UNIVERSITY OF CAPE COAST

JOB SATISFACTION AMONG SENIOR STAFF OF

THE UNIVERSITY OF CAPE COAST

BY

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DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

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Supervisors' Declaration

We hereby declare that the preparation and presentation of this thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

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ABSTRACT

The purpose of the study was to ascertain the level of job satisfaction among senior staff of the University of Cape Coast.   Stratified random sampling was used to select 317 senior staff made up 156 males and 78 females from a total population of 632. Data were collected using an adapted questionnaire that had been prepared by Bame (1990) for a previous study on teacher motivation.

The study revealed that the senior staff of the University of Cape Coast were quite satisfied with their job in the university with regard to the level of job security. However, they expressed dissatisfaction with the availability of working facilities for effective administration as well as tools which were in short supply. They also expressed dissatisfaction with the level of pay and were very dissatisfied with fringe benefits, and accommodation. The study also revealed that respondents were dissatisfied with incentives specified in the conditions of service of the University of Cape Coast. However, with regard to the recognition of their efforts by heads of department, the style of supervision employed by the heads of department and the interpersonal relationship between superior and subordinate officers, respondents expressed satisfaction.

The overall impression gathered from the study was that, senior staff of the University of Cape Coast were quite satisfied contrary to the general impression that they were not satisfied with their jobs. It is therefore recommended that heads of department should speed up the supply of office equipment and management should also act promptly on budgets and procurement application submitted by heads of department.

ACKNOWLEDGEMENTS

DEDICATION

This thesis is dedicated to my dearly beloved sons; Emmanuel, Ammishaddai and Abel.

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CHAPTER ONE

INTRODUCTION

Background of the Study

Higher education has a very old tradition. Its development started in the mediaeval age through to this modern twenty-first century. It is believed that it started in Bologna as a School of Jurisprudence, where students ran the school, elected one of their peers as rector. This idea spread to Italy and Spain. However, in Paris, power was vested in the collectivity of equals and the academic staff managed the institutions through committees. In British society, on the other hand, university education was for the elite class until recently. It was believed that higher education had one major function, that is, training of future leaders for the society (Effah, 2001).

In Africa, the development of higher education was enhanced by the UNESCO Conference held at Tananarive in 1962. That conference consequently contributed to the rapid development of higher education in Ghana, and the establishment of the University College of Cape Coast. In 1971, the Government of Ghana approved the upgrading of the University College of Cape Coast into a fully-fledged and independent university. It became the third university in the country with the name University of Cape Coast. The attainment of full university status was followed by rapid growth in terms of increased numbers of students

and of staff. Thus, new challenges emerged as the university's leadership battled to meet changing demands.

The aim of establishing university education in the country in the late 1940s was to produce high level manpower to take up the key positions occupied by the colonial masters. Apart from producing these highly qualified professionals, university programmes also expanded. Meanwhile, the main objective of the universities had been to undertake teaching, conduct research and disseminate knowledge. Since the objective laid emphasis on teaching as the main function of institutions worldwide, no attention was given to the role of any other profession, such as administrators. As mentioned earlier, the same teachers undertook the minor administrative tasks that needed to be done.

However, things have changed and university education has taken on a new dimension from the very nature it assumed initially, to a more complex one. It now depends on experienced staff with different skills and professional abilities, who work to ensure that the activities of the university are on course to the realization of its mission, vision, and goals (Arhin, 1995). In the same vein, Onyame (2000) re-iterates the importance of the administrative unit as a major unit within a University.

Modie (1974), cited by Onyame (2000), noted that the growth and the increasingly complex nature of university administration is attributed to the changing demands for higher education, the growth in students enrolment, increase in the size of university staff and the expanding scope of university budgets and physical facilities. The expansion in staff recruitment brought into the

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fold different categories of professional and non-professional staff within the university system that perform a wide range of administrative and academic functions. In the academic category are academic senior members comprising lecturers whose ranks range from Assistant Lecturer to Professor. Among the non-academic senior members are persons in administrative and supporting roles, ranging from Assistant Registrar to Registrar. In addition to the above, there are junior members, who are students at the various levels of their courses, as well as junior staff. The senior staff category is made up of persons of equivalent ranks administrative assistants, senior administrative assistants, principal administrative assistants and chief administrative assistants. The junior staff are of ranks below administrative assistants ranging from messenger/cleaner to senior clerk. All these categories of staff contribute to the development of the university. However, it is recognized that the quality of service provided by the staff is of utmost importance. For as Onyame (2000), quoting Casteller (1986) states, It is generally conceded that the success of any human endeavour is closely related to the quality of the personnel who perform tasks necessary to the achievement of purposes as well as to conditions that affect their physical well-being. This assumption is as applicable to school systems as it is to any organized human effort. The extent to which public education succeeds in delivering services with an efficient use of scarce inputs will depend largely on the quality of the personnel engaged in the educational process and on the effectiveness with which they discharge the individual and group responsibilities (Onyame, 2000, p. 5).

Casteller, therefore, opines that to achieve quality, policies must be established, objectives defined, programmes developed, personnel employed and many other activities and operations coordinated. Casteller's opinion demonstrates his conviction that all the work that has to be done for the accomplishment of the organizational goals depends on people, hence high premium should be placed on human capital. Therefore, universities need to develop the much needed human capital not only to improve their own performance but also to fill the various sectors of the economy. Once members of an organization are recruited, developed and well- placed, they need to be motivated and effectively utilized in order for them to offer their optimum best in their jobs.

The need to motivate and effectively utilise personnel is in line with the view of Mark and Myers (1998) who observes that the movement of workers to act in a desired manner has always consumed the thoughts of managers and that in many ways their goals have been reached through incentive programmes. Mark and his colleague further pointed out that the instilling of satisfaction within workers is a crucial task of management and this brings about confidence, loyalty and, ultimately and improved quality in the output of the employed. Kahn and Katz (1978) were also of the view that the need for human element in an organization and for that matter higher institution is crucial and in order to function well, they postulated three behavioural requirements as follows:

1. people must be attracted not only to join the organisation but also to remain in it

2. people must perform the task for which they were hired and must do so in a dependable way and

3. people must go beyond this dependable role performance and engage in some form of creative, spontaneous and innovative behaviour at work.

The same message was echoed by Cranny, Smith and Stone (1992) when they stated that managers, supervisors, human resource specialists, employees, and citizens in general are concerned with ways of improving job satisfaction. Hanisah and Drankoski (1995), cited in Cano and Castillo (2004), also supported this view by advising human resource managers to be aware of those three aspects within an organization that might impact on most employees' job satisfaction and enhance these aspects, since in the long run, the results will benefit both the organization and the employees.

Riches and Morgan (1989) indicated that of all the resources at the disposal of an organisation, it is the people who can grow, develop and be motivated to achieve the organisational goals. In line with this view, senior staff of the University of Cape Coast should not be taken for granted but be motivated. Again, the creation of an enabling environment that will increase the level of job satisfaction for senior staff of the university to perform at their optimum should be the concern of the university management.

Furthermore, Roznowski and Hulin (1992), as cited in Green (2000), argued that after an individual is hired, knowledge of his or her job satisfaction

becomes the most paramount pieces of data a manager or organizational psychologist can have. Robbins, Millet, and Water (1998) pointed out that impressive evidence exists concerning the significance of job satisfaction. He explained that a satisfied work force leads to higher productivity because of fewer disruptions such as absenteeism, departure of good employees, incidents and destructive behaviours.

Bateman and Snell (1999) also explained that satisfied workers are not necessarily more productive than workers who are dissatisfied. Sometimes employees are happy with their jobs because they do not have to work hard. However, job dissatisfaction among workers is more likely to exhibit higher turnover, higher absenteeism, lower corporate citizenship, more grievances and lawsuits, strikes, stealing, sabotage, poorer mental and physical health are costly to organisations including Universities. Bateman and Snell added that quality of work life programmes create a workplace that enhances employee well-being and satisfaction. The aim of the programmes is to satisfy the full range of employee needs. The programmes are:

1. Adequate and fair compensation

2. A safe and healthy environment.

3. Jobs that develop human capacities

4. A chance for personal growth and security.

5. A social environment that fosters personal identity, freedom from prejudice, a sense of community, and upwards mobility.

6. The rights of individual privacy dissent and due process

7. A work role that minimizes infringement on personal leisure and family needs.

8. Socially responsible organizational actions.

Bateman and Snell also indicated that even though critics argued that these programmes will not necessarily inspire employees to work harder if the companies do not add rewards to individual performance, however, it is believed that it improves organizational effectiveness and productivity.

Again, Locke and Henne (1985) explained that job satisfaction is central to many aspects of industrial and organizational psychology and that human relations' school of motivation sees job satisfaction as the primary goal of organizations. Locke (1976) pointed out that some people view employee job satisfaction as a means to an end rather than an end in itself and that job dissatisfaction may produce reactions which are detrimental to the achievement of the goals of the firm or institution. Thus, it is in the self-interest of the managers or owners of an organization, as well as, of the employees themselves to determine if dissatisfaction exists and try to remedy the situation. In this regard, administrative management is necessary in order to cater for the different levels of professionals that come under the supervision of the head of the institution.

It is believed that, the achievement of improved and better services come from the combined efforts of all categories of staff of an institution. Therefore, in order to progress and attain its corporate goals, an institution must have a highly motivated workforce upon which development is dependent. In this regard, the members of the senior staff have important roles to play so as to attain high

productivity. They need to be highly motivated to give them job satisfaction. In relation to the issue of motivating staff, Mwangi and McCaslin (1994) stated that many scholars believe that motivation is mainly responsible for differential staff performance. He opined that staff performance changes as time and conditions change and is dependent on incentives that the staff value and believe to be attainable with increased individual performance. He also pointed out that motivation is high when staff frustration is minimal.

As cited in Onyame (2000), Lawler and Porter (1968) conducted a study and found out that the amount of salary earned was positively related to job satisfaction. In another study conducted by Smith and Hulin (1969), it was observed that there is a strong relationship between the mean annual wage of workers and their mean job satisfaction. It can be deduced from the above assertion that money is instrumental in the lives of many individuals.

In the same vein, Szilagyi (1993) stated that human emotions also play a critical role in the enhancement of individual productivity. This is because every worker carries an emotional orientation to the job. Szilagyi further stated that emotional swing has great impact on individual's attitude towards job satisfaction or otherwise. As a result, managers in all kinds of organisations are faced with the problem of different types of individual performance. Some employees may perform at higher levels with little or no direction while others seem to enjoy what attention and direction they may get. Kreitner (1995), therefore, advised that it is important for managers to know what motivation is and how they can use it to obtain the desired work performance from their subordinates. Lawler III (1973)

added that where little ability is required and people have the same ability, skills and training, positive staff motivation is the single most important determinant of effective job performance. This is in addition to its being more productive. For motivated workers tend to equal or excel above any standards set by their superiors.

From the foregoing, it can be deduced that people stay on their jobs because of the value and satisfaction they get from them. It has also been observed that it is the level of motivation that will sustain the interest of workers, and encourage them to work effectively and efficiently to enhance production. A person's performance on the job depends to a large extent on how the job meets his or her wants and needs. Steers and Porter (1991) explained that both extrinsic and intrinsic rewards bring about job satisfaction and self-fulfilment. It is very necessary that employers take cognizance of the fact that employees are sustained when they are satisfied with their job.

One implication of the above review is that if workers of the University of Cape Coast are adequately motivated and satisfied, their morale will be boosted and they will be prepared to contribute their fullest quota towards the achievement of the goals of the University. Yet, it appears that the members of staff are not motivated enough to make them derive the necessary job satisfaction. It is, therefore, necessary to find out the extent to which the staff are satisfied with their jobs.

Statement of the Problem

Even though government spends huge sums of money to train employees, there is attrition, high turnover rates, absenteeism, tardiness, as well as indifference towards their jobs by some employees. This situation is no different from what pertains in the University of Cape Coast. A lot of the employees often absent themselves from work. Some appear to be loafing about, others just do not seem to be working hard while others leave the University for greener pastures elsewhere at the least opportunity. For instance, between 2000 and 2005, 60 senior staff aged less than 60years left the University. This can be attributed to many problems including lack of job satisfaction. It appears many people are not happy with the job at the University. Some of the problems often mentioned are lack of clear cut roles for senior staff, resulting in conflict of interest, lack of accommodation for senior staff and difficulty in obtaining study leave for further studies. Other reasons include lack of effective communication and excessive bureaucracy in the system that results in low productivity in the institution. Even though these problems are likely to adversely affect the level of job satisfaction among the senior staff of the University, it appears not much has been done in terms of scientific research to actually ascertain the level of job satisfaction among senior staff. The question, then, is how do senior staff of the University feel about their job? What level of satisfaction do they derive from their job? These constitute the core of the problem which this study sought to investigate.

Purpose of the Study

The purpose of the study was to investigate the level of job satisfaction among the senior staff of the University of Cape Coast.

Objectives of the Study

The objectives of the study were to find out what incentives are provided to motivate the senior staff of the University of Cape Coast. The study further sought to find out how the staff felt about their jobs. Moreover, the study tried to find out what the staff thought could be done to enhance and improve their job satisfaction so that their commitment to their jobs would be noticeable. The study was also interested in finding out whether job satisfaction was associated with gender, age or professional status of the senior staff of University of Cape Coast.

Research Questions

The following research questions guided the study:

1.   What is the level of job satisfaction among senior staff in the University of Cape Coast.?

2.   To what extent are workers satisfied with the incentives as specified in the conditions of service?

3.   What proportion of senior staff would desire to continue to work in the university, even if they got other chances elsewhere?

4.   To what extent do senior staffs think they should be involved in the decision- making process in the University?

5. To what extent is job satisfaction associated with age, gender and professional status of senior staff of University of the Cape Coast.

Significance of the Study

This study, which portrays the extent of job satisfaction among the senior staff of the University of Cape Coast, is significant in a number of ways. First, the University of Cape Coast and corporate leadership can derive a lot of benefits and lessons from the findings. This is because it is believed that the information gathered in the study on job satisfaction of the senior staff can be used in designing training programmes for staff.

Secondly, the study has provided information on issues that make members of the senior staff dissatisfied, which policy makers may use as basis for designing and implementing staff welfare programmes. Thirdly, administrators and Union leaders may use the information to determine areas for boosting job satisfaction and improving upon the condition of service of their members. In addition, researchers who would wish to carry out further studies on the topic could use the findings as a guide to carry out their study. Finally, the result of the study will add to the existing knowledge on how to improve job satisfaction of employees in higher educational institutions.

Delimitations of the Scope of the Study

The study was confined to finding out the level of job satisfaction among the categories of senior staff of the University of Cape Coast. However, job satisfaction is a multidimensional concept. For this reason, the researcher focused

on issues relating to pay, security, supervisor's behaviour, physical condition, working facilities and co-workers' behaviour which would help determined the level of job satisfaction among the senior staff of the University. Included in the study did both professionals and non-professionals comprise administrative assistants, senior administrative assistants, principal administrative assistants and chief administrative assistants and their equivalents in the technical category of senior staff of the University of Cape Coast. Senior staff of the University of Cape Coast were picked because, when they reached their maximum step, that is, chief administrative assistant they could not normally be promoted to the senior member category. Because of this, job satisfaction becomes crucial to the senior staff category. On the contrary, in the case of the junior staff category one can easily become a senior staff while in the senior staff category, employees would have to obtain a second degree certificate, apply for the position, and attend an interview and pass before being promoted. The processes involved are hectic and thus is believed to make senior staff dissatisfied with their job.

Limitations of the Study

In spite of the strenuous efforts by the researcher to conduct the study thoroughly, there were a few limitations which could hardly be avoided. First, the researcher encountered difficulty in research reports on senior staff in the other universities and organisations to guide the study. This situation to some extent affected the literature review in terms of getting empirical material from a local source that would have enhanced the value of the findings of the present study.

Second, questionnaire comprising an open-ended item and closed-ended items were used in collecting data and the problem of bias which is usually associated with such research instruments could not be eliminated. Some respondents were probably not objective in answering the questions. They might have been influenced by other senior staff or probably copied the views of others.

Third, it was observed that a few open-ended questions which required respondents to give their suggestions were not adequately answered. The reasons for this cannot be explained and this has, in a way, affected the richness of the study. Moreover, some respondents refused to indicate their rank, faculty, or department. Others also did not state whether they are professionals or non-professionals probably because of the fear of victimization or intimidation. In some cases also, instead of stating the specifics, some made unhelpful generalizations. Notwithstanding the limitations mentioned above, there is no compelling reason to believe that the views collected from the senior staff of the University of Cape Coast do not fairly represent the views of the entire group.

Organization of the Report of the Study

The study is organized into five chapters. Chapter One provides a background to the study, a statement of the problem, purpose of the study, research questions, significance of the study, delimitation of the scope of the study, limitation of the study, and organization of the study

Chapter Two which is the literature review is organized under the following sub-headings: concepts of job satisfaction, theories of job satisfaction

and motivation, determinants of job satisfaction, job satisfaction among public sector workers in Ghana and gender differences in job satisfaction.

Chapter three deals with the methodology of the study, which covers issues such as the research design, population, sample and sampling methods used, the research instrument used, data collection procedure and the data analysis plan.

Chapter Four focuses on the analysis and the discussion of the data. The chapter consists of two sections: The first section deals with the analysis and discussion of the demographic data and other characteristics of the respondents. This includes data on age, number of years and experience in the institution. The second section deals with the analysis of the main data and provides a discussion of the findings.

Finally, Chapter Five provides a summary of the methods and findings of the study. It also presents the conclusions of the study and makes recommendations arising from the findings and conclusions. Also included are suggestions for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviews literature related to the study on job satisfaction among the senior staff of the University of Cape Coast. The review is based on the following: concepts of job satisfaction; the difference between job satisfaction and motivation; theories of job satisfaction and motivation; job satisfaction among public sector workers in Ghana; and gender differences in job satisfaction.

Concept of Job Satisfaction

Considerable research has been undertaken in the area of job satisfaction. Locke (1976), Cranny, Smith and Stone (1992) have confirmed the vastness of the extent literature in this area. In the view of Oshagbemi (2000), after many decades of effort by social scientists, there seems to be a high level of agreement among them on the issue of job satisfaction. He argued that typically, job satisfaction is conceptualized as a general attitude towards an object which is the job. In the light of this conceptualisation, Locke (1976), cited in Oshagbemi (2000), saw job satisfaction as a pleasurable or a positive emotional state resulting from the appraisal of one's job experiences. The area covered by the concept of the job satisfaction has been delineated by social scientists.

Nnadi (1997), as cited in Attafuah (2004), for instance, saw job satisfaction as the reaction, attitude, or perception of the individual to work. He posits that the worker holds two perceptions about job satisfaction. These include what the worker is and what the worker should be. Nnadi explained that the worker is satisfied if he or she believes that the job is what it should be, but may become dissatisfied when he or she finds that the job is below his or her perception. He further asserted that job satisfaction comprises different sets of complex variables. These include economic rewards, social rewards, company policy and its administration, interpersonal relationship, working condition, achievement, recognition, work itself, responsibility and advancement. Rue and Byars (1981) also described job satisfaction as the individual's general attitude toward the job. In their view, job satisfaction can be affected by such factors as working conditions, pay and benefits, the individual's conditions, his or her attitudes toward the organization, towards supervision and toward the work itself, including his or her health and age. Therefore, they perceived job satisfaction as a general attitude that results from specific attitudes and factors; that is an individual's mindset with regard to the job. Vroom (1967) also viewed job satisfaction as the reaction of the workers against the role they play in their work.

To Blum and Naylor (1986) job satisfaction refers to a general attitude of the workers constituted by their approach towards the wages, working conditions, control, promotion related to the job, social relations in the work, recognition of talents and similar variables, personal characteristics and group relations apart from the work life.

Some researchers have argued that it is possible to capture the level of job satisfaction with one question. Others have also suggested that we can have strong negative feeling about one aspect of our job (for example, pay) but feel positive about other facets of it (for example, colleagues). In addition, Gibson, Ivancevich and Donnely (2000), asserted that job satisfaction is an individual's attitude toward their jobs. The attitude is influenced by certain factors peculiar to the work environment. These are the style of the supervisor, work procedures and policies, affiliation within the work group, condition of work and fringe benefits.

Furthermore, job satisfaction as opined by Mullins (2002) as cited in Boachie-Mensah (2006) is a complex and multifaceted concept, which can mean different things to different people. Job satisfaction is usually linked with motivation but the nature of this relationship is not clear.

Expanding on job rewards as a critical component of job satisfaction, Loscocco (1989) pointed out that every working individual has a certain order of priorities with regard to what he or she wants from the job. He explained that employees value the extrinsic as well as intrinsic job reward. Others may strongly advocate for both rewards, whilst some may place little value on either and others may emphasize one type and deemphasize the other. However, he maintained that both forms of rewards contribute to job satisfaction.

Scholars like Berry (1997) have introduced experience as an element of job satisfaction. He saw job satisfaction as an individual's reaction to the job experience. He also directed attention to other components that he thought were vital to job satisfaction. These components influence the way employees feel

about their job. These components are pay, benefits, communication, work itself, production, co-workers, supervisor, work condition, productivity and safety.   He added that we might think that pay is considered to be the most important component in job satisfaction even though it has not been proven to be true. However, employees are more concerned with working in an environment they will enjoy.

In the light of the foregoing, one can define job satisfaction as the conscious effort employers make towards the retention of employees. This takes into consideration the total welfare, well-being of the worker in an organization. This is the definition adopted in the present work.

The Difference between Job Satisfaction and Motivation

The design of the current study is informed by the diverse views on the concept of job satisfaction. The study would also focus on the difference between job satisfaction and motivation as explained by Rue and Byars. Job satisfaction and motivation may be seen as synonymous but these concepts are not the same. However, despite the lack of similarity between them, they interdependent on each other in many ways. To buttress this point, the explanations of Rue and Byars (1981) would be used.

According to them, satisfaction and motivation are not synonymous. They argued that motivation is a drive to perform, whereas satisfaction reflects the individual's happiness with his situation. Rue and his colleague noted that the factors that determine whether an individual is satisfied with his or her job differ from those that determine whether that individual is motivated. Satisfaction, they

argued, is largely determined by the comfort offered by the environment and the situation. However, motivation is largely determined by the value of rewards in their relation to performance. They associated motivation with an increased effort, which in turn increases performance if the individual has the necessary ability and if the effort is properly directed.

On the other hand, they identified the result of satisfaction as increased commitment to the organization, which may or may not result in increased performance. They also conceded that increased commitment would normally decrease problems such as absenteeism, tardiness, turnover, and strikes. It should also be noted that, motivation and job satisfaction depend on each other in several ways which can be explained using content and process theories. Gibson (2000) asserted that the content theories are factors within the person that energize, direct, sustain and stop behaviour. These theories tried to determine the specific needs that motivate people while the process theories describe and analyse how behaviour is energized, directed, sustained and stopped by factors primarily external to the person.

It can be observed from the above that the factors of motivation are both intrinsic and extrinsic and compel the individual to behave in a certain way. Job satisfaction is also the individual's attitude to his work. This means that the nature of this attitude is determined by either intrinsic or extrinsic motivational factors. Thus, if an individual will feel satisfied with his or her job then he or she must have experienced some inner or external satisfaction with the job he or she does, and vice versa.

Hence, one can conclude that motivation and job satisfaction are different but they are inseparable especially when one assesses job satisfaction, for there can hardly be job satisfaction without motivation. In the light of the above discussion, the study would like to review literature on some theories on job satisfaction and motivation and then base the research on one of the theories of job satisfaction. Specifically, the Hackman and Oldham's model of Job characteristics would be used.

Theories of Job Satisfaction and Motivation

History of Job Satisfaction Theories

Scholarly investigation of job satisfaction was engendered by the Hawthorne studies. These studies examined the effects of various work conditions on workers output.   It also hinted that the innovation in work conditions increased productivity. The results provided a strong basis that people desire to work not purposely for pay but for other things. These results have generated a considerable number of research studies in the area of job satisfaction.

Other theories have also generated interest in job satisfaction as a field of study. The Scientific Management theory propounded by Frederick Winslow Taylor (1911) has served as theoretical foundation for quite a number of research activities in the area of job satisfaction. Taylor's (1911) theory for instance postulates that increased productivity is achieved through the application of force with the view to enhancing the pace of work with complete disregard of workers feelings for the job. This theory presents a totally new perspective to the study of job satisfaction.

Another historically significant theory is Maslow's hierarchy of needs theory which helped to lay the foundation for research in the area of job satisfaction. The theory indicates that people seek to satisfy five basic needs in life. These are physiological, safety, social, self esteem needs and self-actualization. Since the closing decades of the 20th century, theorists have propounded compelling theories of job satisfaction. These include: affect theory, Hackman and Oldham's models, and Adam's equity theory, just to mention a few.

Affect Theory

The affect theory of Edwin Locke (1976) is considered the most famous job satisfaction model. According to this theory, satisfaction is determined by a discrepancy between what a person wants from the job and what that person has in the job. The theory further explains that when one values a given facet of work, it determines how satisfied or dissatisfied one becomes when ones expectation is met or not met. For instance, if a person values a particular facet of a job, his satisfaction is greatly impacted positively when the expectations are met and negatively when the expectations are not met. This compares to someone who does not value that facet. However, the theory also states that too much of a particular facet will produce stronger feelings of dissatisfaction.

Hackman and Oldham's Model of Job Characteristics

Hackman and Oldham (1975) have proposed a model that seeks to underscore internal and external factors that engender job satisfaction. The model lends support to the current study that seeks to examine factors that promote job

satisfaction of senior staff of University of Cape coast. The model delineates three important areas that flow from one to the other. These areas have been outlined by Hackman and Oldham (1975) as: 'job dimension', 'critical psychological state', and 'work outcome'. As presented in Figure 1, job dimensions flows into critical psychological state and from the latter into the personal and work outcomes.
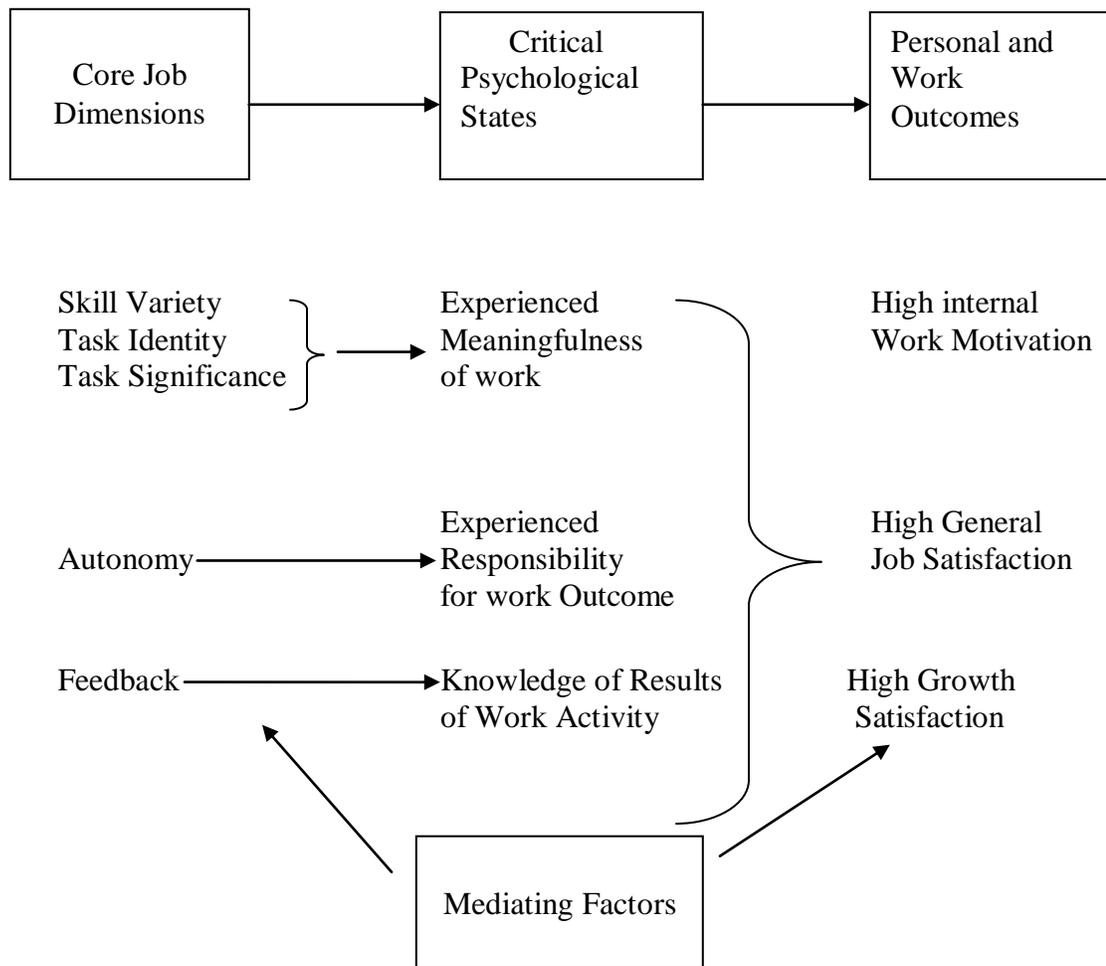
Figure 1: Job Characteristics Model

Source: R. C. Becherer et al. (1982), Journal of Marketing, Vol. 46, No.4 p.126

Job dimensions: four dimensions have been identified by Hackman and Oldham (1975) as constituting the job dimension area and these are: (i) Skill variety (ii) Task identity, (iii) Task significance, (iv) Autonomy, and (v) Feedback. As regards "skill variety," Hackman and Oldham (1975) notes that it denotes the degree to which a job requires the completion of different activities, all of which involve varying talents and capabilities. The two most common types of skills are motor skills and intellectual skills.

Motor skills help one with performance tasks, but intellectual skills are used with thinking tasks. So if a job can draw on both, then it will provide a greater variety than if only one type of skill is needed. It can also be described as the degree to which a job requires a variety of different activities in carrying out the work assignment. Thus, the more varied the job activities and the skill requirements, the higher are the perceived level of skill variety. The current study will examine the extent to which jobs assigned senior staff of university present tasks that require multi-dimensional skills to accomplish the tasks. Task identity is the second dimension and it is the degree to which the job requires completion of a whole or identifiable piece of work. The more an individual works on the job, the more likely he or she will identify with the task. According to the authors of the model, the intensity of the individual's job satisfaction is dependent on the extent to which the individual identifies with the tasks demanded by the job. The current study will explore the extent to which senior staff members identify with the tasks prevalent in their job areas.

The third dimension is "task significance" which means the degree to which a job has a substantial impact on the lives of other people. When employees are able to see how the work they do influences other people, they tend to be more motivated to do a good job. It can also impact on the lives or the immediate work environment to the extent that the member of staff sees his or her work as impacting beneficially on the work of others or even in a broader sense, on the overall well-being of a client; then the work should be perceived as highly task-significant. Do senior staff members consider the tasks they perform as significant? This question is worth exploring as we consider the job satisfaction among senior staff of University of Cape Coast.

Autonomy is the fourth dimension which provides the worker freedom, independence and discretion in scheduling the work and determining how to carry it out. In that case, people begin to plan and execute their assignments without having to rely on others for direction and instruction. Hence, they develop feelings of strong personal responsibilities for job success and job failure and are motivated to do the best job possible. A cursory observation of the nature of work relations on University of Cape Coast indicates that senior staff members exercise a certain level of autonomy. To date, no empirical studies have been conducted in this area and that is what the current study will examine.

The fifth dimension is feedback. It is the degree to which the works required by the job results in the individual receiving direct, and clear information about the effectiveness of his or her performance. It allows the people to monitor their own work rather than depend on someone else to do it for them.

Hackman and Oldham (1975) explained that these core dimensions typically result in higher morale and job satisfaction. Research also shows that when these core job dimensions are present, morale and job satisfaction tend to increase and when they are not present moral and job satisfaction often will decrease. The five core dimensions can be combined to form a motivating score for a job which can be used as a basis of how a job would affect a workers attitude and behaviour. They further explained that if jobs were designed in such a way as to increase the presence of these core characteristics, three critical psychological states would occur in employees. These states are:

1.   Experienced meaningfulness of work, that is, when workers believe they are doing something meaningful because their work is important to other people.

2.   Experienced responsibility for work outcomes, that is, when workers feel personally responsible for how the work turns out, and

3.   Knowledge of results of work activities, when workers learn how well they perform their jobs.

In conclusion, Hackman and Oldham (1975) maintained that when these critical psychological states are experienced, work motivation and job satisfaction would be realised. The model presents an opportunity for a systematic study of job satisfaction as it relates to senior staff members of the University of Cape Coast. The model will influence the research questions, as well as the analysis and discussions of the research findings.
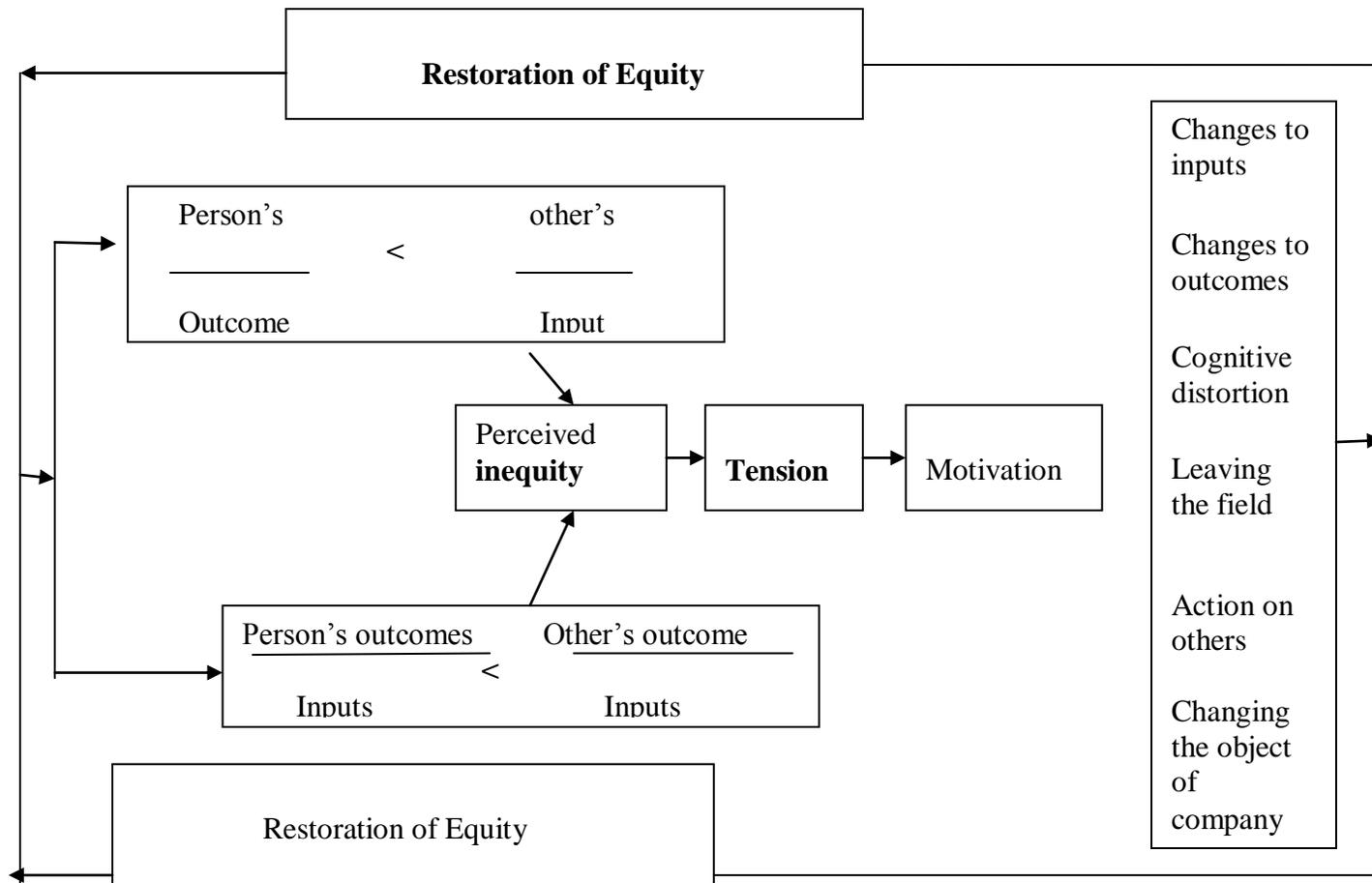
Figure 2: Adams' Equity theory

Source: Mullins L.J. Management and Organisation Behaviour, Pitman Publish London, p.509

The primary research on equity theory was done by Adams (1965). The equity theory proposes that workers compare their own outcome or input ratio (the ratio of the outcomes they receive from their jobs and from the organization to the inputs they contribute) to the outcome or input ratio of another person. Adams called this other person 'referent'. The referent is simply another worker or group of workers perceived to be similar to the one(s) doing that comparison. Unequal ratios create job dissatisfaction and motivate the worker to restore equity. When ratios are equal, workers experience job satisfaction and are motivated to maintain their current ratio of outcomes and inputs or raise their inputs if they want their outcomes to increase. Outcomes include pay, fringe benefits, status, opportunities for advancement, job security, and anything else that workers desire and receive from an organization. Inputs include special skills, training, education, and work experience, effort on the job, time, and anything else that workers perceive that they contribute to an organization. Adams' equity theory deals with social comparison. This because when workers weigh the fairness of their work outcomes relative to others, any perceived inequity is a motivating state of mind. Perceived iniquity occurs when a worker sees that the rewards received for the work done compares unfavourably to the rewards other individual seems to have received from his work. It means that if such inequities exist, the employee will be motivated to behave in a number of ways to remove the discomfort and restore a sense of equity. Mullins (2002), as quoted in Boachie-Mensah (2006), supported the above theory by saying that equity in the work place is very crucial since it is based on people's feeling. This is because these

workers compare how they have been treated with the same treatment given to their fellow workers in a different organisation. It is believed that equity exists when employees realised that the ratio of their total outcomes matches with their total inputs equals the ratio of other workers total outcome to total inputs and this may lead to motivation. On the other hand if inequity exists it may lead to demotivation.

Summary of Theories of Motivation

Understanding what motivates employees and how they are motivated is the focus of many researchers following the publication of the Hawthorn study results. There are some approaches that have led to our understanding of motivation; three of them would be discussed. These are Maslow's need-hierarchy theory, Victor Vroom's expectancy theory and Hertzberg's two-factor theory.

Maslow's Hierarchy of Needs

According to Maslow (1943), workers have five levels of needs. They are physiological, safety, social, self-esteem and self-actualizing. He argued that the lower level needs had to be satisfied before the next higher level need would motivate employees. Figure 2 illustrates Maslow's hierarchy of needs.
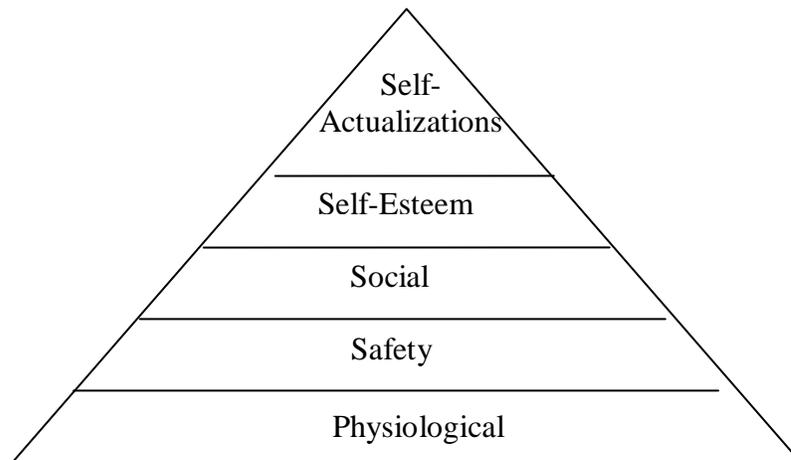
Figure 2: Maslow's Hierarchy of Needs
Source: Rue & Byars (1981), Supervision Key Link to Production

7th ed. p. 28

This implies that employees would be motivated if the basic needs of life are satisfied. Therefore, managers and administrators would have to see to it that these needs are provided for the employee to be satisfied and put up his maximum best. Maslow puts physiological needs at the lowest level of the hierarch; the physiological needs include the human body's automatic efforts to retain normal functioning such as satisfaction of hunger and thirst, the need for oxygen and to maintain temperature regulation, sleep, sensory pleasure, activity, maternal behaviour, and arguably sexual desire. According to him, these needs ought to be satisfied since they act as primary motivators which take precedence over all other needs. Maslow explained safety needs to include safety and security, freedom from pain or threat of physical attack, protection from danger or deprivation, the need for predictability and orderliness. These needs become effective motivators when the satisfactions of the psychological needs are met.

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In addition, Maslow indicated love needs and social needs: including affection, sense of belonging, social activities, friendships, and both the giving and receiving of love. He explained that these needs act as powerful motivators of human behaviour.

The next higher hierarchy is esteem needs or ego needs. These include both self-respect and the esteem of others. Self-respect involves the desire for confidence, strength, independence and freedom, and achievement. Esteem of others involves reputation or prestige, status, recognition, attention and appreciation. Maslow put self-actualization needs at the peak of the hierarchy. He explained that this is the development and realization of one's full potential. He explained further that the needs are not necessarily a creative urge, and may take many forms, and differ from person to person and that once a lower need has been satisfied, it no longer acts as a strong motivation. The needs of the next higher level in the hierarchy demand satisfaction and become the motivation factor. Though Maslow did not originally intend that his model should necessarily be applied to the work situation, it still remains popular as a theory of motivation at work. In support of the above, Bateman and Snell (1999), after discussing Maslow's hierarchy of needs concluded by observing two important contribution made by Maslow's theory. They are the following:

He identified important need categories, which can help managers create effective positive reinforcers.

1.   It is helpful to think of two general levels of needs, in which lower- level needs must be satisfied before higher level needs become important.

2.   Maslow sensitized managers to the importance of personal growth and self- actualization.

Bateman and his colleague further noted that self- actualization is the best known concept that arose from the theory. They observed that most people are living and working at their jobs with a large untapped potential. According to them the observation implies that managers and human resource personnel should create a work environment that provides training, resources, autonomy, responsibility and challenging assignments. They concluded by indicating that such type of organisational culture will give people the chance to use their skills and their abilities in creative ways and allow them to achieve more of their full potential. Organisations gain by making full use of their human resources; and employees also gain by capitalising on opportunities to meet their higher order needs on the job.

Expectancy Theory

The most widely accepted explanation of motivation is the Expectancy Theory propounded by Victor Vroom. According to Boachie- Mensah (2006) Vroom was the first to propose the Expectancy Theory aimed at work motivation. He further stated that the theory assumes that motivation leads to effort, and which leads to performance. Performance has several possible outcomes, for instance; pay increase, promotion, praise and better job assignments. He also noted that it can also lead to stress and resentment of less successful co-workers. Boachie- Mensah explained that Vroom's expectancy is categorised into three variables namely; valence, instrumentality and expectancy.

The valence is the feeling of specific outcomes, which is the attractiveness of a particular outcome to the individual. According to Vroom, valence is the anticipated satisfaction from an outcome. Instrumentality refers to the probability that a particular performance level will lead to a specific outcome. Finally expectancy is the belief that a particular behaviour will or will not be successful, it is a subjective probability.

In simple terms, expectancy theory says that an employee can be motivated to perform better when there is a belief that, better performance will lead to

The Basic Model Expectancy Theory
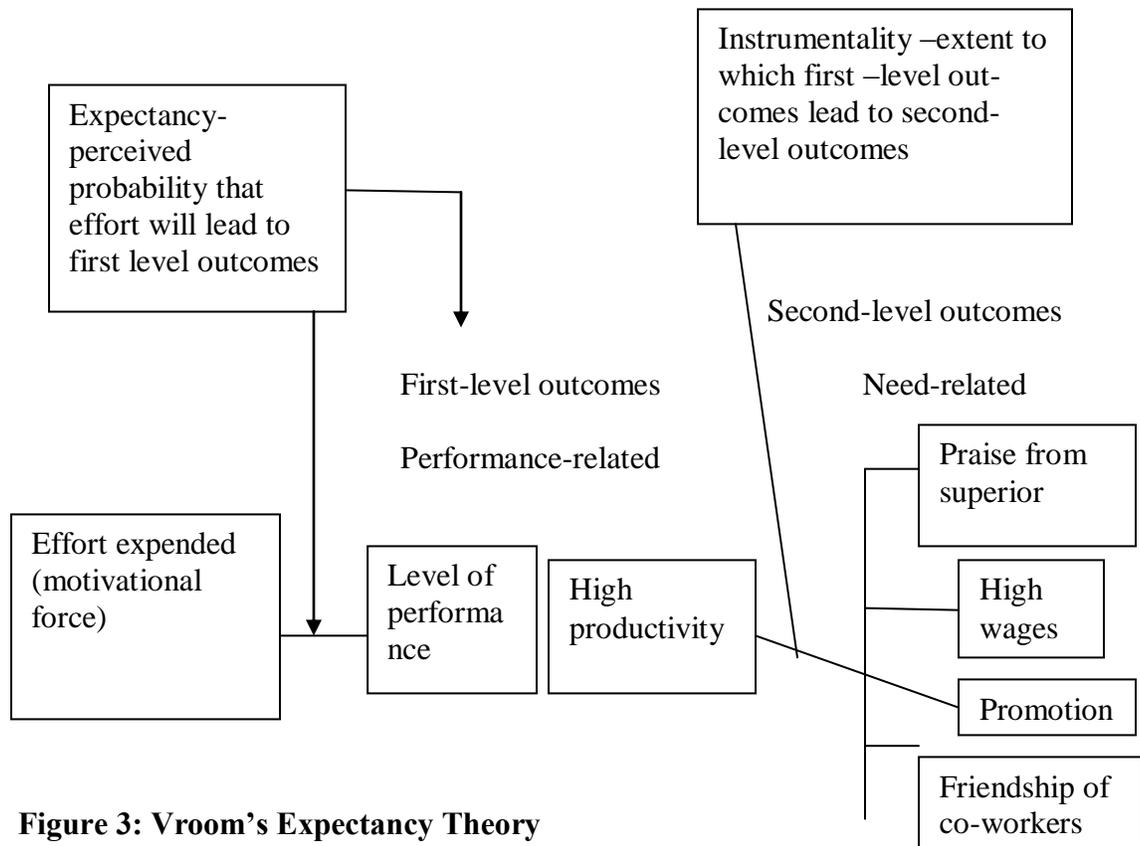
Figure 3: Vroom's Expectancy Theory

Source: L. J. Mullins, Management and Organisational Behaviour, Pitman Publishing, London, p.501.

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good performance appraisal and that this shall result into realization of personal goal in some form of reward. The theory focuses on three types of relationship; efforts and performance relationship, performance and reward relationship, and lastly, rewards and personal goal relationship.

It can be concluded that motivation leads to action and the action results in satisfaction in the form of rewards. Vroom further asserted that rewards might be either positive or negative. The more positive the reward the more likely the employee will be highly motivated. However, the more negative the reward is the less likely the employee will be motivated (Vroom, 1964).

Herzberg's Two Factor Theory

Another useful theory is the two-factor theory of Herzberg (1959). This theory has tried to modify Maslow's need hierarchy theory. His theory is known as two- factor theory or hygiene theory. The theory states that there are certain satisfiers and dissatisfies for employees at work. Herzberg explained that intrinsic factors are related to job satisfaction, while extrinsic factors are associated with dissatisfaction.

Herzberg (1959) devised his theory by asking his respondents what they wanted from their jobs and asked them to describe in details situations which would make them feel exceptionally good or exceptionally bad. From the responses gathered, he came out with two distinct sets of factors and called them 'Hygiene' and 'Motivators'. He concluded that the opposite of satisfaction is not dissatisfaction. He explained that removing dissatisfying characteristics from a job does not necessarily make the job satisfying. He also stated that the presence

of certain factors in the organization is natural and the presence of those same factors does not always lead to motivation. However, their non-presence leads to de-motivation. In the same way, there are certain factors, their absence of which causes no dissatisfaction but their presence has motivational impact.

Herzberg (1959) categorized motivation into motivators and hygiene. The hygiene factors include security, status, relationship with subordinates personal life, salary, work conditions, relationship with supervisors, company policy and administration. On the other hand, the motivation factors also include growth, job advancement, responsibility, challenges, recognition and achievement.

Besides, Boachie-Mensah (2006) is of the view that the hygiene factors create a favourable environment for motivation and prevents job dissatisfaction. However, when any of these factors are lacking, there is bound to be job dissatisfaction. On the other hand, the positive ratings for these factors did not in themselves lead to job satisfaction. What this implies is that employees might leave an organisation because they are not satisfied with its condition of service or the relationship with the superior is poor.

Boachie-Mensah (2006) further opined that motivating factors include sense of achievement, recognition responsibility, nature of the work and promote job satisfaction when they are present at satisfactory levels. According to him, all the factors are related to the job content and the rewards of work performance. It means that the absence of one would unlikely to cause an individual to leave the organisation however; if this factor is increased then the employee would be more motivated at the work. Herzberg (1959) realised that employees differ in relation

to the importance they attach to motivators, that is to say, while others are interested in pay, and job advancement others are also interested in achievement and recognition. According to Bateman and Snell (1999), even though Herzberg's theory has come under criticism by many scholars, Herzberg (1959) has been the pioneer in the area of job design and he is still respected by American managers. They mentioned Herzberg's contributions in the field of management as follows:

1.   His theory highlights the important distinction between extrinsic rewards and intrinsic rewards.

2.   His theory reminds managers not to count solely on extrinsic rewards to motivate workers but to focus on intrinsic rewards as well.

3.   He has set the stage for later theories, such as Hackman and Oldham model, which explain more precisely how managers can enrich people's jobs.

Hygiene factors	Motivators
Company policy	Sense of achievement
Salary	Recognition
Type of supervision	Responsibility
Working condition	Nature of the work
Interpersonal relation	Promotion prospects
Fringe benefits	

Figure 5 : Herzberg's Two-Factor Theory of Motivation

Source: F. O Boachie- Mensah, Woeli, Publishing Services Accra, p.179

Determinants of Job Satisfaction and Dissatisfaction

Gibson (1991), cited in Esia-Donkoh (2004), opined that job satisfaction is the attitude that workers have about their jobs as a result of their perceptions of the jobs. Such attitudes, according to Gibson, are based on factors of the work environment such as supervisor's style, policies, procedures, work group affiliation, working conditions and fringe benefits. Employees and managers are participants in a social system, which is the school organization. Gibson (1991) argued that discrepancies do occur in their administrative interactions and in such situations the employee who is the senior staff or a subordinate may not have any effective means to bring that manager to book. In this wise, the senior staff would experience frustration and consequently, lead to dissatisfaction in his work. This implies that the behaviour of those in super-ordinate and sub-ordinate position can affect job satisfaction.

Rue and Byars (1981) present a wide range of both, internal and external factors that can affect an individual's level of satisfaction. This is presented in a diagram below. The top portion of Figure 5 summarizes the major factors that determine an individual's level of satisfaction or dissatisfaction. The upper portion of the diagram shows the organization behaviours which are generally associated with satisfaction and dissatisfaction. Individual satisfaction leads to organizational commitment while individual dissatisfaction results in behaviours detrimental to the organization, for example, turnover, absenteeism, tardiness, accidents, strikes, grievances and sabotage.

Employees who like their job design, supervision, and other job-related factors will probably be very loyal and devoted. But employees who strongly dislike their job design or any of the other job-related factors will probably be disgruntled and will often exhibit their disgruntlement by being late or absent or by taking other actions that will disrupt the organization. Interpersonal relations also meant relationships involving superiors, subordinates, and peers and supervision is the supervisor's willingness or unwillingness to delegate responsibility and/or willingness to teach subordinates.
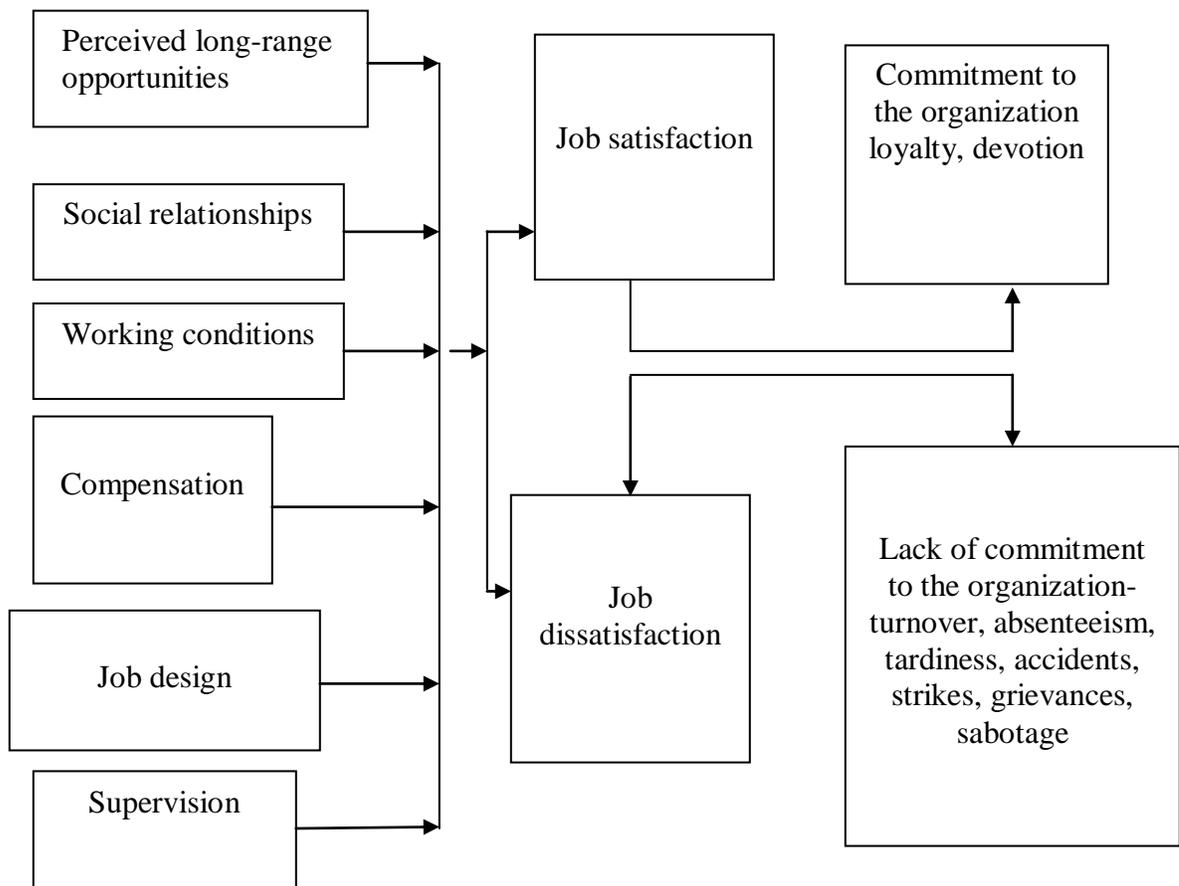
Figure 6: Determinants of Satisfaction and Dissatisfaction Diagram

Source: Rue and Byars, (1981) Supervision Key Link to Production 7th ed p.290

Besides, responsibility meant the satisfaction derived from being given control of personal work or the work of others and/or new job responsibilities. Policy and administration was explained as the events in which some or all aspects of the organization were related to job satisfaction. Working conditions was defined to mean physical working conditions, facilities, and quality of work as related to job satisfaction.

Greenberg and Baron (1993) carried out a similar survey and indicated that 80% to 90% of people were relatively satisfied with their jobs. They indicated that even though the general level of job satisfaction was quite high, their positive attitude did not represent all people and all aspect of the job. This implies that human beings are not the same, so individual differences should also be taken into consideration with respect to people's attitude towards their work.

Thus, in the University of Cape Coast, some senior staff may be satisfied with some portion of the conditions of service while others may not be satisfied with them. For example, in a study by Bame (1991), teachers attached more importance to interpersonal relationship between supervisors and teachers, and they considered it as one of the determinants of job satisfaction. Bame contended that teachers in Ghana had a mixed feelings and attitude about the supervisory roles played by the Ghana Education Service (GES) officials even though their activities were recognized. Bame (1991) moreover, indicated that teachers were disturbed about supervisors and inspectors who always found fault with their work and made unfair criticism. As a result, the teachers suggested that inspections should be aimed at correcting deficiencies in the work and that

practical ideas, innovations and useful suggestions that may promote their performance should be offered to them.

In the view of Organ and Bateman (1991), good citizens in an organization are committed, and satisfied workers who perform above and beyond their duties by doing extra work that can help the organization. Such employees are said to make positive comments about the organization to the general public and avoid complaints, arguments and waste.

Job Satisfaction among Public Sector workers in Ghana

Any individual's commitment to his or her organization or institution depends on the satisfaction he or she derives from that enterprise. On the other hand, if an individual is dissatisfied with the job, his or her attitude towards that job is lukewarm and indifferent to all the activities in that organization and this can adversely affect the output. In the case of teachers, Attafuah (2004) reported that Ghanaian teachers since the introduction of formal education cannot be said to have been wholly satisfied with their job. This is because around 1844, it was observed that funds for education were limited. McWilliams and Kwamena-Poh (1975) mentioned that in 1844 the only local source of revenue for the colonial government was customs duties on certain goods which passed through the harbours it controlled. This implies that if the trade was small then the revenue was also going to be small. These reports and views show how limited and unreliable the source of government revenue was at the time and how the economic situation of the teacher could not have been any better.

Besides, Philip Quaque suffered as a teacher in the hands of the colonial masters since on his death; his salary was in arrears of 300 pounds. Moreover, he was paid in goods, not in money. He was probably dissatisfied with his job. In the early part of the twentieth century, the government introduced the payment by results policy. With this policy, the amount of a school's grant, which invariably was the teacher's salary, depended on the number of children who passed the annual examination conducted by the inspector at the time. This policy was so harsh that the teachers lost interest and commitment to their jobs and later it was abolished. Consequently, resignation rate of teachers increased and in 1919, the situation worsened with the resignation of more experienced and senior teachers; the unattractive pay and poor conditions of service. (McWilliams&Kwamena-Po, 1975).

This is supported by Nasurdin (2000) who conducted a research on job satisfaction and organisational commitment and noted that committed employees take pride in organisational membership, believe in the goals and values of the organisation and show higher levels of performance and productivity. He contended that if the workers perceived that the organisation is failing to provide necessary resources capable of satisfying the needs of its members then their commitment is likely to decrease.

Mensah (1995) is also of the view that quality education does not come in a vacuum and does not also involve brilliant ideas but rather it depends on the qualification of teachers and the teachers willingness and preparedness to teach therefore a teacher's job satisfaction should not be taken for granted. Robbins

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(1981) supported the view of Mensah (1995) by indicating that teachers are of great value to a country's educational development and socio- cultural progress. Again, these teachers can remove the fear of poverty, ignorance and superstition prevalent in developing countries since job dissatisfaction can be detrimental to an organisation as well as the teaching service.

McWilliams and Kwamena-Poh (1975) also noted that the shortage of trained teachers grew more and more serious. It was made even worse by a rising flood of resignations especially among the more senior and experienced teachers. However, the dissatisfaction of teachers with their jobs did not see any improvement and this led to attrition rate of teachers in the country.

Antwi (1992) reported that between August 1977 and September 1978, 4000 teachers left the teaching service to seek employment in other countries. Antwi estimated that, about 70 percent of new graduates from the universities undertook their National Service as teachers in secondary schools and of that proportion, over 90 percent opted out of the teaching field after the completion of their year's national service. It was also noted that between 1978 and 1980, over 1000 graduate and non-graduate teachers left the service. The major cause of this exodus was the frustration encountered by these teachers in the economic, academic, political and social spheres. He further explained that in the economic sphere, that is, in the late 1970s the average monthly take-home pay of most secondary school teachers was about ¢240, for university lecturers ¢300 and for professors ¢480. During the same period in Nigeria a secondary school teacher's monthly take-home pay was $300-$350 (¢1,285.70 – 1,500) so majority of these

teachers left in search of greener pastures in Nigeria and elsewhere. As a result, the quality of education in the country was adversely affected. This also affected the manpower produced in the country.

Bame (1991) also conducted a study on job satisfaction among teachers. He found that the most important factors that drove away teachers from the Ghana Education Service were inadequate or poor salary, lack of opportunity for promotion, low prestige, and relationship with supervisors. The teachers also saw lack of opportunity to perform a useful service and inability on the teachers' part to teach as the least important motivating reasons that made teachers leave teaching.

On the contrary, a majority of the teachers stated that the most satisfying aspect of elementary school teaching in Ghana that teaching is a steady and secure occupation for as long as a teacher had satisfactory educational and professional qualifications and was efficient. Moreover, a teacher had a good chance of getting ahead in the service, however slowly.

It is interesting to note that despite the rather poor salaries and conditions of service in the past, there had not been any definitive satisfaction of teachers, which would guarantee seriousness and commitment to their job. In the General News of Monday, 11 December 2006, (ghanawebpage) it was reported that many teachers within Accra and selected regions had processed forms brought into the country in the previous year by a group of foreign recruiters. They were bent on enticing more teachers to those countries and they were assured that they would be paid salaries ranging from $3,000 and $5,000 in addition to other fringe

benefits. This was as a result of the impasse between the members of the National Association of Graduate Teachers (NAGRAT) and the Ministry of Education. The rush for these forms was an indication that some teachers were leaving the country in search of greener pastures, as they did in the early 80s.

Some labour experts also talk of a large presence of Ghanaian teachers in Botswana, which is the fastest growing economy in Africa, with a per capita income of more than $2,000. It was also noted that some teachers at Accra Girls' Secondary School and Achimota Secondary School, who pleaded for anonymity had adopted a 'wait and see' attitude hoping to join the bandwagon the moment the pioneers come with good news. According to them, their working conditions were treated with contempt; since their two months-old strike did not yield any desired results. They expressed their disappointment in the government and retorted that 'you work for over twenty years and you cannot put up a single room or even look after your children up to the university level because of the low salary we receive. Terbory and Miller as cited in Freemans and Stoner (1989) observed that inadequate salary and lack of proper remuneration will affect job satisfaction. They further explained that factors such as fringe benefits and overall salary system can affect workers satisfaction and decision to perform at the work place.

This assertion is supported by the frequent strikes by teachers to compel the government to improve upon their conditions of service. One such strike was the 2007 graduate teachers' strike. This situation is not different from the health sector workers. It was reported from the Regional News of Friday, 20 August

2004 (ghanawebpage) that the Sunyani Regional Hospital had since August 4, 2003 lost 22 nurses. Apart from one who died in May that year, the other 21 were believed to have left the country to seek greener pastures abroad. Besides, the then Director-General of the Ghana Health Service, Professor Agyeman Badu Akorsah reiterated that the Kufour regime had failed to address the underlying issues affecting health care delivery in the country. He asserted that he was unhappy about the beautiful programmes that had been drawn to stem the exodus of medical doctors from the shores of Ghana which had not been implemented. He quoted statistics to show that seven out of every ten doctors trained in Ghana leave the country for greener pastures in other countries.

Dr. Kofi Ahmed, Chief Medical Officer of the Ministry of Health, held a conference in Accra on the 9th of March 2006 and estimated that a study in six African countries including Ghana revealed that about 62% of health workers had decided to migrate abroad. He further said that Ghana has lost 604 out 871 representing 69% of medical doctors who were trained locally between 1993 and 2002. Again, 1,996 out of 7,867, representing 25% of professional nurses and 410 representing 14% of pharmacists, also left within the same period.(ghanawebpage)

Ahmed also pointed out that, in spite of the upward annual enrolment and output from training institutions there was a shortage of health specialists, adding that, at the end of 2002, the ratio of medical officers to the population was 0.09:1000, nurses, 0.4:1000 while that for pharmacists was 0.07:1000. He further also indicated that despite the efforts to produce and increase the human resource during the past years, there is still inadequate number of all categories of health

professionals, mal-distribution of the available staff, inappropriate mix of health workers and poor performance associated with poor motivation. He attributed the migration of these health workers to poor planning, inadequate human resource management and socio-political conditions. He also mentioned little support for strategic planning, limited management expertise, weak health systems coordination, leadership and stewardship, inadequate or lack of accommodation in rural areas, low salaries, long tortuous and 'difficulty-prone' recruitment procedures and concluded that these have remained the challenges of maintaining trained health workers in the country.

In addition, Dr. Eric Friedman of the Physicians for Human Rights, a Non-governmental Organization (NGO), pointed out that Ghana's 30 percent of health professionals practicing abroad was the highest in Sub-Sahara Africa. He stated, however that, Ghana was also one of the most active in the sub-region in addressing its health worker migration and shortage problem. Friedman observed that more could be done to improve the situation with a strong human resource management, good working conditions and motivation to make health workers feel valued. He suggested exploring all options for expanded training for non-physician and non-nurse health workers, who were less mobile internationally.(ghanawebpage)

Baffour Ohene Abankwa of Migration for Development in Africa (MIDA) said the organization had two projects of which its objective was to engage Ghanaians in the Diaspora to contribute in the health sector and to mitigate the brain drain. He said eight Ghanaians had returned home temporarily from abroad

to work in the country under the MIDA programmes while 10 nurses are expected by the end of June that year. He said if the brain drain was not effectively addressed the achievement of the Millennium Development Goals to reduce infant and maternal mortality, curb HIV/AIDS, malaria and other major diseases could not be realized.

Like many other countries in the Sub- Saharan Africa, Ghana's health sector is deteriorating due to lack of motivation and job satisfaction among these health professionals leading to strike actions and migration. These strike actions among these health professionals and teachers have had and continue to have negative impact on patients and pupils. Most patients die and students stay at home for long. It is also an evidence of dissatisfaction among these workers. In view of the above discussions, it is necessary to examine the job satisfaction of senior staff of the University of Cape Coast since this dissatisfaction can also negatively affect the commitment, seriousness and the performance of the staff under study. A teacher's plans or aspirations to leave the teaching service will be positively related to his dissatisfaction with the salary, as well as, opportunities for advancement he gets in teaching and his perceptions of other job alternatives available to him.

Gender Differences in Job Satisfaction

In recent times, there has been a substantial rise in the number of women entering the work force. As a result of this trend, considerable interest has developed in the relationship between gender and job satisfaction. This section is devoted to the study of gender differences in job satisfaction. Many researchers

have examined the relationship between job satisfactions and gender. As cited in Oshagbemi (2000), the result of these many studies concerning the relationship between job satisfaction and gender of the employees have been contradictory. Some studies have found women to be more satisfied than men. Other studies have also found men to be more satisfied than women.

It is important to observe, however, that most of these studies of job satisfaction and gender report no significant differences between the sexes particularly when a number of other variables were statistically controlled. One common explanation for the different level of work satisfaction sometimes reported for men and women is that women have different expectations with regard to work. It was revealed that careers were of central importance to men but not as important to women. Oshagbemi's (2000) research has suggested that men and women may use qualitatively different criteria in their assessment of work.

From this perspective, job satisfaction is seen to be an emotional response resulting from the interaction of work rewards and work values. This means that the greater the perceived congruence between rewards and values, the greater the job satisfaction and the greater the perceived discrepancy, the less the satisfaction. Oshagbemi (2000) reported other differences which suggested that women placed more value on the social factors of a job than did men, and that men valued the opportunity for self-expression in their work more than did women.

Schuler (1975) found that the females valued the opportunities to work with pleasant employees more than males, whereas males regarded the opportunities to influence important decisions and direct the work of others as

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more important. There is much evidence to support the hypothesis that men and women may differ in terms of work related values. Oshagbemi (2000) explains that job satisfaction is seen by some people to be a function of what is expected and what is received. Thus, if one expects little and gets little, one will be satisfied. At the same time, if one expects a lot and gets a lot, one will also be satisfied.

However, if one expects a lot but gets little, one will be dissatisfied. The basic argument is that although women receive less from their jobs than men do, they have lower expectations and hence perceive themselves as being just as satisfied as men. Murray and Atkinson (1981) investigated this argument. They reasoned that if the expectancy notion was correct then women should be more satisfied than men if job level and work rewards are held constant. Their findings supported the hypothesis.

In the same vein, a recent study by the Association of University Teachers (Kinman, 1998, p.17) showed significant gender differences recorded in perceived job satisfaction. Male respondents, on average, reported that they gained less satisfaction from their jobs compared with the females. Results from a study by Weaver (1977) also supported the hypothesis that gender and job satisfaction is unrelated when the effects of other variables are controlled. In addition, findings from Forgionne and Peters (1982), cited in Oshagbemi (2000) similarly suggested that other factors may be involved in the relationship between gender and job satisfaction, such as the number of dependants in a family and the level of management position held in the work place.

Oshagbemi (2000) reported that Witt and Nye (1992) evaluated potential gender differences among 12,979 personnel in 30 different organizational systems in correlations between fairness and job satisfaction scores; and standardized group differences in the perceived amounts of pay and promotion fairness and expressed levels of facet and global job satisfaction. The fairness-satisfaction relationship was not higher for men, and there were no practical differences in fairness perceptions and job satisfaction between men and women.

On the one hand, Mwamwenda (1997) cited in Oshagbemi (2000), indicated that in a stratified random sample in South Africa, while both male and female teachers expressed a considerable degree of job satisfaction, the general trend was that there were more male teachers expressing job satisfaction than was generally the case with female teachers. This finding according to him lends support to studies carried out in Japan and Germany in which it was shown that more men than women enjoyed teaching as a profession.

The inconsistencies in findings concerning the relationship between gender and job satisfaction may, be due to a variety of factors. Not only might males and females in the same organizations differ in job level, promotion prospects, and pay but may differ in the extent to which the same job satisfies their needs. A job high on social satisfaction but low on skill utilization and career prospects may result in higher job satisfaction for females than for males, whereas in occupations allowing little scope for social relationships, the differences in satisfaction might be in the opposite direction.

Given the overall results from these studies, it is apparent that when other variables are taken into account, there is very little evidence to suggest that gender directly influences job satisfaction. There is no compelling reason to believe that given equal education, employment and advancement opportunities, and an equal chance to apply their skills to appropriate challenges, women should be any less satisfied than men with their jobs.   It should be noted that from the 1950s to date, the findings regarding gender differences in job satisfaction have not been consistent.   Moser (1993) believed that gender is very important for one to understand the differences that exist between the male and female employees and the possibilities for making interventions in the managements of employees are weakened by the lack of gender analysis. This makes the wrong assumption that the experiences of male and female are the same. To him, there is the need for policies and interventions in the education set up as well as any other organization to be gender responsive, there is also the need for people to be aware of the different roles, constraints and needs which apply to women and men.

Besides, Gaynor (1997) stated that the biological differences between men and women do not change. She stated that gender relationship is socially-constructed and may change within a period of time and place and can change as a result of changes in economic circumstances. Gaynor contended that analyzing the social construction of gender in the education set up is the main understanding of the situation of female and male employees. She further stated that different and many roles in the society are played by both men and women. It should be noted that men are basically involved in the productive activities which are seen

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as their main roles, although they may have supporting roles such as involvement in activities about community politics.

However, females are mostly engaged in productive, reproductive and community activities and they are expected to play these roles simultaneously. She indicated that gender roles change over time but this fact is not always acknowledged. Consequently, this brings about worry, perceptions, constraints, economic and social biases, discriminations against women which are enshrined in our social, political and educational set up. Due to this, authority and power is seen as the preserve of men and caring and nurturing a reserved for women. Gaynor held the view that there cannot be true equality for men and women if this false differentiation is not done away with.

Owens (1970), cited in Yelkpieri (2004), observed in a study that the staff made up of people with differences in social class, qualifications, that is both academic and professional, and gender differences influenced how people react to their jobs. Owens posited that women do not have strong and positive orientation towards their profession. He was quick to point out that where they have strong and positive orientation, they often get torn between the organization values and their personal values. Locke (1976) observed that women's participation in the work place increased steadily but what they actually want at work places may be where the differences are. According to him, satisfaction with any given job related factors such as pay; supervision or the work itself is experienced as a result of a comparison of a specific job outcome with the associated values for the outcome. It can be concluded that if there are any differences in the job related

values of women and men the same job outcomes may result from different levels of job satisfaction.

Musgrave (1972) examined a survey carried out by St Andrews Dundee College and Scotland in 1969 and 1970. In the study, students were asked to rank twenty motives that were most influential in their choice to teach. The result of the survey revealed that fondness of children was ranked first and was followed by the desire for profession associated with one's favourite studies while the desire to teach was ranked third. Consequently, there were differences between the sexes, graduates, and non-graduates. For example, men and graduates placed fondness for teaching fourth and fifth while women and non- graduates ranked fondness for teaching second. Besides, female graduates put fondness for children second but men graduates put it at eighth. That is why we see more females in the teaching profession than men in most countries. He went on to say that there are differences in teachers' perception in their occupation. He pointed out that men graduates see teaching as having good property but all categories of women students also see teaching as an attractive profession.

Furthermore, Tischle (1993) observed in the United State of America that, women dominated certain occupations, he pointed out that women schoolteachers constituted 74% saleswomen 69%, secretaries 99%, librarians 87% and nurses 99%. He posited that one of the eminent factors which determined labour force participation and for that matter career choice made by women is the ability to combine work and family commitments. A study conducted by Tack and Patitu (1992), cited in Yelkpieri (2004), identified some stressors that affect women and

minority as achievement, recognition, autonomy, growth and development, the quality of students the reputation of the institution and responsibility. They also indicated that factors in the workplace that can prevent job dissatisfaction, include interpersonal relationship, salary, policies, tenure, rank, supervision and working conditions. Furthermore, they pointed out that due to societal norms about families, life-style stressors such as the care for the aged, children, mental and physical health, demands from the family and households, dual-career, and domestic responsibility have dramatic effect on women than men and this affect the satisfaction level and productivity of women in an organization.

Tack and Patitu (1992) contended that certain things make women disgruntled with their faculty positions and these make them less satisfied than their male counterparts. They posited that women form a small percentage of the faulty cohort and make lower salaries than men. The study also revealed that women were found in lower professional ranks, worked in less prestigious institutions and women felt that their supervisors did not recognize their efforts in the workplace. The Social Science Magazine (1995), however, reported the differences in job stress among sexes from a study conducted on English Primary Schoolteachers. It was revealed that men suffered more occupational stress than women in professional tasks, pupils' behaviours and attitude at work places.

Again, Kim (2005) estimated that there is a central paradox that women job satisfaction is not lower than men's, given that women's' jobs are often inferior in terms of pay, autonomy, and promotional opportunity. It was observed that using a data set on work orientation from the 1997 International Social

Survey Program, Sousa-Poza and Souza-Poza (2000) showed that in most countries women were actually less satisfied than men. In the Great Britain and the United States women had much higher job satisfaction levels than men among 21 countries. Thus, it seemed to Sousa-Poza and Sousa-Poza cited by Kim (2005), that the gender job satisfaction is not worldwide but an Anglo-Saxon phenomenon. They noted that a very limited number of studies have focused on job satisfaction in the Asian countries.

Belgic (1995), cited in Kim (2005), did not find clear gender differences in overall job satisfaction in Turkey, but did find a clear and significant gender differences related to pay and satisfaction with the environment. The Turkish women expressed less satisfaction with their pay and working environment than men did. Khalegue and Rahman (1987), cited by Kim (2005), found significant differences between some demographic variables, for example, age, experience, social status and job satisfaction in Bangladesh.

It was observed that older workers and married women were more satisfied with their jobs than other workers were.

Studies have revealed that traditional cultures are of substantial importance in predicting and affecting job satisfaction in Kuwaiti (Metle, 2002). Kuwaiti women employees were dissatisfied with their jobs in the government sector because traditional culture negatively affects Kuwaiti women's level of job satisfaction. Green (2000) researched into the relationship between gender and job satisfaction. He realised that females are more satisfied than males; the second

was that males are more satisfied than females and lastly, no difference existed between males and females with respect to job satisfaction.

However, Thompson and McNamara (1997) argued that research findings reported that neither age nor gender was of value in the prediction of job satisfaction. Meanwhile, Gruenberg (1979) posited that several reasons accounted for the inconsistent result of the investigation concerning the relationship between the gender and job satisfaction. He stated that males and females might occupy different job levels in the same organization. Their promotion prospects might vary, as might pay and the level of need satisfaction in the same job. Women might perceive stronger social satisfaction in a position that requires few skills and offers limited promotion opportunities than men do and thus might experience greater job satisfaction than men.

Smith, Smit and Hoy (1998) also conducted a study on issues of gender-related differences in job satisfaction for employees in a small business. Initially, the research team did not find any differences in job satisfaction between men and women. They continued with the investigation by considering the gender of the small business owner. The result then indicated a significant difference and it was seen that the most satisfied females were employed in female owned and managed companies, with up to 25 employees, and the most satisfied men were employed in males owned and managed companies with 50 or more employees. Eskildsen, Kristensen and Westlund (2003) found in a study that there is no difference between genders with respect to job satisfaction in the Nordic countries as

compared to previous survey conducted. They concluded that the Nordic labour market is rather homogenous with regard to gender.

Furthermore, Bame (1991) observed that when teachers were asked whether they were dissatisfied with teaching and were teaching because they had not found any other alternative work to teaching, 46 percent of the male and 26 percent of the female teachers affirmed that was their position. On the other hand, over half of the male and nearly three-fourths of the female teachers indicated that they were satisfied with teaching. The difference between the attitude of male teachers and female teachers towards teaching was noticeable with the women showing more favourable attitude towards it than the men. Thus, the data collected did not all cast a gloomy shadow over the teaching service.

A majority of the teachers at the time of the study seemed satisfied with their work. Teacher job satisfaction, as discussed above has a direct bearing on senior staff of the University of Cape Coast. It was realised that these teachers leave the service due to the following factors: unattractive pay and poor condition of service; lack of opportunity for promotion; and lack of opportunity to perform a useful service. These issues should be looked at critically since if they are prevalent in the University, senior staff may also leave the service of the University.

CHAPTER THREE

METHODOLOGY

This chapter describes the methods that were used in conducting the study. It describes the research design, the population, the sample and its selection, data gathering instrument(s), data collection procedure and data analysis plan.

Research Design

A non-experimental research design was considered appropriate for the study. This type of design does not involve the manipulation or control of factors that may influence the subjects' behaviours or performance. Specifically, the non-experimental design adopted was the descriptive survey design. Descriptive survey specifies the nature of a given phenomenon. It determines and reports the way things are; it involves collecting data in order to test hypotheses or answer research questions concerning the current status of the subjects of the study (Gay, 1987). In addition, descriptive research is concerned with the relationship that exists between variables, hypotheses testing and the development of generalizations, principles or theories with universal validity (Best & Kahn, 1998). The purpose of this type of research was to observe, describe and document aspects of a situation as it naturally occurs. In survey research, the conditions or event either already exist or have occurred and the researcher

merely selects the relevant variables for an analysis of their relationship. However, there are certain disadvantages noted by Fraenkel and Wallen (2000). These are the danger of prying into the private affairs of respondents and thereby the likelihood of generating unreliable responses which can affect the findings. Descriptive survey is easily influenced by distortions through the introduction of biases in the measuring instruments, for instance, errors due to the use of questionnaires or interviews.

In spite of the above disadvantages, the following advantages of the descriptive survey have led to its use in the present study. It employs the method of randomization so that errors may be estimated when population characteristics are inferred from observation of samples. Besides, responses from respondents are easy to analyze and the survey design presents a reliable basis for the researcher to pay attention to specific questions of interest and importance. It can also be used with confidence with regard to certain questions which are of interest to the researcher.

The population for this study consisted of all senior staff of University of Cape Coast. The target population for the study comprised technical, professional and non-professional senior staff. Altogether, there was a total of 632 senior staff as at 30th September, 2006. The accessible population comprised all confirmed, full-time senior staff at post during the period of the study. The technical or professional comprised 165 staff, made up of 126 males and 36 females, whiles the non- professionals were 467 comprising 311 males and 156 females. Table 1 shows a distribution of the population by category and sex.

Population for the Study

Table 1

Distribution of Population by Category and Gender

| | | Sex | |
Category	Number of staff	Male	Female
Technical/Professional	165	129	36
Non- Technical/ Non-Professional	467	311	156
Total	632	440	192

The Sample

The sample for the study consisted of 317(about 50% of the population) selected members of the senior staff of the University of Cape Coast. The sample was drawn from among the technical and professional as well as the non-professional senior staff of the University. The sample of 317 senior staff was made up of 83 technical or professional staff and 234 non-technical staff as presented in Table 2. 18 members of the technical or professional staff were females, while 65 were males. In the case of the non-technical staff, 78 were females while 156 were males.

Table 2

Distribution of Sample by Category and Gender

Category of Staff	Population			Sub-groups		Total Sample Size
	M.	F.	Total	M.	F.	
Technical/professional	129	36	165	65	18	83
Non-technical/Non-						
Professional	311	156	467	156	78	234
Total	440	192	632	211	96	317

Sampling Procedure

In selecting the sample for the study, probability sampling was used. This is because in a sample survey the sample must be as representative as possible to allow for generalization of findings to the population of study. The stratified sampling procedure was used because the population sampled consisted of sub-groups each of which needed to be represented. The senior staffs of the University were stratified according to two categories, that is, technical or professional and non-professional. Approximately 50% (317) of the total population of senior staff, who numbered 632, was used for the study. This sample size was considered adequate because Ary (1990) argued that where a population is in several hundreds, at least 50% of it would be required to get an adequate sample size. In order to determine how many respondents should be selected from each category of staff, the population of senior staff was stratified

into technical or professional and non-technical or non- professional groups and representatives were randomly picked, using the lottery method.

Fifty percent of the number of staff was selected from each group or category to form the sample. Next, the population was stratified according to gender. Thus the sub-samples were 18 (50% of 36) females against 65 (50% of 129) males in the technical and professional group. Similarly, the sub-sample size for the non- professional staff was determined as 234, comprising 156 males and 78 females.

The stratified random sampling was used because under this procedure each category of staff contain subjects with similar characteristics. Also, stratification was done because there was the need to include all groups of the target population in the sample.

Data Gathering Instrument

The data-gathering instrument used for the collection of data for the study was a questionnaire. The questionnaire was designed using Bame's (1991) questionnaire as a basis. Bame's ideas were used to design the structured items. Also, some items from Bame's were adapted by making changes where necessary to suit the present study.

The questionnaire was made easier to fill by reducing its length so that respondents were not put off by too many questions. In addition, the characteristics that were not suitable for the staff in the University of Cape Coast were changed to suit the situation since Bame had designed his questions for teachers. For example, instead of 'for how long have you been teaching in the

school? in Blame's questionnaire, we now have the number of years in the University, for how long have you been teaching as a certificate teacher? in Bame's questionnaire we now have how long have you been in your present job?, instead of have you ever thought of leaving elementary school teaching for some other occupation?, we now have 'have you never thought of leaving the University?, instead of do you plan to make elementary school teaching your long term career? in Bame's question we now have would like to work in the University for life?, instead of how satisfied are you with the opportunities for promotion you have in your teaching work?, in Bame's questionnaire, we now have the satisfaction level with promotion prospects available, instead of how satisfied are you with your present salary? in Bame's questionnaire, we now have the satisfaction level with present pay, instead of how satisfied are you with the prestige and respect which is given to elementary teachers in Ghana? in Bame's , we now have you are proud working in the University.

The questionnaire was made up of a mixture of closed-ended items and an open-ended item. There was an open-ended item and 30 close-ended items, in all. Respondents had to tick the appropriate column and select from suggested alternative answers.

Respondents were also required to provide important information through the open-ended questions. The questionnaire had three sections: Section A, Section B, and Section C. Section A consists of personal and demographic information such as age, sex, academic qualification, professional status, and job experience. Section B used a four-point Likert-type scale that elicited

respondents' opinions on the level of job satisfaction, the extent of motivation derived from the job, views on the job they do, and whether given the chance they will choose to continue working in the University as well as what should be done to improve job satisfaction. Section C dealt with suggestions from respondents to enhance satisfaction.

Section A required respondents to provide their biographic data, while Section B sought respondents views on job satisfaction and motivation and Section C dealt with suggestions from respondents that can contribute to job satisfaction among senior staff of the University.

Pilot Testing of Instrument

The instrument was pilot-tested because the original questionnaire was modified. Besides, the researcher wanted to ensure the reliability of the instrument. The pilot testing was done at the University of Education, Winneba to determine its validity and reliability. Borg and Gall (1989) suggest that there is the need to subject a new research instrument to field-testing with a similar population from the subjects of the study taken. The pre-testing of instrument was done in University of Education, Winneba. The reliability of the instrument was determined with the help of computer software called Statistical Product and Service Solution (SPSS) version 10.0. The reliability Cronbach co-efficient alpha obtained was 0.77. To ensure face validity, experienced researchers from the Institute for Educational Planning and Administration of the University of Cape Coast were consulted to read through the items to find out whether the items in the questionnaire would measure the intended content.

Data Collection Procedure

The questionnaire was sent personally to the respondents in their various departments and units. This was done after a letter was collected from the Director of the Institute for Educational Planning and Administration (IEPA) of the University of Cape Coast. Copies of the letter were sent to all the departmental heads of the staff chosen for the study. The respondents were briefed on how to answer the questionnaire and they were assured of confidentiality. Out of the 317 questionnaire administered, 298 (64%) were retrieved and all were used in the analysis.

Data Analysis

The responses collected were summarized according to each variable and presented in the form of tables. The computer software, the Statistical Product and Service Solutions (SPSS) was used for the analysis. Appropriate tables were generated for detailed explanation of the issues that emerged. Differences among females and males on job satisfaction were compared. Issues relating to job satisfaction were computed using weighted means and standard deviations. The results of the data analysis are presented in the next chapter.

Research Question 1 was aimed at finding the level of job satisfaction among senior staff of the University of Cape Coast with respect to pay, promotion prospects, fringe benefits, working facilities and equipment for effective administration. Research Question 2 sought to find the extent to which the senior staff workers were satisfied with the incentive as specified in the condition of service. Research Question 3 was set to find the proportion of senior staff who

would desire to continue to work in the University even if they get other chances elsewhere while the Research Question 4 sought the extent to which senior staff should be involved in the decision making process in the University of Cape Coast. Descriptive Statistics was computed to measure the level of job satisfaction among senior staff of the University of Cape Coast. The same Statistics was used to measure the extent to which the senior staff workers were satisfied with the incentive as specified in the condition of service. It was also used to measure research questions 3 and 4. And frequencies, percentages were employed for the variables in the questionnaire. Mean and standard deviations on some of the major issues were computed against some of the independent variables.

Lastly, the Research Question 5 sought the extent of job satisfaction associated with age, gender and professional status of senior staff of the University of Cape Coast. Pearson product moment correlation coefficient was computed to measure the relationship between the level of job satisfaction and age of respondents. In the case of the relationship between level of job satisfaction and gender, and the relationship between job satisfaction and professional status of the respondents, point biserial correlation coefficients were computed. All computations were done using the SPSS software.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents the findings of the study and discusses them. The background information about the respondents is presented in tabular form and described briefly. This covers Tables 3–7. They describe the age, sex and category, highest level of education, by rank and level of education (professional and non- professional), and length of service of respondents. Tables 3-7 provide insight into the calibre of staff who are employed in the University. The quality of staff determines the quality of performance and commitment on the job, leading to job satisfaction. The information about the respondents is followed by presentation and discussion of the answers to the Research Questions.

Background Information about Respondents

Two hundred and ninety- eight respondents participated in the study. Table 3 gives a distribution of the respondents by age, sex and category.

Out of 298 respondents, 191, representing, the total number of professionals (136) and non- professionals (55) representing (64.1%) were males, while 107 a total number of professionals (73) and non- professionals (34) representing (35.9%) were females. The figures are an indication that in the University of Cape Coast, the senior staff category is male- dominated. In Table

3, out of the total number of 298, 226 are respondents who fall within the ages of 25-49. They comprise male professionals numbering 103 representing (45.6%), male non-professionals numbering 43 (19.0%) and females professionals numbering 50 (22.1%) while females non- professionals number 30 (13.3%). Seventy-two were respondents between the ages of 50 and 59. The break down is as follows: the male professionals were 33 (45%), the non- professionals were 12 (16.7%) and the female professionals were 23 (31.9%) while the non-professionals were 4 (5.6%)

Table 3

Distribution of Respondents by Age, Sex and Category

Age	Males				Females				Total	%
	Prof.		Non. Prof.		Prof.		Non. Prof.			
	No	%	No	%	No	%	No	%		
25 – 29	25	18.4	10	18.2	14	19.2	14	41.2	63	21.1
30 – 34	27	19.9	11	20.0	10	13.7	7	20.6	55	18.5
35- 39	23	16.9	10	18.2	3	4.1	4	11.8	40	13.4
40 – 44	10	7.4	3	5.5	15	20.5	3	8.8	31	10.4
45 – 49	18	13.2	9	16.4	8	11.0	2	5.9	37	12.4
50 – 54	13	9.6	2	3.6	16	21.9	3	8.8	34	11.4
55 – 59	20	14.7	10	18.2	7	9.6	1	2.9	38	12.8
Total	136	100	55	100	73	100	34	100	298	100.0

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The data show that those who were nearing retirement were less than the middle-age group who are the future leaders of the University. This is an indication that more energetic young men and women are in active service in the University. This implies that if these young future leaders are retained, and adequately remunerated, provided the opportunity for advancement and there is good interpersonal relationship with stern supervision, then the University has a bright future. The situation can also affect the level of job satisfaction positively, because younger workers' expectations tend to be higher than older workers and if these expectations meet the organisational goals. They tend to stay on the job. The opposite will however, lead to labour turnover. This is in line with Herzberg and Mausner and Snyderman (1959) view as cited in Green (2000) who stated that satisfaction becomes high, then decrease and eventually after hitting a low point, increases again in a positive linear fashion with regard to age. Thus, as workers grow older they tend to be more satisfied with their job. This is because they have lower expectation than younger workers and they tend to be better adjusted to work situations.

Quinn, Staines and McCullough (1974) also claimed that older workers are more satisfied with their work because they occupy desirable positions throughout their careers. Table 3 also revealed that the male professionals numbered 136(71%), while the non- professionals were 55(28.7%). The female professionals were 73(68%), while the non- professionals numbered 34(28.7%). This implies that the University had more professionals in the senior staff

category than non- professionals. Respondents were required to state their highest academic qualification. The responses are presented in Table 4.

Table 4

Distribution of Respondents by Category and Level of Education

	Male				Female			
	Prof		Non Prof		Prof		Non Prof	
	No..	%	No.	%	No..	%	No.	%
Elementary			0	.0			2	2.2
Secondary	12	5.7	8	9.0	1	.5	2	2.2
Comm. /Voc	22	10.5	11	12.4	4	1.9	0	.0
Polytechnic	52	24.9	6	6.7	13	6.2	4	4.5
University	40	19.1	30	33.7	17	8.1	23	25.8
Others	10	4.8	0	.0	38	18.2	3	3.4
Total	136	65.1	55	61.8	73	34.9	35	38.2

Table 4 shows that there is no male non- professional who had elementary education, while only 2 female non- professionals attended elementary school. However, both male and female professionals had no elementary education. With the secondary education, it was observed that 8(9.0%) of male non- professionals and 2(2.2%) of the female non- professionals whiles 12(5.7%) of male professionals and 1(0.5%) female professional had it. Besides, 11(12.4%) male non- professionals and no female non- professional had commercial or vocational educational background, 22(10.5%) male professionals and 4(1.9%) female

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professionals also had commercial education. In addition to the above, 6(6.7%) male non- professionals and 4(4.5%) female non- professionals had polytechnic education, while 52(24.9%) male professionals and 13(6.2%) female professional also had polytechnic education.

Finally, as regards University education, 40(19.1%) male professionals were university graduates, 17(8.1%) female professionals were also university graduates, but 30(33.7%) male non- professionals had no university education while 23(25.8%) female non- professionals were graduates.

From Table 4, it was observed that as the level of education progresses, the number of both female professionals and non- professionals retrogresses. The same cannot however, be said of the male counterparts.

This observation is in support of Onokala (1998) who stated that only a small percentage of women have acquired the level of education that is necessary for the attainment of purely academic and administrative academic positions in the universities. She further stressed that it was rather ironic that the university which is expected to play a proactive role in achieving the goals of equality of opportunity in the society, is itself, facing an acute problem of gender inequality in respect of overall representation of women in academic and administrative positions in the system.

The above assertion is true; a look at Table 4 (secondary and university education) shows that only two of the female professionals had attained secondary education and interestingly, only one female non-professional had secondary education. Again, 70 males, that is, both professionals and non- professionals, as

against 40 females, also professionals and non- professionals, are graduates. The situation presented calls for correction in the gender imbalance in the secondary school system, as well as, the tertiary institutions and that equal opportunities must be given to both sexes. Besides, Anamuah-Mensah (1995) noted that male and female enrolment should be on a 50-50 basis in the universities.

Respondents were required to state their highest professional status and rank. The responses are presented in Table 5.

Table 5

Distribution of Respondents by Highest Level of Education

	CAA		PAA		SAA		AA	
	No..	%	No.	%	No..	%	No.	%
Elementary	0	0	2	2.2	0	.0	0	.0
Secondary	0	0	2	2.2	4	4.5	4	4.5
Comm. /Voc	1	1.1	4	4.5	2	2.2	4	4.5
Polytechnic	0	0	0	0	3	3.4	7	7.9
University	2	2.2	14	15.7	31	34.8	6	6.7
Others	0	.0	3	3.4	0	.0	0	.0
Total	3	3.4	25	28.1	40	44.9	21	23.6

CAA - Chief Administrative Assistant

PAA - Principal Administrative Assistant

SAA - Senior Administrative Assistant

AA - Administrative Assistant

Category- Non - Professionals or Technical

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In the non- professionals category, 3(3.4%) representing the total number of CAA had no elementary education, secondary, polytechnic or tertiary educational background. Only 1(1.1%) and 2(2.2%) had commercial and university education respectively. This implies that this category of respondents rose through the ranks by long service to the University.

In the case of PAA, 2(2.2%) had elementary education, 2(2.2%) had secondary education, 4(4.5%) had commercial or vocational education, no polytechnic education, however, 14(15.7%) had university education.

Besides, no body in the rank of SAA had elementary education 0(.0%) but 4(4.5%) had secondary education, 2(2.2%) had commercial education had, 3(3.4%) polytechnic education, 31(34.8%) had university education. The table also revealed that nobody had elementary education in the AA category, meanwhile, 4(4.5%) had secondary education, 4(4.5%) commercial, 7(7.9%) polytechnic and 6(6.7%) had university education. It can be deduced that in the university system, the non- professionals make up the minority; it also implies that the university is packed with professionals, which is a sign of responsibility and dedication of the good will of the institution.

Table 6

Distribution of Respondents by Rank and Level Education

	CAA		PAA		SAA		AA	
	No..	%	No.	%	No.	%	No.	%
Elementary								
Secondary	0	0	2	1.0	3	1.4	8	3.8
Comm. /Voc	0	.0	4	1.9	8	3.8	14	6.7
Polytechnic	0	0	5	2.4	20	9.6	40	19.1
University	1	.5	9	4.3	42	20.1	5	2.4
Others	4	1.9	0	0	34	16.3	10	4.8
Total	5	2.4	20	9.6	107	51.2	77	36.8

CAA - Chief Administrative Assistant

PAA - Principal Administrative Assistant

SAA - Senior Administrative Assistant

AA - Administrative Assistant

Category- Professionals or Technical

Table 6 revealed that in the professional category, no respondent had elementary education. Only 2(1.0%) of PAA and 3(1.4%) of SAA and 8(3.8%) of PAA had secondary education. With the polytechnic education, there is no CAA but 5(2.4% of PAA 20(9.6%) of SAA and 40(19.1%) had polytechnic education. Only 1(.5%) of CAA had university education (4.3%) of PAA are graduates, 42(20.1%) of SAA and only 5(2.4%) of AA are university graduates.

Table 6 indicates that majority of respondents who had the highest level of education falls into the professional or technical category. Again, most of the senior administrative assistants, both professionals and non-professionals, had the highest level of education. They are university graduates: 31(34.8%) non-professionals and 42(20.1%) professionals. The next level of graduates is the polytechnic graduates. From the table, it was observed that only10 (11.2%) of AA are polytechnics graduates while with the professional 65 (31.1%) are PAA SAA and AA but the A.A rank alone are 40(19.1%). What it implies is that when one is a graduate from a polytechnic, the University places you at the rank of AA.

It can also be said that the university employs more professionals than non- professional. One can conclude that, though both general and specific duties staff are equally important, the senior staff category in the University of Cape coast has more professional staff than non- professional staff.

Length of Service of the Respondents

The study was interested in the length of time that respondents had spent in the service of the University. Table 7 summarizes the work experience of the respondents. Out of the 284 respondents, 193(68%) had served the University for less than 20 years, while 91(32%) had served the university for 20 years and above.

Table 7

Length of Service of Respondents

Length of Service (Years)	Males Prof.		Non. Prof.		Females Prof.		Non. Prof.		Total
	No	%	No	%	No	%	No	%	%
0-4	42	32.3	18	36.0	34	47.9	16	48.5	38.7
5-9	22	16.9	10	20.0	8	11.3	6	18.0	16.2
10-14	15	11.5	3	6.0	5	7.0	2	6.1	8.8
15-19	10	7.7	-	-	-	-	2	6.1	4.2
20-24	11	8.5	6	12.0	5	7.0	2	6.1	8.5
25-29	15	11.5	4	8.0	7	9.9	3	9.1	10.2
30-34	15	11.5	9	18.0	12	16.9	2	6.1	13.4
Total	130	100.0	50	100.0	71	100.0	33	100.0	100.0

This suggests that just about one- third of senior staff stay on the job for a long period. This situation is not good and can create labour turnover. Greenberg (2000) noted that there is the need for greater employee influence, autonomy and responsibility through such strategies as job enrichment, job rotation, and participation so as to promote the satisfaction of the employee. Table 7 shows that majority of the senior staff of the University of Cape Coast has served for less than five years, which implies that they might be inexperienced on the job. Respondents who had served between 15 and 19 years are 12(4.1%) with

10(7.7%) male professionals and 2(6.1) female non- professionals, while both male non- professionals and female professionals recorded zero frequencies. The mean length of service was 2.6years with a standard deviation of 1.9years. Also the median length of service is located in the range of 5 – 9years.

Level of Job Satisfaction Among Senior Staff of University of Cape Coast

Research Question 1: What is the level of job satisfaction among senior staff in the University of Cape Coast?

The research question was intended to provide some insight into how staffs of the university who were involved in the study perceived the level of satisfaction they derived from their jobs. Table 8 summarizes the level of satisfaction as perceived by the staff. The figures below are the interpretation of the responds to the answers provided.

1.0 -2.0   =   Very dissatisfied

2.1 – 2.49   =   Dissatisfied

2.50 – 2.99   =   Quite satisfied

 3.0 – 3.59   =   Satisfied

3.6 – 4.0   =   Very satisfied

Table 8

Mean Rating by Respondents on their Level of Satisfaction

Area of satisfaction	Male												Female											
	Prof.			Non Prof.									Prof.			Non Prof.									
	No.	Mean	Std. Dev.		No.	Mean	Std. Dev						No.	Mean	Std. Dev.		No.	Mean	Std. Dev						
Working facilities available for effective administration	136	2.34	0.86		54	2.40	0.78						73	2.43	0.79		33	2.18	0.72						
Level of job security	136	2.96	0.68		52	2.75	076						71	2.73	0.65		29	2.86	0.35						
Tool required are adequate	134	2.29	0.79		54	2.05	0.76						69	2.13	0.74		31	2.00	0.51						
Necessary facilities are available when needed	132	2.16	0.81		54	2.12	0.84						73	3.23	0.65		30	2.00	0.52						
Recognition of efforts by the head	134	3.07	0.66		52	3.03	0.73						73	3.12	0.49		31	3.09	0.74						
Style of supervision employed by the head	136	2.99	0.67		54	3.11	0.81						73	3.16	0.55		28	3.14	0.65						
Heads interpersonal relationship with subordinates	136	3.23	0. 17		54	3.31	0.69						73	3.32	0.57		29	3.20	0.67						
Relationship with co-worker	136	3.37	0.48		54	3.35	0.55						73	3.32	0.62		29	3.20	0.41						
Mean of Means		2.76																							

Table 8 shows that with regard to working facilities for effective administration, respondents were dissatisfied, with 136(M=2.34, SD=0.86) male professionals being dissatisfied. In the same vein 54 male non- professionals, 54(M=2.40, SD=0.78) and 73 of the female professionals were also dissatisfied (M=2.43, SD=0.79). So were 33 female non- professionals (M=2.43, SD=0.79). The respondents also expressed dissatisfaction, with the availability of tools to work with. Here, all the categories of staff expressed dissatisfaction with female non- professionals being the most dissatisfied (M=2.00, SD= 0.51). In addition to the above, the male professionals, male non- professionals and female professionals expressed dissatisfaction with the tools needed to execute their jobs. However, the female non- professionals were satisfied 73(M=3.23, SD= 0.65). Overall, the senior staff as a group were dissatisfied (M=2.76).

The senior staff also contended that these tools were often not supplied on time for them to work with. This is in line with the findings of Gibson and his colleagues, who asserted that the attitude of workers is influenced by certain factors peculiar to work environment. The findings also support Locke's (1976) position that safe and attractive physical surroundings, equipment and resources facilitate work accomplishment.

With regard to job security, 136 respondents expressed satisfaction with mean rating of 2.96 and standard deviation of 0 .68 for male professionals. Also, 54 male non- professionals expressed the same sentiment (M=2.75, SD=0.76). Furthermore, 71 female professionals 71 were quite satisfied (M=2.73, SD=0.65) and so were 29 female non- professionals (M=2.86, SD=0.35). The findings support Maslow's (1954) view that satisfaction exists when the job and its

environment meet the individual's need. This is because, he noted that safety needs include security, freedom from pain or threat of physical attack, protection from danger, the need for predictability and orderliness. He further stated that these needs become effective motivators when the satisfactions of psychological needs are met.

Table 8 also shows that with regard to recognition of efforts by the head, respondents were satisfied, the female professionals who numbered 73 being the most satisfied (M=3.12, SD=0.49). This suggests that supervisors recognize the efforts put in by subordinates. The finding lends support to Herzberg's motivator-hygiene theory which states that the motivators relate to job content which includes achievement, recognition, work itself, responsibility and advancement. Locke's findings also revealed that supervisors who recognize and reward good performance and show basic respect for employees and employees' welfare bring satisfaction to the employees. Furthermore, with regard to the style of supervision employed by the head, 136 male professionals were quite satisfied (M=2.99, SD=0.66) and higher levels of satisfaction were expressed by the rest of the category of staff: male non-professional, female professionals and the female non-professionals expressed satisfaction (M=3.11, SD=0.81, M=3.16, SD=0.55, M=3.14, SD=0.65) respectfully. In addition, respondents expressed satisfaction with the heads' interpersonal relationship with subordinates with mean of means (M = 3.26, SD = 0.52). The finding is in line with the view of Blum and Naylor (1968) who opined that job satisfaction is the general attitude of workers, constituted by their approach towards control, social relation in the work place. Also, Rue and Byars (1981) contended that job satisfaction can be affected by

workers' attitude towards supervision. Thus, it is important for heads of the various units in the university to recognize this aspect so as to make employees satisfied

Besides, with regard to relationship with co-workers, all the categories of the respondents expressed satisfaction with mean of means (M = 3.31, SD = 0.51.). This finding is in line with Gibson et al (2000) who stated five crucial characteristics of job satisfaction as being pay, job promotion opportunities, supervision and co-workers. Colleagues play very important role in the lives of their fellow co-workers by being supportive and friendly. Overall the senior staffs were quite satisfied with the job in the University with regard to the variables mentioned in Table 8 (M = 2.7, SD = 0.48).

Research Question 2: To what extent are workers satisfied with the incentives as specified in their conditions of service?

The Research Question 2 was intended to provide some insight regarding how satisfied the staff of the University of Cape Coast who were involved in the study were with the incentives specified in the conditions of service. Table 9 summarizes the satisfaction of the staff on the items used in the questionnaire.

Table 9 shows that, with regard to satisfaction with present pay, the 134 male professionals were dissatisfied (M = 2.28 SD 0.71). The 54 male non-professionals were also dissatisfied (M=2.18, SD=0.80. Besides, the 73 female professionals were dissatisfied (M=2.26, SD=0.64), while the female non-professionals were also dissatisfied (M=2.00, SD=0.70).These respondents expressed their dissatisfaction with their present pay. They contended that their

level of present pay is too low and that something should be done about it. The findings go along with the position of Gibson et al (2000) that pay is one of the five crucial characteristics that can influence the individual is attitude towards the job. It is also in line with the findings of Blum and Naylor (1986) who contended that job satisfaction is the general attitude of workers constituted by their approach towards wages (Locke, 1985).

With regard to opportunities for further studies, all the categories of staff were quite satisfied with opportunities for further studies with (M=2.75, SD=0.81, M=2.57, SD=0.63, M=2.74, SD=0.76) respectively except the female non-professionals who expressed dissatisfaction with the opportunities for further studies in the University of Cape Coast (M=2.48, SD=0.81). This supports the finding by Gibson et al (2000) that, of the five crucial characteristics that influence job satisfaction, the third is the availability of opportunities for upgrading oneself.

Table 9

Mean scores of Respondents on the Extent to which they are Satisfied with the Incentives as Specified in the

Condition of Service

Statements	Male						Female					
	Prof.			Non Prof.			Prof.			Non Prof.		
	No.	Mean	Std. Dev.	No.	Mean	Std. Dev	No.	Mean	Std. Dev.	No.	Mean	Std. Dev
Satisfaction level with pay	134	2.28	0.71	54	2.18	0.80	73	2.26	0.64	33	2.00	0.70
Opportunities for further studies	136	2.75	0.81	52	2.57	0.63	71	2.74	0.76	31	2.48	0.81
Promotion prospects available	134	2.69	0.72	53	2.26	0.88	71	2.85	0.59	33	2.51	0.87
Satisfaction level with accommodation	134	1.94	0.92	54	1.75	0.82	71	1.90	0.79	32	1.81	0.89
Satisfaction level with fringe benefits	134	2.02	0.87	54	1.88	0.60	71	2.08	0.89	33	1.72	0.62
My safety at work place	136	2.51	0.84	54	2.83	0.50	73	2.56	0.72	33	2.87	0.48
Satisfaction with condition of service	136	2.54	0.74	54	2.48	0.69	73	2.32	0.57	33	2.27	0.45

Respondents in the following categories: male professionals (M=2.69, SD=0.72) female professionals (M=2.85, SD=0.59) and female non- professionals (M=2.51, SD=0.87) were quite satisfied with regard to promotion prospects available. However, male non-professionals expressed dissatisfaction with (M=2.26, SD=0.88). This supports the view of Locke (1976) who explained that in the realm of promotions, employees want fairness and clarity and as to how the promotion system works and its availability if they want promotion. Quarstein et al (1992) reported a similar view by stating that situational characteristics are pay and promotional opportunities. They argued that individual tend to evaluate situational characteristics before accepting a job.

With regard to satisfaction level with accommodation all the categories of respondents were very dissatisfied (M=1.85, SD=0.85). Maslow's (1943) hierarchy of needs supports the above assertion. His theory states that the first level need includes shelter and this, would have to be satisfied before the next higher level would motivate employees. It implies that employees would be motivated if the basic needs of life are satisfied, however, respondents expressed very dissatisfaction with the basic needs so these needs ought to be provided for the senior staff to be satisfied. With regard to satisfaction level with fringe benefits, male professionals expressed dissatisfaction (M=2.02, SD=0.87). However, the non-professionals were very dissatisfied (M=1.88, SD=0.60) while the female professionals were dissatisfied. Female non-professionals were also

very dissatisfied (M = 1.72, SD = 0.62). This is in line with the views of Rue and Byes (1989) who described job satisfaction as the individual's general attitude towards the job. In their view, job satisfaction can be affected by factors such as fringe benefits working condition and others. Gibson et al (2000) also asserted that job satisfaction is an individuals' attitude towards their jobs. This attitude is influenced by certain factors peculiar to the work environment. One of these factors is fringe benefits.

Locke (1976) also supported the view that with respect to pay people want fairness in relation to what is comparable to what others are getting, enough money to meet expenses, competitive fringe benefits and security. In line with the above, Article 23 section 3 of the United Nations Universal Declaration on Human Right states that it is the right remuneration that will enable families to live as individuals worthy of human dignity. Job satisfaction has been described as the enjoyment one derives from the workplace and also finding fulfilment in what one does. The working environment does not only impinge on one's intellect but also the emotions and teaching of the individual.

With regard to safety at the work place, respondents, comprising all the categories of staff were quite satisfied with mean of means (M= 2.69, SD = 0.63). This is in line with Locke's (1976) finding that as regards working conditions most people prefer convenient location and hours, safe and attractive physical surroundings. Similar views had been expressed by such scholars as Gibson et al.

(2000). Overall, the senior staff of the University of Cape Coast were dissatisfied with the incentives as specified in the condition of service with regard to the variables used in the study (M =2.31, SD=0.30`).

The proportion of senior staff who will desire to work in the University

   Research Question 3: To what extent would senior staff agree to continue to work in the university, even if they get other chances elsewhere?

   The Research Question was formulated to find out the proportion of the senior staff of the institution who would continue to work in the university even if they got other chances elsewhere. Table 10 summarizes the responses of the respondents. Data displayed in Table 10 reveal that 135 respondents comprising male professionals quite agreed to work in the University for life even if they got other chances elsewhere. (M=2.99, SD=0.82). The 54 male non- professionals also quite agreed (M=2.75, SD=0.90) while their female professionals of 73 quite agreed to work in the University for life (M=2.76, SD = 0.89),and the female non-professionals disagree to work in the University for life (M=2.41,SD=0.80) In response to the second statement, all the categories of staff except female non-professionals who quite agree (M=2.77,SD=0.92), the rest disagree that when given the chance they will leave the University (M=2.30,SD=0.86). But overall, respondents disagreed that they would continue to work at the University of Cape Coast even if they got chances elsewhere. (M=2.42, SD=0.88). Notwithstanding this disagreement, the findings with regard to those who had never thought of

leaving the university, 136 respondents of male professionals quite agreed (M=2.50, SD=0.93), as well as the female professionals also quite agree (M=2.59, SD=0.99). However, the male and female non-professionals disagreed to the statement that they had never thought of leaving the University with (M=2.44, SD=0.98, M=2.25, and SD=1.06) respectively. In response to the statement of contemplating leaving, respondents comprising all the categories of staff disagreed with means of mean rating of 2.2 and standard deviation of 0.83.

The statement that conditions of service should be modified is another opinion sought from respondents, and all the categories of staff agreed (M=3.11, SD=0.80). The senior staff of the University of Cape Coast agreed that something must be done about their condition of service to enhance their performance and output. This lends support to the findings of Nnadi (1997) as cited in Attafuah (2000) that workers hold two perceptions about their job. These are; what the workers are and what they should be. He further explained that the workers may be dissatisfied when they find that the job is below their perception. He also believes that job satisfaction comprises different sets of complex variables and these include: economic rewards, working conditions, social rewards and company policy and administration.

In response to the views on the statement that they were proud to be working in the university, all the categories agreed with mean rating of 3.15 and standard deviation of 0.74. Respondents expressed excitement about working in the university. This may be due to the prestige attached to it by society or the community.

Overall, the senior staff quite agreed to continue to work in the university even if they got other chances elsewhere (M = 2.67, SD = 0.42). The most notable feature of this finding appears to be that there is prestige in working in the university. As a result, respondents were not ready to leave even when there are other chances elsewhere. Another possible reason can be assigned to the recognition accorded staff in the community. This is in line with Okumbe's (1998) finding that individuals want to feel that they are worthy and they wish that others also recognize the fact that they are worthy. This form of recognition probably had the power to retain these senior staff.

Table 10

Mean Score of Respondents who will Continue to Work in the University Even if they got other Chances Elsewhere

Statements	Male						Female					
	Prof.			Non Prof.			Prof.			Non Prof.		
	No.	Mean	Std. Dev.	No.	Mean	Std. Dev	No.	Mean	Std. Dev.	No.	Mean	Std. Dev
You would like to work for life in the University	135	2.99	0.82	54	2.75	0.90	73	2.76	0.89	31	2.41	0.80
When given the chance you will leave the University	136	2.26	0.90	54	2.46	0.84	73	2.20	0.86	31	2.77	0.92
You have never thought of leaving the university	136	2.50	0.93	54	2.44	0.98	71	2.59	0.99	31	2.25	1.06
You are contemplating leaving the university	136	2.19	0.86	54	2.09	0.75	73	2.10	0.75	28	2.42	0.99
You are proud working in the university	136	3.27	0.64	54	2.98	0.83	73	2.36	0.61	30	3.00	0.90
Condition of service should be modified	131	3.25	0.77	54	3.15	0.84	71	2.94	0.82	27	3.11	0.80

Research Question 4: To what extent should the senior staff be involved in the decision - making process in the university?

The research question was intended to provide some insight into the extent to which senior staff should be involved in the decision making process in the University of Cape Coast. Table 11 summarizes the extent of involvement of senior staff in the decision making process as perceived by them.

Table 11 shows that the respondents agreed that there should be adequate information flow in all the units. This an be seen by the categories of staff of the University: male professionals agreed (M=3.25, SD=58) and the male non-professionals also agreed with (M=3.48, SD=0.57) while the female professionals agreed (M=3.21, SD=0.74) and female non-professionals also agreed (M=3.24, SD=0.56) A look at Table 8 reveals that the number of senior staff on the decision making bodies should be increased. All the categories of respondents agreed to this statement with the mean score of 3.31 and standard deviation of 0.62. In response to the views on the statement that if senior staff are encouraged to take part in the decision-making it will promote and facilitate smooth management, three categories of the respondents agreed, they are both male professionals non-professionals and female professionals (M=3.50,SD=0.53,M=3.34, SD=0.57,M=3.49,SD=0.55) respectively. However, the female non-professionals agreed with the statement (M=3.66, SD=0.59).

Table 11

Mean Scores of Respondents on the Extent to which Senior Staff should be Involved in Decision Making

Statements	Male						Female					
	Prof.			Non Prof.			Prof.			Non Prof.		
	No.	Mean	Std. Dev.	No.	Mean	Std. Dev	No.	Mean	Std. Dev.	No.	Mean	Std. Dev
Information flow should be adequate	134	3.25	0.58	54	3.48	0.57	73	3.21	0.74	33	3.24	0.56
Number of senior staff be increased on decision making bodies	136	3.33	0.50	54	3.22	0.76	73	3.42	0.64	33	3.30	0.58
Staff should be involved in decision making to promote and facilitate smooth management	136	3.50	0.53	54	3.34	0.57	73	3.49	0.55	33	3.66	0.59
Senior staff on departmental meeting is inadequate	136	2.67	0.94	54	2.79	0.83	73	2.83	0.60	33	2.87	0.69
Senior staff on union decision is adequate	136	2.67	0.80	54	2.46	0.94	71	2.77	0.70	33	2.45	0.61
Opportunity to express your self at union meetings is inadequate	136	2.47	0.78	54	2.66	0.91	73	2.57	0.62	33	2.27	0.83
Staff on decision-making brings commitment to their jobs in the university	136	3.51	0.53	54	3.50	0.63	73	3.38	0.71	33	3.60	0.60
Staff on decision making promotes responsibility and satisfaction in their jobs	136	3.36	0.65	54	3.37	0.68	73	3.46	0.66	33	3.60	0.60

They seemed to believe that when senior staffs are encouraged to participate in decision making it would bring about smooth management. This is in line with the findings of Greenberg (1975), who stipulated in one of his theories of participation that there is the need to understand human beings and their individual capabilities so that through appropriate rewards systems they can be motivated towards maximum output. Hence, participation, in this vein is a means of increasing industrial productivity, avoiding labour unrests and ensuring stability of the social and economic order.

In response to the statement on whether senior staff on decision-making brings about commitment to their jobs, male professionals agreed with a mean score of 3.51 and standard deviation of 0.53. The male non-professionals also agreed (M=3.50, SD=0.63). So did the female professionals (M=3.38, SD=0.71) while the female non-professionals very much agreed that staff on decision-making brings commitment to the jobs in the University. This is in line with Greenberg (1975), who argued that active participation affords the workers education and self-development, which prepare them to perform the task originally performed by management.

A look at Table 12 reveals that out of the four categories of respondents, three of them agreed to the statement that staff on decision making bodies promote responsibility and satisfaction in their jobs, while one of them very much agreed. The breakdown is as follows: the male professionals agreed (M=3.36, SD=0.65); the male non-professionals also agreed (M=3.37, SD=0.68), and the female professionals agreed (M=3.46, SD=00.66). Also, the female non-

professionals agreed (M=3.60, SD=0.60). This is in support of Greenberg (1975) who recommended greater employee influence, autonomy, through strategies as job enrichment, job rotation, participation, promotions and responsibility which bring satisfaction.

Respondents quite agreed to the statement that representation of senior staff of the University of Cape Coast on departmental meetings is inadequate. These comprise all the categories of staff (M=2.79, SD=0.76). This implies that the number of senior staff is inadequately represented on departmental meetings in the various departments.

Besides, the table reveals that male professionals and female professionals quite agreed to the statement that senior staff on union decision-making is adequate (M=2.67, SD=0.80, M=2.77, SD=0.70), while the male non-professionals and female non- professionals disagreed with the statement (M=2.46, SD=0.94, M=2.45, 0.61) respectively.

Senior staff expressed disagreement in response to the statement that opportunity to express themselves at union meetings is inadequate (M=2.49, SD=0.78). Both male professionals and females non- professionals disagreed (M=2.47, SD=0.78, M=2.27, SD=0.83) but male non- professionals and female professionals quite agreed (M-=2.66, SD=0.91, M=2.57, SD=0.62).

However, overall, respondents expressed the need for senior staff of the University of Cape Coast to be part of the decision making process. They also agreed that the number on decision-making bodies should be increased.

Research Question 5: To what extent is job satisfaction associated with age, gender, and professional status of senior staff of University of Cape Coast.

Table 12

The Relationship between Age, Gender, Professional Status and the Level of Satisfaction

		Age	Sex	Category	Level of Satisfaction
Age	Pearson Correlation	1	-033	.113	.045
	Sig.(2tailed)		.567	.051	.454
	N	298	298	298	275
Sex	Pearson Correlation	-.033	1	-.031	-.019
	Sig.(2-tailed	.567	.	.591	.753
	N	298	298	298	275
Category	Pearson Correlation	.113	-.031	1	-.007
	Sig.(2tailed)	.051	.591	.	.910
	N	298	298	298	275
Level of Satisfaction	Pearson Correlation	.045	-.019	-.007	1
	Sig.(2tailed)	.454	.753	.910	.
	N	275	275	275	275

There was an insignificant weak negative relationship between respondents' sex and their level of job satisfaction(r=.033, p (2-tailed) >.05).

Other Findings for Enhancing Job Satisfaction

Table 13

Respondents' Suggestions to Enhance Job Satisfaction

Suggestion	Frequency	%	Rank
There should be cordial interpersonal relationship between superiors and subordinates	51	29	1
Accommodation should be provided	34	19	2
Conditions of service should be reviewed and modified	32	18	3
Attractive incentive packages and fringe benefits should be provided for senior staff	23	13	4
Salaries must be increased	23	13	4
Senior staff should be motivated to increase productivity	14	8	6
Total	177	100	

In the open- ended section of the questionnaire (Appendix A: Section C), respondents were required to suggest other ways that might enhance job satisfaction among senior staff of the University of Cape Coast. Table 13 shows suggestions given by the respondents.

The first suggestion in Table 13 shows that 34, representing 19% respondents, suggested that accommodation should be provided for senior staff of

the University but they, however, did not indicate how it should be done. They did not indicate what form this 'motivation' should take.

The next suggestion of Table 13 indicates that 23, representing 13% of the respondents, suggested that attractive incentive packages and fringe benefits should be given to senior staff of the University of Cape Coast. The above suggestion is in support of Rue & Byars (1981) who indicated that job satisfaction can be affected by pay and fringe benefits. Steers & Porters (1991) also indicated that the organisation that gives the greatest rewards tend to attract and retain most people. Locke (1976) also supports the above assertion.

Table 13 also revealed that 23, representing 13% of the respondents stated that salaries should be increased. Besides, a number of respondents with the frequency of 32, representing 18%, suggested that the condition of service of senior staff of the University of Cape Coast should be reviewed and modified.

Furthermore, in Table 13, 51 respondents, representing 29% of the respondents, suggested that there should be cordial relationship between superiors and subordinates. This shows how senior staff values their relationship with their bosses. They believe that if the working environment is sound, work would go on smoothly. The above suggestion is supported by Gibson, Ivancevich and Donnelly (2000) who asserted that there are five crucial characteristics of job satisfaction. The fourth is concerned with supervisors who show respect, are considerate and are honest in their dealings with their subordinates, this facilitates work accomplishment.

Respondents also suggested that they should be motivated. Fourteen senior staff, representing 8%, advocated for senior staff of the University of Cape Coast to be motivated. They believed that motivation is crucial in the execution of their duties in the organisation. Meanwhile they never indicated what form this motivation should be take.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents a summary of the process of the research on job satisfaction among senior staff of the University of Cape Coast. A summary of the findings is also provided. Conclusions are drawn from the findings of the study, the recommendations and suggestions are given.

Summary of Research Process

The objective of the study was to find out the level of job satisfaction among senior staff of the University of Cape Coast. The study was undertaken to discover whether senior staff were satisfied with the work they do. Responses that portray the level of job satisfaction and suggestions that might enhance job satisfaction among senior staff were generated through the research. Information was gathered from senior staff concerning their level of job satisfaction in the university. Some of the issues explored included the level of satisfaction with present pay, opportunity for further studies, and the level of satisfaction with accommodation, whether staffs are proud working in the university, the interpersonal relationship with superiors and co-workers, and whether senior staff get all the facilities to work with and on time.

The population from which the sample was taken comprised all senior staff of the University of Cape Coast. The sample size was 317. A pilot- testing of the instrument was conducted in University College of Education, Winneba because they had similar characteristics to that of the University of Cape Coast. The pilot - testing was done to assess the reliability and validity of the research instrument and to have it reviewed if necessary.   The data gathering instrument used for the study was the questionnaire (Appendix A). The questionnaire consisted of three sections. The first section comprised the biographic data of respondents. The second section was made up of open-ended questions and the final section invited suggestions from the respondents on ways of enhancing and improving job satisfaction among senior staff of the university of cape coast. The researcher personally administered the questionnaire.   The collected data were analysed with the help of tables.   Four Likert type scales were used, and frequencies, percentages, mean ratings, standard deviations and mean of means were used to describe the data and determine the levels of job satisfaction that existed among the workers. Then conclusions were drawn.

Summary of Findings

The findings that resulted from the analysis are summarized as follows: Regarding the age profile of senior staff of the University of Cape Coast, 47% were within the ages of 40-59, while 53% fell within 25-39. In addition, out of the 290 respondents, 226 (77%) had served the university for less that 20years, while 64 (23%) had served the university for over 20 years. The mean length of service

was 2.6 years with a standard deviation of 1.9 years. Eighty (27%) of the senior staff of the university had served between 5-9years.

The respondents indicated that they were quite satisfied with the job in the university with regard to the variables stated in Table 5: (M = 2.7, SD = 0.48). Meanwhile, they expressed dissatisfaction with the availability of working facilities for effective administration as well as tools which are inadequate in supply. They also expressed dissatisfaction with the level of the present pay, fringe benefits, and accommodation. The findings also revealed that respondents were dissatisfied with the incentives as specified in the Conditions of Service of the University of Cape Coast.

However, with regard to the recognition of efforts by the heads, the style of supervision employed by the head and the interpersonal relationship between superior and subordinate, respondents expressed satisfaction. The general impression gathered from the study was that, respondents were quite satisfied with opportunities for further studies, their safety at the work-place, and promotion prospects available. The study also revealed that respondents were not ready to leave the university even if they got chances elsewhere. As such, they were satisfied with the recognition accorded them by the community in which they work. The findings revealed that respondents agreed that senior staff on the decision-making bodies should be increased, they also agreed that staff participation in decision-making brings commitment, as well as, promote responsibility and satisfaction in their jobs in the University.

Conclusions

The general overview of the research findings gives a wide picture about the level of job satisfaction among the categories of senior staff of the University of Cape Coast. The background information revealed that senior staff category is male dominated, again, the majority of senior staff fall within the ages of 25-49. They comprise male professionals numbering 103 representing (45.6%), 43 male non- professionals representing (19.0%) and 50 female professionals representing (22.1%) and 30 female non-professionals representing (13.3%). It shows that those who are nearing retirement were less than the middle- aged group.

The analysis revealed that the university is equipped with more professionals in the senior staff category than non- professionals. It was noted that most of the senior staff categories are polytechnic graduates, followed by university graduates. However, Table 4 revealed that only a few of the females are both polytechnic and university graduates.

The findings show that majority of senior staff has served for less than five years. That is 110 (41.0%) had served for less than five years within this period 42 (32.3%) are male professionals and 18 (36%) are male non-professionals, while 34 (47.9%) are females and 16 (48%) are female non-professionals. The mean length of service was 2.6years with standard deviation of 1.9 years and the median length of service is 5-9years.

Overall, contrary to speculations that senior staff might be dissatisfied with their job, the senior staff were quite satisfied with the job in the university. This satisfaction was not dependent on sex, professional or non- professional

status. Paradoxically, however, they were not satisfied with the conditions of service, fringe benefits, salaries, accommodation and their involvement in the decision making in the University.

Recommendations

On the basis of the research findings and conclusions the following recommendations are offered for consideration.

1. The study revealed that respondents were dissatisfied with their present pay. It is therefore recommended that the University of Cape Coast management devise ways of generating income internally which will supplement the government subvention. Besides, staff should be encouraged to patronise produce from the University farm. The farm should be resourced to increase its output. More income-generating enterprises should also be established. This can be done through, for instance, putting up rent-paying of hostels both on and off campus for students. Such economic ventures should not be left in the hands of the individuals alone. The University should also increase the transport business by buying more buses purposely for conveying students to and from campus.

2. The senior staff of the University of Cape Coast suggested that motivation would enhance their work though they did not indicate the type of motivation. It is recommended that staff offices should be furnished. They should also be recognised and given more challenging responsibilities.

3.   It is recommended that senior staff of the University of Cape Coast should be provided with accommodation. Funds can be solicited from charitable organisations and non-governmental organisation to put up houses on rental basis for these staff since some landlords frustrate tenants.

4.   Respondents indicated their dissatisfaction with fringe benefits. It is therefore, recommended that adequate benefits should be given to senior staff to give them job satisfaction. This can be biannual. It can be done by soliciting funds through profit accruing to the universities from the income – generating ventures.

5.   Respondents indicated dissatisfaction with fringe benefits. Hence it is recommended that adequate benefits be given to senior staff to motivate them. This can be obtaining quarterly from internally-generated funds accruing to the university. For example, every faculty, school or institute should be encouraged to generate funds internally, and then at the end of every quarter members of staff are rewarded.

6.   The senior staff of the University expressed their dissatisfaction with the conditions of service. The entire conditions of service should be reviewed and modified. A committee must be set .up to look into the situation and come up with acceptable conditions of service.

7.   Senior staff of the University of Cape Coast expressed the desire that the interpersonal relationship among staff and the heads, supervisors should be cordial. It is recommended that the Training and Development Division organise human relations courses for heads of units and

supervisors in the university, including in - service training programmes to be organised for senior staff of the University

8. The study revealed that the facilities and tools needed to work with are not usually supplied on time to enable staff to perform their duties as expected. They, therefore, expressed dissatisfaction with the delay in the supply of office equipment, tools and facilities. For example, if an office needs a computer, it has to go through a lot of processes before it is finally supplied. The bureaucratic process should be modified and decentralised so as to ease the difficulty of getting these facilities.

9. Due to the unavailability of office equipment and facilities, office work is held up. It is recommended that before the semester begins, the various faculties, units, schools and institutes should declare the items they need. It should be planned before school re-opens. Data on the number of students should be collected, then the anticipated facilities should be planned or there should be a long- term planning so that there is adequate supplies, facilities and equipment to work with.

10. It is recommended that when the various departments submit their budget for the year, it should be acted upon in time. All the necessary logistics should be put in place, for example, where the University is to solicit funds, so that undue delays would be avoided.

Suggestions for further Research

1. The effect of age on the job satisfaction of senior members in the University of Cape Coast.

2. Occupational stress and job satisfaction among senior members of the University of Cape coast.

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UNIVERSITY OF CAPE COAST

FACULTY OF EDUCATION

INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION

QUESTIONNAIRE ON JOB SATISFACTION AMONG SENIOR STAFF OF UNIVERSITY OF CAPE COAST

This questionnaire is designed to find out your opinion about job satisfaction in the University of Cape Coast. The questionnaire comprises six job elements. These are present pay, supervisor's behaviour, co-workers' behaviour, physical conditions and working facilities.

A student in the Faculty of Education, University of Cape Coast, is using this questionnaire for a study. It is meant solely for academic purposes so you are assured of confidentiality.

You are however requested to answer all the questions that follow as openly and as frankly as possible. Thank you very much in advance.

Please tick (√) or write in the spaces provided below.

SECTION A

BIOGRAPHIC DATA

1.   Name of Department/Section/Faculty:…………………………………

2.   Age: a) 25 –29   [   ]   b) 30 – 34   [   ]

                        c) 35 –39   [   ]   d) 40 –44   [   ]

                        e) 45 – 49   [   ]   f) 50 – 54   [   ]

                        g) 55 – 59   [   ]

3.   Sex: a) Male   [   ]   b) Female   [   ]

4.   Highest level of education.

        a) Elementary [   ]   b) Secondary   [   ]

        c) Commercial or Vocational or Technical [   ]   d) Polytechnic [   ]

        e) University   f) others (specify)

5a.   Rank:

        a) Chief Administrative Assistant   [   ]

        b) Principal Administrative Assistant   [   ]

        c) Senior Administrative Assistant   [   ]

        d) Administrative Assistant   [   ]

5b.   Category

        a) Non Professional   [   ]

        b) Professional or Technical   [   ]

6.   Number of years in the University

a) 0-4years   [   ]   b) 5-9years   [   ]   c) 10-14years [   ]

d) 15-19years [   ]   e) 20-24years [   ]   f) 25-29years [   ]

g) 30-34years [   ]

7.   How long have you been in your present job?

a) 0-4years   [   ]   b) 5-9years   [   ]   c) 10-14years [   ]

d) 15-19years [   ]   e) 20-24years [   ]   f) 25-29years [   ]

g) 30-34years [ ]

h). 35-39years [   ] I). 40-44years [   ] j).45-49years [   ] k).

   50-54years [   ]

 l). 55-60years [   ]

SECTION B

SATISFACTION WITH CONDITIONS OF SERVICE

For each of the statements listed below, please tick (√) in the space which best describes your opinion about each statement.

ITEM	RESPONSE			
Area of Satisfaction	Very Satisfied 4	Satisfied 3	Dissatisfied 2	Very Dissatisfied 1
8. The satisfaction level with present pay.				
9. Opportunities for further studies.				
10. Promotion prospects available.				
11. The satisfaction level with accommodation.				
12. The satisfaction level with fringe benefits.				
13. Working facilities or equipment available for effective administration.				
14. My safety at the work place.				
15. The level of job security.				
16. Satisfaction with the whole condition of service.				

Indicate the extent to which you agree with each of the following statements by ticking under the columns headed Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1).

Statements	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1
17. Condition of service should be modified.				
18. You will like to work in the University for life.				
19. When given the opportunity you will leave the University.				
20. You have never thought of leaving the University.				
21. You are contemplating leaving the University.				
22. You are proud working in the University.				
23. You get all the facilities and tools to work with				
24. You get all the facilities on time to work with.				
25. Recognition of my efforts by my head of department.				
27. My head's inter-personal relationship with me.				
28. My relationship with co-workers in the work place.				

Statements	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1
29. There must be adequate information flow in the departments.				
30. The number of senior staff on decision-making bodies should be increased to improve representation of staff members and composition in the University.				
31. Staff involvement promotes responsibility and satisfaction in their jobs.				
32. Staff involvement in decision making should be encouraged to promote and facilitate smooth management of activities in the university.				
33. Senior staff involvement in departmental meeting is inadequate.				
34. The satisfaction level of senior staff in decision-making in the unions is adequate.				
35. Opportunity to express your views at union meetings is in adequate.				
36. Staff involvement in decision-making brings commitment to their job in the University.				

SECTION C

SUGGESTIONS

Please give some suggestions that can contribute to job satisfaction among senior staff of the University of Cape Coast.

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