total sample teaching experience of 21 years and beyond. In terms of the respondents' monthly salary, majority of the respondents (78%) earn between GHC1000 andGHC1400, 13% of the respondents reported earning between GHC1500 and GHC1900 while only 9% of the total sample earn GHC900 or less. For the respondents' marital status, majority of the total sample (85%) were married while 15% of the respondents were unmarried.

To determine the reliabilities of the questionnaires used in the study, the means, standard deviations and reliabilities values were computed and summarised in the Table 3.

**Table 3: Summary of Means, Standard Deviations and Reliabilities of the Questionnaire.**

VARIABLES	MEAN	SD	RELIABILITY (a)
Job Satisfaction	125.75	19.27	.90
Extrinsic Factors	77.68	10.84	.80
Intrinsic Factors	48.07	0.29	.88

From the Table 3, it was observed that the respondents had a mean satisfaction score of 77.68 with a standard deviation of 10.84 and a high reliability value of .80 for extrinsic factors. For the intrinsic factors, the respondents scored a mean of 48.07 with a standard deviation of 10.29 and a high reliability value of .88. It was observed that the respondents obtained a mean overall job satisfaction score of 125.75 with a standard deviation of 19.27 and a high reliability value of .90.

## HYPOTHESIS TESTING

Hypothesis One: *Female teachers are more likely to report higher job satisfaction level than male teachers.*

To determine whether significant sex differences exist between male and female respondents in their job satisfaction, the independent t-test was used and the results are presented in the Table 4 below:

**Table 4: Summary of Independent t-test of Sex Differences in Teachers' Job Satisfaction**

VARIABLES	Male(n=73)	Female(n=47)	df	t	p
Job Satisfaction	154.48(SD=20.92)	153.89(SD=16.60)	118	1.19	.12
Extrinsic Factors	63.26(SD=11.18)	60.85(SD=10.22)	118	.95	.18
Intrinsic Factors	91.22(SD=11.41)	93.04(SD=8.24)	118	.16	.46

From Table 4 above it was observed that the sex of respondents did not have any statistically significant effect on their satisfaction with extrinsic factors at the .05 level of significance,  $t(118) = .95$ ,  $p = .18$ . It was also observed that the sex of respondents did not have any statistically significant effect on their satisfaction with intrinsic factors at the .05 level of significance,  $t(118) = .16$ ,  $p = .46$ . Further analysis of the overall job satisfaction at the .05 level of significance,  $t(118) = 1.19$ ,  $p = .12$  showed that sex did not have any statistically significant effect on their overall job satisfaction. Therefore, the hypothesis one that female teachers are more likely to report higher job satisfaction level than male teachers is not supported.

**Hypothesis Two:** *Older teachers are more likely to report higher job satisfaction than younger teachers.* To test the hypothesis two on age differences in respondents' job satisfaction, the One-Way Analysis of variance was conducted and the results are presented in table 5 below:

**Table 5: Summary of One- Way ANOVA of Age Differences in Teachers' Job Satisfaction**

VARIABLES	26-35yrs-A (n=36)	36-45yrs-B (n=63)	46-60yrs-C (n=21)	F (2,117)	p	Post-Hoc
Job Satisfaction	145.72 (SD=16.83)	157.46 (SD=18.47)	159.24 (SD=21.63)	5.49	.01	A<B,C
Extrinsic Factors	58.92 (SD=7.78)	64.43 (SD=11.62)	65.14 (SD=11.92)	2.84	.06	-
Intrinsic Factors	86.81 (SD=11.17)	94.14 (SD=8.78)	94.10 (SD=10.26)	7.03	.001	A<B,C

An examination of the Table 5 above showed that respondents between the ages of 26 and 35 years had a mean job satisfaction score of 145.72, those between the ages of 36 and 45 years had a mean job satisfaction score of 157.46 and respondents between the ages of 46 and 60 years had a mean job satisfaction score of 159.24. Further analysis of the mean differences show that age had a statistically significant effect on respondents' overall job satisfaction at the .05 level of significance,  $F(2, 117) = 5.49$ ,  $p = .01$ . Post-hoc analysis of the mean differences showed that older teachers (36-45 years & 46- 55 years) reported more job satisfaction than respondents between the ages of 26 and 35 years of age. Therefore, the hypothesis two that older teachers are more likely to report higher job satisfaction than younger teachers is supported.

Further analysis of the subscales showed that age did not have statistically significant effect on the respondents' satisfaction with extrinsic factors at the .05 level of significance,  $F(2,117) = 7.03$ ,  $p = .001$ . Post- hoc analysis of the mean differences showed that older teachers (36- 45

years& 46-55 years) reported more satisfaction with intrinsic factors than respondents between the ages of 26 and 35 years of age.

**Hypothesis Three:** *Teachers with lower educational qualification are more likely to report a higher job satisfaction than teachers with higher educational qualification.*

To determine whether teachers' educational qualification has any significant effect on their reported job satisfaction, the One- Way ANOVA was used and the results are presented in table 6 below:

**Table 6: Summary of One- Way ANOVA of Qualification and Teachers' Job Satisfaction**

VARIABLES	Diploma-A (n=4)	Degree-B (n=95)	Masters-C (n=21)	F (2,117)	P	Post-Hoc
Job satisfaction	141.25 (SD=10.24)	154.53 (SD=18.62)	61.86 (SD=13.86)	.96	.39	-
Extrinsic Factors	55.75 (SD=6.29)	62.69 (SD=10.22)	61.86 (SD=13.86)	.81	.45	-
Intrinsic Factors	85.50 (SD=4.04)	91.83 (SD=10.23)	93.62 (SD=11.16)	1.07	.35	-

From Table above, analyses of the subscales of the job satisfaction shows that the educational qualification of the teachers did not have any statistically significant effects on their satisfaction with regards to extrinsic factors at the .05 level of significance,  $F(2,117) = .81$ ,  $p = .45$ , and satisfaction with regards to intrinsic factors at the .05 level of significance,  $F(2, 117) = 1.07$ ,  $p = .35$ . Obviously, the educational qualification of the teachers did not have any statistically

significant effect on their overall job satisfaction at the .05 level of significance,  $F(2,117) = .96$ ,  $p = .39$ . Therefore the hypothesis three that teachers with lower educational qualification are more likely to report a higher job satisfaction than teachers with higher educational qualification is not supported. Respondents do not differ in their job satisfaction with regards to their highest educational qualification.

**Hypothesis Four:** *Teachers with more teaching experience are likely to report higher job satisfaction than teachers with less teaching experience.*

To test the fourth hypothesis, the One-Way ANOVA was used and the summary of results is presented in the Table 7 below:

**Table 7: Summary of One-Way ANOVA of Experience and Teachers' Job Satisfaction**

VARIABLES	0-10yrs A (n=32)	11-20yrs-B (n=67)	$\geq 21$ yrs-c (n=21)	F (2, 117)	P	Post-hoc
Job Satisfaction	150.28 (SD=21.80)	153.96 (SD=17.21)	161.24 (SD=20.46)	2.11	.13	-
Extrinsic Factor	61.72 (SD=9.82)	61.79 (SD=11.11)	64.90 (SD=11.55)	.72	.49	-
Intrinsic Factors	88.56 (SD=13.50)	92.16 (SD=8.12)	96.33 (SD=9.54)	3.83	.03	A<C

Analysis of the job satisfaction subscales showed that years of teaching experience did not have any statistically significant effect on their satisfaction with regards to extrinsic factors at the .05 level of significance,  $F(2, 117) = .72$ ,  $p = .49$ . However, years of teaching experience had statistically significant effect on their satisfaction with regards to intrinsic factors at the .05 level

of significance,  $F(2,117) = 3.83$ ,  $p = .03$ . Post – hoc analysis of the means showed that a significant mean difference exists between teachers with teaching experience of 21 years and above and teachers with teaching experience between 0 and 10 years with teachers with more teaching experience reporting more intrinsic job satisfaction. On the overall job satisfaction at the .05 level of significance,  $F(2, 117) = 2.11$ ,  $p = .13$ , it has been observed that the years of teaching experience did not have any statistically significant effect on their overall job satisfaction. Thus, the fourth hypothesis that teachers with more teaching experience are likely to report higher job satisfaction than teachers with less teaching experience is not supported.

**Hypothesis Five:** *Married teachers are more likely to report higher job satisfaction than teachers who are unmarried.*

To examine whether teachers' marital status has any significant effect on their overall job satisfaction as well as the subscales of job satisfaction, the One-Way ANOVA was used and the results are presented in Table 8 below.

**Table 8: Summary of Independent t-test of Marital Status and Teachers' Job Satisfaction**

VARIABLES	MARRIED (n = 102)	UNMARRIED (n = 18)	df	t	p
Job satisfaction	153.07 (SD=20.11)	160.94 (SD=11.91)	118	1.61	.11
Extrinsic Factors	61.62 (SD=11.05)	66.28 (SD=8.77)	118	1.70	.09
Intrinsic Factors	91.45 (SD=10.66)	94.67 (SD=7.49)	118	1.23	.22

From table 8 above, it was observed that teachers who are married reported a mean job satisfaction score of 153.07 with a standard deviation of 20.11 while teachers who are unmarried reported a mean job satisfaction score of 160.94 with a standard deviation of 11.91. Analysis of the subscales of the job satisfaction revealed that the marital status of the teachers did not have any statistically significant effects on their satisfaction with regards to extrinsic factors at the .05 level of significance,  $t(118) = 1.70$ ,  $p = .09$ , and satisfaction with regards to intrinsic factors at the .05 level of significance,  $t(118) = 1.23$ ,  $p = .22$ . Independent t-test analysis did not show any statistically significant difference between married and unmarried teachers on their overall job satisfaction at the .05 level of significance,  $t(118) = 1.61$ ,  $p = .11$ . Therefore, the hypothesis five that married teachers are more likely to report higher job satisfaction than teachers who are unmarried is not supported. Respondents do not differ significantly in their job satisfaction with regards to their marital status.

#### **4.2 SUMMARY OF RESULTS**

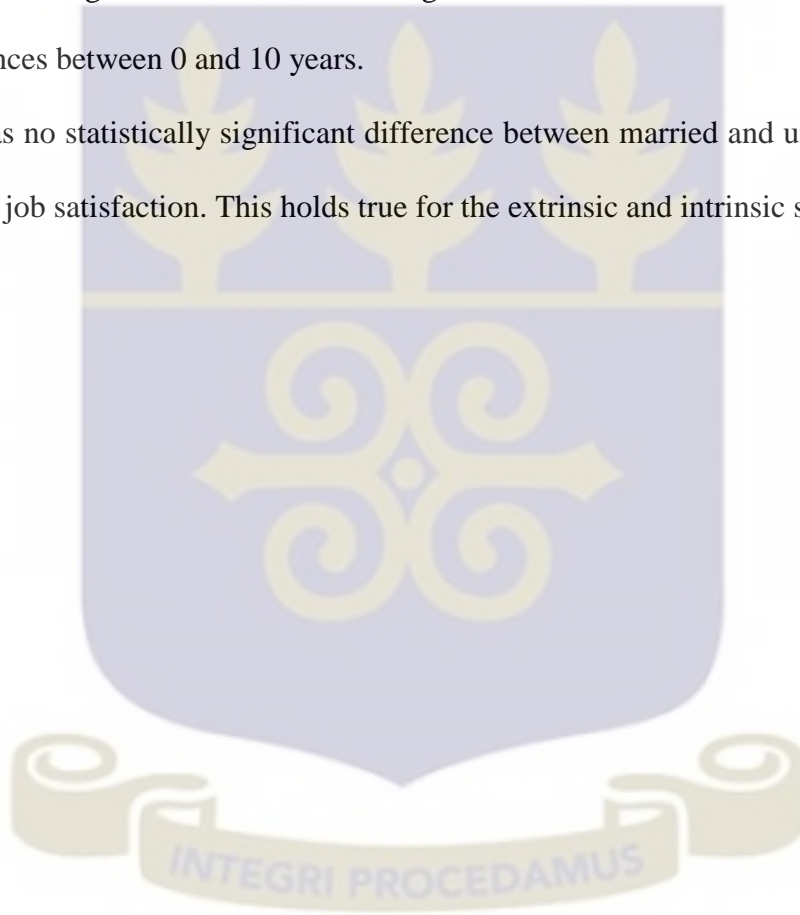
Analyses of findings show that there are no significant sex differences found between male and female teachers in their overall job satisfaction. This is also evident in both the extrinsic and intrinsic factors of job satisfaction.

Age has significant effect on job satisfaction. The analysis of the findings shows that older teachers reported higher overall job satisfaction than younger teachers. With regards to intrinsic factors of job satisfaction the older teachers were more satisfied with their jobs than the younger teachers. However, with the extrinsic factors, there was no statistically significant difference in the level of satisfaction between the young and the older teachers.

There is no significant difference in the level of job satisfaction among teachers with regards to educational qualification. Further analysis of the sub-scales i.e. extrinsic and intrinsic factors also prove the same.

There was no statistically significant difference found in the teachers' overall job satisfaction. This holds true for the extrinsic factors also. However, those who have longer teaching experience reported higher satisfaction with regards to intrinsic factors than teachers with teaching experiences between 0 and 10 years.

Marital Status has no statistically significant difference between married and unmarried teachers on their levels of job satisfaction. This holds true for the extrinsic and intrinsic subscales.



## CHAPTER FIVE

### DISCUSSION

This chapter provides a discussion of the findings of the study and seeks to answer the research questions of the study. In order to conceptualize the research, comparisons are drawn with available literature on job satisfaction among teachers. The chapter provides conclusions that can be drawn from the research and offers suggestions for future research into factors affecting job satisfaction of teachers.

The purpose of the study was to identify the factors that affect job satisfaction of teachers in some selected senior high schools in Accra, Ghana. In specific terms, the study sought:

- to find out the level of job satisfaction among the teachers.
- to identify the factors which influence job satisfaction of the teachers.
- to find out whether there is any significant difference in job satisfaction of teachers with regards to some demographic factors.
- to find out whether there is a relationship between job satisfaction and job performance.

The discussions have been organised into four headings according to the objectives.

#### **Level of Job Satisfaction:**

The rationale for analysing the general satisfaction of respondents is to enable the researcher draw relevant conclusions to make informed decisions about how teachers level of satisfaction affect their performance either positively or negatively. From Table 2, the overall level of job satisfaction of the teachers is 125.75. The structure of the questionnaire shows that the best possible value for the level of job satisfaction is 45. The mean score of 125.75 falls within the

third category which is “neither satisfied nor dissatisfied” (i.e. average score). The score for extrinsic factors of job satisfaction is 77.68, and that of intrinsic factors is 48.07. This shows that the teachers are quite dissatisfied with their job, most especially with regards to extrinsic factors of job satisfaction such as salaries, opportunities for growth, working conditions, and status. The implication of this finding is that teachers are not given what is important to them in their work place which could have serious consequences to the educational sector.

### **Factors Affecting Job Satisfaction**

From the literature review, it can be deduced that both intrinsic and extrinsic factors of job satisfaction as indicated in Herzberg’s Two-Factor Theory, contribute to the level of job satisfaction. Intrinsic factors, also known as motivating factors are high level needs that actually motivate people and influence job satisfaction (Judge et al, 2001; Luthans, 2002). Intrinsic factors include achievement, recognition, work itself, responsibility, advancement or opportunity for growth. Extrinsic factors are also known as hygiene factors. They are those environmental factors that cause workers to be dissatisfied. They are company policy and administration, technical supervision, working conditions, interpersonal relationships, salary, status and security. Demographic characteristics of employees or teachers have influence on their level of job satisfaction. Demographic factors include age, gender, education, teaching experience, salary, and marital status. Demographic characteristics influence attitudes with regards to productivity, involvement, commitment, on one hand, and on the other hand, the degrees of absenteeism and staff turnover or intention to leave (Shaml and Jalus, 2014).

#### **Age:**

In general, two different patterns of findings about job satisfaction and age can be found. One is that, job satisfaction is relatively high for the young workers, declines in middle age and then

rises again with further age. The other is that, there is a steady increase in job satisfaction with age. Rhodes (1983) concluded that overall job satisfaction is related to age. Older workers appear to evidence greater satisfaction with their employment than younger workers. While many research works suggest a linear relationship (Mottaz, 1987; Weaver, 1980), other studies (Kacmar, Carlson & Brymer, 1999) report a U-shaped relationship. Clark (1996) suggested that younger workers may feel satisfied because they have little experience about the labor market against which to judge their own work. Clark (1996) noted that older workers may have reduced aspirations as they realize that they face limited alternative choices as they get older. Loscocco (1990) similarly suggests that job satisfaction increases until age 40, then levels off, and then finally increases again when employees reach their late 50's. From Table 4 it is clear that respondents between the ages of 26 and 35 years had lower job satisfaction as compared to respondents whose age ranges from 36-54 and 46-60 years. This agrees perfectly well with the literature above. With regards to extrinsic factors, the level of satisfaction for respondents within 36-54 and 46-60 years are significantly higher with a p value of .001. Therefore the hypothesis two that older teachers are more likely to report higher job satisfaction than younger teachers is supported. However, with regards to extrinsic factors, age did not have statistically significant effect on the respondents' satisfaction. This may be due to the fact that good name associated with prestige are more valuable to older people in Ghana than material wealth.

### **Gender:**

Research works on the relationship between job satisfaction and gender yielded conflicting findings. Happock, (1935) explains that females have higher level of job satisfaction than males. But Hulin and Smith, (1963); Locke et al, (1963) explains just the opposite indicating that males are more satisfied than females with regards to job satisfaction. D,arey et al, (1984) and Golding

et al, posits that there is no difference in gender with regards to job satisfaction. Table 3 also shows that sex of respondents did not have any statistically significant effect on the overall job satisfaction at the 0.05 level of significance,  $t(118)=1.19, p=.12$ . Weaver (1978) directly compared sources of satisfaction for samples of both sexes. He found that both sexes derived satisfaction from factors such as income, autonomy, and prestige. However, married women experience additional stress due to role conflict. Andriassani and Shapiro indicate that “conflicting responsibilities at work and at home among these females with dual careers may prevent such working women from making full use of their productive talents to their best.

### **Educational Qualification:**

When educational qualification is used as a variable to review the job satisfaction, it was found that the relation between the qualification and job satisfaction can be positive as well as negative. Carell and Elbert (1974) indicate that the qualification has a negative impact on job satisfaction. It has been observed that fresh graduates with higher qualification are not satisfied with the mundane job they do. This finding may be partly attributed to the fact that teachers with higher degrees are exposed to more alternative job opportunities and may think that they are missing out on the conditions enjoyed by their colleagues of similar qualifications in non-educational sectors. From Table 6, it was observed that the educational qualification of the teachers did not have any statistically significant effect on their overall job satisfaction at the .05 level of significance,  $F(2,117) = .96, p = .39$ . Therefore, the respondents do not differ in their job satisfaction with regards to their highest educational qualification.

### **Teaching Experience:**

Fraser, Draper & Taylor (1990) made a research about the professional lives of teachers focusing on the level of their job satisfaction. Teachers who had the working experience from 5, 10, and

15 years were sampled. The data was compared among different cohorts of teachers. The result showed that teachers with longer teaching experience are overall less satisfied with teaching. But on some specific aspects of satisfaction, differences are statistically significant. To test the fourth hypothesis of this study, One-way ANOVA was used. The hypothesis is that, teachers with more teaching experience are likely to report higher job satisfaction than teachers with less teaching experience. In the same vein with the result of the study of Fraser et al (1990), results from the analysis in Table 6 depicts that the years of teaching experience did not have any statistically significant effect on their overall job satisfaction at the .05 level of significance,  $F(2,117) = 2.11$ ,  $p = .13$ . However, years of teaching experience had statistically significant effect on their satisfaction with intrinsic factors at the .05 level of significance,  $F(2,117) = 3.83$ ,  $p = .03$ .

#### **Marital Status:**

Bruce and Blackburn (1992); Locke et al. (1983) conclude that individuals' social needs can be satisfied through the love and compassionate feelings shared with the family members, spouse and other kith and kin. An understanding and helpful family members can raise the level of job satisfaction of an individual. Researchers have discovered that the positive characteristics displayed in a work place are the ones coming from a well groomed family. People who have such families tend to have higher level of job satisfaction compared to others because of the frank and open communication with the family members. From Table 7 of the research analysis, it was observed that teachers who are married reported a mean job satisfaction score of 153.07 with a standard deviation of 20.11 while teachers who are unmarried reported a mean job satisfaction score of 160.94 with a standard deviation of 11.91. Independent t-test analysis did not show any statistically significant difference between married and unmarried teachers on their

overall job satisfaction at the .05 level of significance,  $t(118) = 1.61$ ,  $p = .11$ . Therefore, the respondents do not differ significantly in their job satisfaction with regards to their marital status.

### **Salary:**

Salary has significant impact on job satisfaction. Job satisfaction increases with the level of increase in salary. Teachers like any other worker, joined the teaching service with certain expectations. For example, to meet their basic physiological needs like accommodation, health, food, clothing, etc. The salaries and wages people receive help them satisfy these needs (Peretomode, 1992). As these basic needs are being met, more higher needs like job interest, status, recognition and working conditions set in (Heller, 1990), not including reasonable class size, satisfactory academic performance among students, and a body of disciplined students.

### **Choice of Career as a Determinant of Job Satisfaction**

How people choose their career highly contributes to their level of job satisfaction. Selecting a career is fundamentally important to who we are and what we are as a person. In fact, it is a decision that affects everything in our future including the person we are going to marry, the neighborhood in which we will live; who our friends are going to be and how much money we will have to spend. From the literature it has been observed that people do not adequately investigate, analyze and choose their careers properly. According to Krumboltz (2013), many young people never make career decisions; they simply follow the path of least resistance. Family members or friends pressure young people toward options that avoid temporary unemployment. This has led many people to the wrong jobs. Consequently, they endure the dissatisfaction because it is quite difficult to find jobs in third world countries, in recent times. Krumboltz, (2013) and Rao, (2011) have recommended that more time should be spent in

schools to educate young people on career development so that people can consciously choose their right career paths.

Super (1990) proposed a life stage developmental framework with the following stages: growth, exploration, establishment, maintenance, and disengagement. In each stage, one has to successfully manage the development tasks that are socially expected of persons in the given chronological age range. The concept of career maturity denotes the degree that a person was able to fulfill the vocational developmental tasks required in each stage. Krumboltz recommended that we launch a campaign to make "occupationism" as unpalatable as sexism and racism, only then will we be able to help people find work activities that are enjoyable and at the same time, enable them to retain the respect of their family and friends. Occupationism includes all forms of judging individuals on the basis of their membership in a group. The harm of occupationism is that people are often dissuaded from going into occupations which they would be quite successful and happy because these occupations are not ranked high enough in the prestige hierarchy.

### **Job Satisfaction and Performance**

The relationship between job satisfaction and performance has been studied extensively throughout the history of industrial/ organisational psychology (Judge, Thoresen, Boro, Patton, 2001). Employees' job satisfaction is the affective state of employees regarding multiple facets of their jobs (Brown & Peterson, 1993). Job performance on the other hand, consists of the observable behaviours that people do in their jobs that are relevant to the goals of the organisation (Campbell, McHenry, & Wise, 1990). Job performance is of interest to organisation because of the importance of high productivity in the workplace (Hunter & Hunter, 1984). Johns, (1996) posits that the relationship between job satisfaction and productivity is positive, but very

low and inconsistent. Luthans (1989) also indicates that although a relationship exists, the relationship between these variables is not strong. At an individual level, the evidence is often inconsistent in terms of the relationship between satisfaction and productivity, but at an organisational level, a strong relationship exists between satisfaction and productivity (Robbins et al, 2003). Past researchers have explicitly detailed the likelihood that job satisfaction and performance simultaneously cause each other (Judge et al, 2001; Wanous, 1974). However, according to Cook (2008), the phenomena of job satisfaction causing performance and of performance causing satisfaction are not mutually exclusive. The relationship between satisfaction and performance is partly spurious: meaning that part of the relationship is actually due to common causes of satisfaction and performance rather than a substantive causal relation between the two. One serious implication for practice is that satisfaction and performance are not as strongly causally related as some people consider them to be. Changes in an employees' performance likely depend not only on changes in job satisfaction, but also on who is hired. Job performance is about 50 percent who you hire (50% attributable to individual differences) and 50 percent not due to individual differences. So whom an organisation hires is important.

## **SUMMARY AND CONCLUSION**

To conclude, the factors that affect job satisfaction of teachers in the senior high schools are many. These factors need to be given serious attention by all stakeholders in order promote the senior high school education in Ghana. The factors that affect job satisfaction among employees are intrinsic and extrinsic as illustrated by Herzberg in his two- factor theory. Extrinsic factors that are also known as hygiene factors are environmental in nature. The extrinsic factors which are also known as motivating factors are high level needs. Any successful employer basically addresses the extrinsic factors before moving on to address the intrinsic factors. Demographic

factors relate positively with job satisfaction in various degrees, and as such they need to be considered by both employers and employees in the quest for job satisfaction and productivity. Lastly but not the least, how individuals make their career choices impact on their level of satisfaction and life satisfaction as a whole.

## **SUGGESTION AND RECOMMENDATIONS**

The following suggestions and recommendations are directed towards Ghana Education Service (GES), which is the legal employer of all public basic and second cycle school teachers in Ghana. Recommendations are also addressed to the head masters and headmistresses of the senior high schools. Future researchers are not left out in the researcher's suggestions and recommendations.

### **Ghana Education Service**

The Ghana Education Service under the education Article 195(3) of the constitution of Ghana is mandated to supervise the payroll of public school teachers and supervise the appointment and promotion of the teachers in the first and second cycle education system. The literature review indicated that corporate job satisfaction significantly correlates with job performance. Therefore it is appropriate to suggest that GES should improve and reinforce relevant human resources, policies, improve working conditions and compensations of teachers. All the other extrinsic and intrinsic factors should be improved to enhance the job satisfaction of teachers. For example, increase in salaries and allowances of teachers to keep them at par with their colleagues of similar qualifications in non-educational sectors will go a long way to improve the status of the teaching profession and promote job satisfaction of teachers in the senior high schools.

Demographic characteristics have influence on the level of job satisfaction of teachers. As such it is recommendable that GES strictly take into account the demographic characteristics of teachers

when posting or transferring teachers to their work stations, without fear or favour. For instance, married teachers should be posted or transferred to schools that are close to their spouses.

In the same vein, the curriculum development division of the GES should allocate more time for career development or life planning in the curriculum of schools. This will equip young people to consciously choose their right career path and love their jobs. According to Krumboltz, most schools do not have a course on life planning, and that if kids spend as much school time on planning their futures as they do calculating the length of a hypotenuse, they could avoid many unwise career decisions.

### **Head Masters/ Mistresses**

Observation of the research analysis and the literature review shows that young teachers whose age ranges from 26 to 35 are less satisfied with their jobs as compared to the older teachers. Therefore the heads or administration of senior high schools should give much attention to the young teachers, perhaps by giving them more power and responsibilities. This may help to retain them in the teaching profession for a longer time.

### **Researchers**

The findings of this study have limited generalisation and may need to be confirmed by further researches in other schools.

### **LIMITATIONS OF THE STUDY**

Important limitations are inherent in a survey of this kind. To start with, due to the fact that survey instrument used is a self- reporting measure, the information presented by the participants is based on their perceptions. Although the participants were assured of confidentiality, it is likely that they either exaggerated or under reported the level of satisfaction. Furthermore, even though the level of participation is high, there is the possibility that responses from the individual

teachers who did not participate may have differed in some manner from those who did in fact, participate.

Furthermore, the findings of the study may not be generalised to all senior high schools in Ghana. This is because the environment and circumstances prevailing in other senior high schools may impact on job satisfaction.



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