

UNIVERSITY OF CAPE COAST

FACTORS INFLUENCING TEACHER JOB SATISFACTION IN ARMED
FORCES SCHOOLS IN THE KUMASI METROPOLIS

KWAME ODURO-OWUSU

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BY

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Thesis Submitted to the Institute for Educational Planning and Administration of the Faculty of Education, University of Cape Coast, in Partial Fulfilment of the Requirements for the Award of Master of Philosophy Degree in Educational Administration.

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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.

Candidate's Signature..... Date.....

Name: Oduro-Owusu Kwame

Supervisors' Declaration

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

Principal Supervisor's Signature..... Date.....

Name: Dr J. S. K. Owusu

Co-Supervisor's Signature..... Date.....

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ABSTRACT

Motivation of workers is a very important aspect in the work force of any type. Teachers like all other workers need to be motivated to enable them function effectively and efficiently in their profession. The purpose of the study was to identify the factors which influence teacher job satisfaction in the Armed Forces Schools in Kumasi. In particular, the causes of teacher job satisfaction, effects of teacher job satisfaction, the relationship between gender as well as the relationship between age and teacher job satisfaction were investigated.

The research design used in the study was the descriptive survey, with teachers in Armed Forces School in Kumasi Metropolis as the population and a sample size of 265. The questionnaire used for the study contained 59 items, which were of the Likert-scale type. Results from the study which was analyzed using percentages, frequencies and Pearson's correlation coefficient indicate that teachers were highly satisfied with students' behaviour, students' attitude towards learning and assignments, and human relations of various stakeholders, among others. The study however reveals that teachers were not satisfied with aspects like their present salary levels, quality of school infrastructure and class size.

The study recommended that fee paid for extended teaching should be increased from GH¢2.00 to GH¢5.00 and be paid as salary supplement to teachers. Funds left after paying the teachers could also be used to acquire teaching/learning materials. The study also recommended that in order to reduce the class size, the Ministry of Defense should put up more classrooms.

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DEDICATION

I dedicate this thesis work to my parents, Lt. Col. and Mrs Oduro-Owusu through whose tireless effort I have been able to reach far in my education.

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CHAPTER ONE

INTRODUCTION

Background to the Study

It is generally believed that workers of an organisation put in more effort towards the achievement of organisational goals when they are motivated. Atta, Agyenim-Boateng and Baafi-Frimpong (2000) support this view by stating that “highly motivated staff usually have their morale boosted and will collaborate to ensure that the organisation succeeds” (p.88).

Castetter (1981) argues that an organisation can be successful when it employs people with quality and strength. According to him, people come to the organisation with different personalities, skills, and needs and it is necessary to coordinate them to achieve organisational goals as well as to satisfy their personality needs. Asiedu-Akrofi (1978) quoted that the head of a school at the top can motivate and encourage desirable action by coordinating all the efforts of contributing partners.

It may be in an attempt to get Ghanaian teachers to put in more effort towards the education of the Ghanaian child that the Government and other stakeholders introduced the best teacher award schemes. These award schemes include District Best Teacher Award, Regional Best Teacher Award and National

Best Teacher Award. The awards were very substantial including houses, vehicles, fridges, television sets and others. Some towns, communities and schools have also instituted their own teacher award schemes to motivate the latter to put in his or her best towards the education of the Ghanaian child. All the schemes mentioned have been put in place with the expectation that when teachers are provided with material and economic needs, they will perform well. Amuzu-Kpeglo (2000) explains that economic consideration is one of the factors that motivate people to work but its importance should not be overemphasised at the expense of psychological needs of workers. It can be deduced from the foregoing statements that the provision of vehicles, electronic gadgets and building of houses for teachers is good motivational aspect but the economic issues alone cannot make teachers very well motivated. There is therefore the need to look at other areas that contribute to teacher job satisfaction.

The public has in recent times put the performance of teachers under great scrutiny making certain public statements about teachers' performance and this suggests that teachers might not be putting in their maximum effort. According to a Radio Ghana News item on 3rd March 2003 at 3.30 pm, the District Director of Education for Asikuma /Odoben/Brakwa District is reported to have stated that there is the notion that teachers in public schools are not performing. In a related issue on Ghana Television News on 27th January 2003 at 7.00pm, the District Director of Education for Jasikan is also reported to have commented that the number of candidates who scored aggregate six in Basic Education Certificate

Examination (BECE) in public schools in the district has never exceeded 10 and this indicated poor performance of pupil and therefore of teachers.

Available evidence also indicates that teachers in Ghana may not be satisfied with their career because of insufficient compensation and low recognition given to teachers for all the skills they have acquired for their work. For example, a Report of the President's Committee on the Review of Educational Reforms in Ghana (Republic of Ghana, 2002) indicated that teachers in Ghana have low self-esteem and are very frustrated owing to the poor conditions of service and low esteem accorded them. The Report continues that it has become increasingly difficult as a result to attract and retain teachers at all levels. Teachers again find it easy to work in other organisations because, as the Kwapong Report puts it, their qualifications suit them for a wide variety of appointments not connected with only teaching (Mensah, 1993). It is realised from the preceding statement that teachers who are not satisfied with their job will drift into other organisations.

There is a section of public schools including the Armed Forces schools which seem to be performing relatively well compared with other public schools. The Armed Forces schools were started out of the need to provide quality education for children and wards of the British Military personnel seconded to the Gold Coast Regiment in 1948 at the then Giffard Camp, now Burma Camp. In due course, the schools were extended to other places in the country. The schools now comprise one hundred schools made up of Pre-schools, Basic schools and two Secondary schools in the whole country. A school was established for wards

of instructors and soldiers stationed in Kumasi with the establishment of a Recruit Training Centre in Kumasi. Children and wards of civilians were later admitted into the Armed Forces schools (Aboagye, 1999). The introduction of the 1987 Educational Reforms saw the opening of Junior Secondary Schools (JSS) in Kumasi to replace the then middle schools. The Educational Unit also embraced the Basic Schools concept and there are currently three Pre-schools, eight Basic schools and one Senior Secondary School in the Kumasi Metropolitan Area.

The schools were initially staffed by British soldiers usually called schoolmasters and were later absorbed into the public school system. The Ghana Education Service provides teachers for the Ghana Armed Forces schools and the Directorate of Education of the Armed Forces supports the schools with inputs. The Unit is now managed by, the Armed Forces Educational Directorate with Garrison Centres located in seven military Garrisons of which the Ashanti Region is one. The Garrisons are headed by Military Education Officers who are assisted by Military Education Instructors and some professional trained teachers from the Ghana Education Service (GES). The Garrison Education Officer works in collaboration with the District Director of Education in the District in which their schools are located. Assistant Directors and Principal Superintendents of the GES head the Armed Forces Basic schools in the country. Teachers in the schools are GES personnel and they are made up of Certificate A (4-year) teachers, Certificate A (3- year Post-Sec) teachers, Diplomates and Graduate teachers.

The performance of the pupils and students in the Armed Forces Schools in external examinations has been encouraging over the years. In the Common

Entrance Examinations and Middle School Leaving Certificate Examinations of the former programme as well as the Basic Education Certificate Examination (BECE) and Senior Secondary School Certificate Examination (SSSCE) of the current programme pupils and students have been performing very well. For example, the Secondary School opened with the introduction of the new Educational Reforms is now one of the best schools in the Ashanti Region.

Many parents want their wards to attend Armed Forces Schools because of the good performance of the schools and there are even instances where some parents withdraw their wards from private schools to the Armed Forces schools. Teachers in Armed Forces Schools are believed to be hardworking, committed and also satisfied with their job. The good performance of pupils and students may be linked to these factors. According to Avi-Itzhak (1988), the student who is the client in educational organisation which is in essence a service organisation is totally dependent upon the teacher's professional integrity; therefore making the teacher continue to produce reliably is of utmost importance. It is on this premise that this research wants to find out whether it is the job satisfaction of teachers, which makes pupils and students of the Armed Forces schools perform relatively well.

Statement of the Problem

Many teachers of the Armed Forces schools in Kumasi Metropolitan Area of Ghana have been teaching in the unit for at least five years and some have even been there for about 20 years. There are also some teachers who left the unit for further studies and have returned to teach in the unit. It is believed that teachers in

the unit prefer teaching in the unit to teaching elsewhere. That is, teachers in the unit seem to be satisfied with their job and will like to remain in the unit. This job satisfaction is also believed to be the result of the good performance of pupils and students in the schools since teachers put in their best. There is however, no reliable evidence to show that teachers in the unit are satisfied with their job and whether their job satisfaction has a perceived effect on performance of teachers and pupils.

Purpose of the Study

It is said that schools with poor conditions that will result in high level stress and dissatisfaction will also experience high-level teacher turnover (Bacharach & Bamberger, 1990). The purpose of this study was to identify the level of satisfaction of teachers in Armed Forces schools in Ashanti Region, identify the factors which influence teacher job satisfaction in the unit, and to study the relationship between demographic variables and job satisfaction of teachers in Armed Forces schools in Kumasi Metropolis.

Specifically the objectives were to:

1. find out the level of teachers satisfaction in Armed Forces Schools in Kumasi
2. identify the factors which influence teacher job satisfaction in the unit
3. determine the perceived effects of job satisfaction on teachers' performance, retention and commitment and pupils' performance.
4. study the relationship existing between teacher job satisfaction and:
(a) gender (b) age (c) teaching experience and (d) type of school taught,

among others.

Research Questions

The following research questions have been formulated to guide the study.

1. What is the level of satisfaction of teachers in the Armed Forces Schools in the Kumasi Metropolis?
2. What factors make teachers in the Armed Forces Schools in the Kumasi Metropolis satisfied?
3. What are the perceived effects of job satisfaction in Armed Forces Schools in the Kumasi Metropolis regarding:
 - a) teacher performance
 - b) teacher retention
 - c) pupils' performance and
 - d) teacher commitment.
4. What relationships exist between teacher job satisfaction and the following:
 - a. gender
 - b. age
 - c. type of school taught (Basic, Secondary or Nursery) and
 - d. teaching experience, among others.

Significance of the Study

The study is a contribution to the current literature on factors influencing teacher job satisfaction. The findings of the study may provide useful inputs for all stakeholders in education, such as the Ministry of Education, Ghana Education Service, Educational units, District Assemblies, towns and Parent-Teacher

Associations who wish to urge teachers to work harder. In particular the Armed Forces may find the information provided by the study useful when making decisions regarding the improvement of facilities and welfare of teachers in the Armed Forces Education Unit.

Delimitation of the Study

The study covers teachers in Armed Forces Schools in the Kumasi Metropolitan Area of Ghana. Teacher job satisfaction covers several areas, including family related issues, school environment and facilities, teachers' own characteristics, supervision and human relations. This study covers only issues concerning school environment and facilities, teacher's own characteristics, supervision and human relations.

Limitations

One of the limitations for the study is that closed-ended questions were used in the questionnaire. This means that respondents were restricted and could not have enough room to suggest other alternatives. This was however done because closed-ended questions offered a variety of responses the respondents might not have thought of but could be important to consider. Secondly the researcher has taught in the unit before and although efforts were made to reduce bias, it is possible that his personal judgement may still have influenced some interpretations of the findings. However, there is no reason to believe that such personal judgement was so serious as to have affected the validity of the interpretations made.

Definition of Terms

The following terms as used in this thesis take the following definitions:

School Environment and Facilities comprise student population, location of school, access to electricity, student learning materials, pupil achievement, pupil's attitude and behaviour, school infrastructure and school reputation.

Human Relations cover teacher-student relations, teacher-teacher relations, parent-teacher relations, community-teacher relations and administrator-teacher relations.

Teachers include both those in the classroom and those working in the offices of the Armed Forces Education Unit.

Teachers' own characteristics refer to knowledge of the job, teaching competency, educational attainment, future expectations, need for self actualization, teaching experience, sex, age, and level of school taught.

Directorate of education of Armed Forces is a unit in the Ghana Armed Forces responsible for matters relating to education of soldiers and their wards.

Garrison Education Officer is a military officer normally from the rank of Lieutenant and above in charge of education in a Garrison.

Military Education Instructors are trained teachers enlisted into the military usually from warrant officer class one and below.

Armed Forces Schools are schools set up to provide education for wards of military personnel but now extending services to cover wards of other people.

Demographic variables Demographic variables in this study refer to age, sex, experience in unit, experience in teaching qualifications held and level of school taught.

Type of School refers to Kindergarten, Primary, Junior High School or Senior High School.

Organization of the Study

The Study is organized in five chapters. Chapter one covers the introduction which is made up of background of the study, statement of the problem, purpose of the study, research questions and significance of the study. Other areas captured in chapter one are delimitation of the study, limitation, and definition of terms.

In chapter two, the researcher reviews relevant literature as a frame work for the study. Areas covered in the review are definition of job satisfaction, motivation and job satisfaction, theories of motivation and job satisfaction, causes of job satisfaction and effects of job satisfaction.

The third chapter of the study provides the methodology used for the study. Aspects covered in the chapter include research design, population, sample and sampling technique, research instrument, pilot testing, data collection procedure and data analysis procedure.

Chapter four of the study covers findings and discussion. The data for the discussions are grouped under the headings, particulars of respondents, level of teacher job satisfaction, causes of teacher job satisfaction and effects of teacher job satisfaction. The final chapter of the study is summary, conclusions and

recommendations. In the chapter the researcher gives a summary of the research process and presents the main findings. Also captured in the chapter are conclusions, recommendations and suggestions for further research.

CHAPTER TWO

REVIEW OF RELEVANT LITERATURE

In this chapter the researcher reviews relevant literature to serve as a framework for the study. The literature will be used to support or refute findings made in this research at the analysis stage of this research. The aspects to be reviewed here include:

1. Definition of job satisfaction.
2. Motivation and job satisfaction
3. Causes of job satisfaction and
4. Theories on Motivation and Job satisfaction
5. Effects of teacher job satisfaction

Definition of Job Satisfaction

Job satisfaction is given different definitions by different people. According to Noe, Hollenbeck, Wright and Garhart (1996) job satisfaction is a pleasurable feeling that results from the perception that one's job fulfils or allows the fulfilment of one's own job values. They continue by saying that job satisfaction has to do with what a person consciously or unconsciously desires to obtain. Gunn and Holdaway (1986) agreed with this definition of job satisfaction when they wrote that job satisfaction may be viewed as the pleasurable emotional

state resulting from the perception of one's job as fulfilling or allowing the fulfilment of one's important values, providing these values are compatible with one's needs. Writing on the feature of the conceptualisation of career satisfaction and the role that need fulfilment plays in satisfaction, Dinham and Scott (1998), citing Maslow (1970) and Alderfer (1972) explain job satisfaction as an indicator of the degree of need fulfilment experienced by an individual.

Avi-Itzhak (1988) however gives another view of job satisfaction by explaining job satisfaction in terms of the willingness of a worker to stay within an organisation despite inducement to leave. This definition is also adopted by Vroom (1964) cited in Avi-Itzhak.

Robbins, Water-Marsh, Cacioppe and Millet (1994) explain job satisfaction as the degree to which people like their jobs. They maintain that it is a general attitude towards the job, the difference between the amount of rewards employees receive and the amount they believe they should receive. According to them, a person with a high level of job satisfaction holds positive attitudes towards the job, while a person who is not satisfied with his or her job holds negative attitudes about the job. On his part Spector (1997) sees job satisfaction as one factor that is important for business effectiveness, good company reputation and low turnover. Begley and Czajka (1993) see job satisfaction as an indicator of emotional well being or psychological health.

According to Schermerhorn, Hunt and Osborn (1994) job satisfaction is the degree to which individuals feel positively about their job. It is an emotional response to one's task as well as the physical and social conditions of the work

place. In concept, job satisfaction indicates the degree to which the expectations in someone's psychological contract are fulfilled. Job satisfaction is likely to be higher for persons who perceive an inducement-contributions balance in their relationship with employing organisation. To sum up, job satisfaction is seen as the inner feeling that makes people like their work and remain in the work even though certain measures might be put in place by others to entice them to other areas.

Job Satisfaction and Motivation

The concepts "job satisfaction" and "motivation" are sometimes confused. According to Lawler (1973) career satisfaction and motivation are two concepts, which are often understandably, somewhat confused. Generally motivation is taken to mean a stimulus for behaviour and action in the light of a particular context while satisfaction and indeed dissatisfaction are usually taken to mean the product of behaviour and action in the light of a particular context or environment (cited in Dinham & Scott, 1998). Herzberg (1959) cited in Dinham and Scott (1998) explained that both phenomena are linked through the influence each has on the other. He gives examples by saying that lower order needs otherwise known as hygiene factors and higher order needs also known as motivators also concern satisfaction and dissatisfaction flowing from these and the need to engender long term career satisfaction.

The view on the link between satisfaction and motivation is shared by Avi-Itzhak (1988) when he writes that the study of job satisfaction in educational settings has indeed been linked to motivation based on needs. On their part,

Kreitner and Kinicki (2001) support the view on the link between satisfaction and motivation by saying that there is a significant relationship between motivation and job satisfaction. They continue that satisfaction with supervision is also significantly correlated with motivation and because of this managers should consider how their behaviour affects employee satisfaction.

Sharing the same view, Gunn and Holdaway (1996) explain that major job satisfaction theories were developed from the theories of work motivation and that the work motivation theories were in turn based on theories of motivation. They cite the instrumentality-valence theory of Vroom, the model of work motivation of Porter and Lawler and Herzberg important motivation-hygiene theory to support this view. Locke's job satisfaction theory is also cited as incorporating aspects of theories proposed by Vroom, Lawler and Hertzberg. A definition of motivation as an unsatisfied need that creates a state of tension or equilibrium, causing the individual to move in a goal directed pattern toward need satisfaction and equilibrium can again be cited as another view the links job satisfaction and motivation (Lewis, 1983).

In the view of Michaelowa (2002) job satisfaction is not the same as motivation. She argues that these two terms are related but may not be used as synonyms. While job satisfaction gives an indication of teachers well-being induced by the job, motivation is defined as their willingness, drive or desire to engage in good teaching.

Theories on Motivation and Job Satisfaction

Various theories have been propounded by some writers on motivation and job satisfaction. Some of these theories are Herzberg's important motivation theory, Maslow's need hierarchy theory, Alderfer's ERG theory, McClelland's achievement theory, equity theory and reinforcement theory.

Herzberg's Important Motivation-Hygiene Theory

Herzberg (1959) proposed that employees are primarily motivated by growth and esteem needs such as recognition, responsibility, achievement, advancement and personal growth. These factors are referred to as motivators because employees experience job satisfaction when they are received and are therefore motivated to obtain them. In contrast, factors extrinsic to the work, called hygienes affect the extent that employees feel job dissatisfaction. Hygiene factors include job security, working conditions, company policies, co-workers relations and supervisor relation. When hygienes are improved, job dissatisfaction will reduce but they will almost have no effect on job satisfaction or employee motivation. The motivator-hygiene theory does not view job satisfaction and dissatisfaction as opposites. Job satisfaction is produced by growth fulfilment and other work content outcomes, whereas job dissatisfaction is produced by the work context.

Maslow's Need Hierarchy Theory

Most contemporary theories recognised that motivation begins with individual needs. Needs are deficiencies that energize or trigger behaviours to satisfy those needs.

Maslow (1954) cited in Mcshane and Glinow (2000) identifies five basic categories of human needs and placed them in a hierarchy. At the bottom of this hierarchy according to Maslow, is a psychological need, which includes the need to satisfy biological requirements for food, air and shelter. Next is safety needs, the need for a secure and stable environment and the absence of pain, threat, or illness. Belongingness which includes the need for love, affection and interaction with other people follow. The fourth category is the need for esteem which includes self-esteem, through personal achievement as well as social esteem through recognition and respect from others. At the top of the hierarchy Maslow states, is self-actualisation which represents the need for self-fulfilment or a sense that the person's potentials has been realised.

An employee's behaviour according to this theory is motivated simultaneously by several need levels but Maslow argues that behaviour is primarily motivated by the lowest unsatisfied need at a time. As the person satisfies a lower level need, the next higher need in the hierarchy becomes the primary motivator. This according to Maslow is called the satisfaction-progression process. Even if the person does not satisfy a higher need, he or she will be motivated by it until it is eventually satisfied.

Alderfer's ERG Theory

This theory by Alderfer (1972) groups human needs into three broad categories, existence, relatedness, and growth. Thus, it takes its name from the first letter of each need. Existence needs correspond to Maslow's psychological

and safety needs, relatedness needs refer mainly to Maslow's belongingness needs and growth needs match with Maslow's esteem and self-actualisation needs.

According to Alderfer, existence needs include a person's physiological needs and physically related safety needs such as the need for food, shelter, and safe working conditions. Relatedness needs include a person's need to interact with other people, receive public recognition, and feel secure around people (interpersonal safety). Growth needs consists of a person's self-esteem through personal achievement as well as concept of self-actualisation.

Alderfer's theory states that an employee's behaviour is motivated simultaneously by more than one need level. One might try to satisfy growth needs by serving clients exceptionally well even though ones relatedness needs are not completely satisfied. The theory applies the satisfaction progression process described in Maslow's needs hierarchy model, and as a result one level will dominate a person's motivation more than others. For example, as existence needs are satisfied, relatedness needs become more important.

Unlike Maslow's model the ERG theory by Alderfer (1972) includes frustration regression process so that those who are not able to satisfy a higher need become frustrated and regress back to the next lower need level. If existence and relatedness needs for example have been satisfied but growth need fulfilment has been blocked, the individual will become frustrated and relatedness needs will again emerge as the dominant sources of motivation. Human needs are believed to be clustered around the three categories proposed by Alderfer.

McClelland's Achievement Theory

McClelland (1961) cited in Mcshane and Glinow (2000) mentions three secondary needs as being important sources of motivation. These three sources are need for achievement, need for affiliation, and need for power. According to him, people with high need for achievement want to accomplish reasonably challenging goals through their own efforts. According to McClelland, they prefer working alone rather than in teams because of their strong need to assume personal responsibility for tasks.

McClelland States that high need for achievement people are also likely to be successful in competitive situations and have strong need for unambiguous feedback regarding their success. McClelland explains that people are therefore most satisfied when their jobs offer challenge, feedback and recognition. High need for achievement people, according to him are mainly motivated by expectation of satisfying their need for achievement. He further explains that money is relatively a weak motivator for them, except that it provides feedback and recognition for their success. Employees with low need for achievement put in their work better when money is used as a financial incentive.

Expectancy Theory

According to Mcshane and Glinow (2000) this theory is a process theory of motivation theory based on the belief that people will direct work efforts to behaviours they believe will lead to desired outcomes. That is, people develop expectations about whether they can achieve various job performance levels. They again develop expectations about whether performance and work

behaviours lead to particular outcomes. People finally direct their effort towards outcomes that help them fulfill their need. Lawler (1970) explains that an individual effort level depends on three factors, effort to performance (E-P) expectancy, performance to outcome (P-O) expectancy and outcome to valence (V). Employees' motivation is influenced by all the three components of the expectancy theory model.

The effort to performance (E-P) expectancy Lawler explains refers to the perception of the individual that his or her effort will result in a particular level of performance. Expectancy is seen as a probability which ranges from 0.0-1.0. An employee may believe that he or she can accomplish the task unquestionably (probably of 1.0). In another situation he or she expects that even the highest level of effort will not result in the desired performance level (probability of 0.0). The E-P expectancy most of the time falls somewhere between the two extremes. To increase the belief that employees are capable of performing job successfully Lawler (1970) states the following:

1. select people with the required skills and knowledge
2. provide training and clarify job requirement
3. provide sufficient time and resources
4. assign simpler and fewer tasks until employees can successfully perform task.
5. provide counselling and coaching to employees who lack self confidence.

Lawler (1970) explains that performance to outcome (P-O) expectancy is the perceived probability that specific behaviour or performance level will lead to specific outcomes. The probability is developed from previous learning. According to him, employees in extreme case may believe that when they accomplish a particular task (performance) it will definitely result in a particular outcome, or may believe that the outcome will definitely not result from successful performance. In the view of Lawler, people normally think of outcomes of interest to them at a particular time. At one time a person's motivation to complete a task may be based more on P-O expectancy of promotion or pay increase and at another time it may not. To increase the belief that good performance will result in certain outcomes:

1. measure job performance accurately: to make sure that jobs are done according to required specifications
2. clearly explain the outcomes that will result from successful performance
3. describe how the employee's rewards were based on the past performance
4. provide examples of other employees whose good performance has resulted in higher rewards.

The outcome valence, Lawler explains, refers to the anticipated satisfaction or dissatisfaction that an individual feels toward an outcome. It ranges from negative to positive. The outcome valence is determined by the strength of a person's basic needs that are associated with the outcome. Outcomes have

positive valence when they directly or indirectly satisfy the person's needs and have a negative valence when they inhibit the person's need fulfilment. If a person has strong social need for example, then the outcome that likely fulfills that need will have a strong positive valence for him or her. Lawler (1970) states that outcomes that move one further away from fulfilling his or her social need will have a strong negative valence.

To increase the expected value of outcomes resulting from performance:

1. distribute reward that employees value
2. individualise rewards
3. minimise the presence of contravalent outcomes.

Equity Theory

McShane and Glinow (2000) citing the equity theory explain how people develop perceptions of fairness in the distribution and exchange of resources. The equity theory explains what employees are motivated to do when they feel inequitably treated. There are four main elements of equity theory, outcome/input ratio, comparison other, equity evaluation and consequences of inequity.

Inputs as Mcshane and Glinow (2000) point out, include skills, effort, experience, amount of time worked, and performance, results that an employee is likely to contribute to an organisation, while outcomes are the things employees receive from the organisation in exchange for the inputs such as pay, promotion, recognition or an office with a window. According to Mcshane and Glinow, inputs and outcomes are weighted by their importance to the individual and that the weight varies from one person to the next. Some people feel that seniority is a

valuable input that deserves more organisational outcomes in return. Others consider job performance as the most important contribution in the exchange relationship.

The equity theory, according to Mcshane and Glinow (2000) recognise that people value outcome differently because they have different needs. It accepts that some employees require time off with pay whereas others consider this a relatively insignificant reward for job performance.

The equity theory, according to Mcshane and Glinow (2000) also states that we compare our situation with comparison other. The comparison other may be either another person, group of people or even oneself in the past. It may be somebody in the same organisation. That is, people tend to compare themselves with others who are nearly in similar positions and with similar backgrounds. It is, however, easier to get information about co-workers than from people working elsewhere. The comparison other varies from one person to the next and is not easily identifiable.

Mcshane and Glinow (2000) state that equity evaluation is formed after one identifies his or her outcome/input ratio and comparing with the comparison others' ratio. When one believes that he or she has contributed more time, effort, knowledge, resources and other inputs than the comparison other in a job then he or she feels that there is under-reward inequity. The reverse produces over-reward inequity. The equity theory states that equity occurs when the amount of inputs and outcomes are proportional. It does not necessarily have to be the same

amount. One feels equitably treated when he or she works harder than the comparison other and receives proportionally higher rewards as a result.

According to Mcshane and Glinow (2000) the consequences of inequity are numerous. They explain that under-rewarded workers tend to reduce their effort and performance if these outcomes do not affect their pay cheque. Workers who are over-rewarded sometimes but not very often increase their inputs by working harder and producing more. They explain that people with under-reward equity might ask for more desirable outcome such as pay increase and if this does not work, they are motivated to join labour union and demand these changes at the bargaining table. Others misuse sick leave or may even steal company property or misuse facilities. Some employees may ask for transfer or leave the job all together.

Reinforcement Theory

Kreitner and Kinicki (2001) report that the reinforcement theory proposes that behaviour is controlled by its consequences and not by the result of hypothetical internal state such as instincts, drives or needs. It explains that people repeat behaviours followed by favourable consequences and avoid behaviours resulting in unfavourable consequences. In other words, past experiences teach people to operate in the environment so that they receive desired consequences from that environment. To sum up, it is evident from the review that there is a

close relationship between job satisfaction and motivation even though the two concepts are not seen as synonymous.

Causes of Job Satisfaction

Different people including Michaelowa (2002), Bacarach and Bamberger (1990), Camp (1987) and Rebore (2001) have cited many factors as the causes of job satisfaction. For the purpose of this study the areas to be considered are the school environment and school facilities, teachers own characteristics, human relations and teacher supervision.

According to Lum, Kervin, Clark, Reid and Sirola (1998) job satisfaction has a number of facets such as satisfaction with: work, pay, and supervision, quality of work life, participation, organizational commitment, and organizational climate

Kavanaugh, Duffy and Lilly (2006) opine that while these facets are correlated, each is an independent construct. Satisfaction with one facet does not guarantee satisfaction with all other satisfaction facets. In their view, in spite of this independence, few studies have identified how demographic variables vary in their relationships with the various satisfaction facets. However, this is an important consideration since studies have shown that demographics in terms of age, education, tenure, and experience significantly influence job satisfaction. While it is true that other factors discussed in the literature review can account for more of the variance in job satisfaction, the significance of demographic factors is undeniable.

The causes of job satisfaction are varied as it is seen from the discussions made so far, however, this review will discuss in details school environment and school facilities, teacher's own characteristics, human relations and supervision and job satisfaction.

School Environment and School Facilities

According to Michaelowa (2002) it appears that teachers are generally less satisfied with their profession when they have to teach classes with a high number of students or when they are posted to isolated rural areas far from the next city. At the same time, school equipment plays a significant role, in particular concerning prestigious items such as electricity. She states that these variables also influence the teachers' desire to change schools. Contrary to basic items such as blackboard, chalk and others, the availability of books is seen as one of the most important student learning materials that also play a significant role here. Moreover, the desire to change the school is influenced by the students' initial knowledge level, that is, teachers prefer to stay at the same place when they have well performing students there.

On their part, Bacharach and Bamberger (1990) argue that schools with poor condition or conditions that will result in high levels of stress and dissatisfaction will also experience high level of teacher turnover. Conley, Bacharach and Bauer (1989) support this when they write that senior secondary school teachers will be disillusioned with their career no matter how qualified, talented and skilful these teachers may be if they are not provided work environment in which they can be successful. They again state that if we are to

genuinely improve teacher performance in schools, we should ensure that the work environment enhances teachers' sense of professionalism and in turn decreases their career dissatisfaction. If we can discover the organisational characteristics of schools associated with teacher career dissatisfaction, we may have a basis for changing the work environment of schools to ensure more continuous career satisfaction.

Bedford (1994) indicated that the satisfaction teachers get with their environment is an indication of high morale in the sense that their needs are being satisfied and at the same time, enjoying a sense of accomplishment in their job. In a study Dinham and Scott (1998) identified factors such as pupils achievement, pupils attitude and behaviour in a positive way as well as recognition from others as contributing to teacher job satisfaction. They again found that school infrastructure, school reputation and school location have a significant impact on teacher job satisfaction.

In a study conducted by the US Department of Education (1993) it was revealed that 40 percent of American teachers were strongly dissatisfied with their workload, the resources available to them, the support received from school administrators, and the procedures used to evaluate their work. In another study on teacher job satisfaction, Dinham and Scott (2000) explained using research evidence that teachers were motivated more by intrinsic than by extrinsic motivation. These series of studies found that teachers obtained their greatest satisfaction through a sense of achievement in reaching and affecting students, experiencing recognition, and feeling responsible, as well as a sense of personal

power and motivation. They explained that teachers were found to be motivated by a desire to work with and for people, and to make a difference.

Camp (1987) in a study of the relationship between job satisfaction of agricultural teachers and student behaviour noted that the behaviour of students had a direct effect on the job satisfaction of Agricultural education teachers. He explained that as teachers' perceived level of students' misbehaviour increased, teachers' job satisfaction decreased. Again, he noted that the degree in job satisfaction occurred at a decreasing rate and that even though student misbehaviour had a direct bearing on lower job satisfaction, the effect became less pronounced as behaviour problems increased.

Gunn and Holdaway (1986) in a study on perception of effectiveness, influence and satisfaction of senior high school principals found that greater overall satisfaction tended to be associated with city location, pure senior high schools, larger size and position. They also observed that variables such as school size and city location tended to be associated directly. According to Rebore (2001) teaching for a particular school district might be more desirable than teaching in other districts located in the same geographical area because that district has desirable policies concerning class size, duty-free lunch periods, preparation period, and others.

Bruner, Felder and Hollis (1982) wrote that teachers often felt that large classes prevented them from performing as professionals. Blasé (1986) is of the view that teachers may view students who have learning problems and are unruly as obstacles rather than challenge to their professional goal.

According to Sergiovanni and Starratt (1998) improving the teacher's workplace is one important way to improve schools. They however explained that a great deal of confusion exists about what is really important to teachers and how best to go about such improvement. As a result, and despite good intentions, regressive school policies and practices are often put into place leading to such unanticipated consequences as job dissatisfaction, lack of work motivation and even alienation among teachers.

To sum up, the review points out that school environment and facilities have a meaningful impact on the satisfaction of teachers. That is where the environment and facilities are conducive, teachers tend to be satisfied with their job and the opposite is also true.

Teachers' Own Characteristics

A study carried out by Hackman and Oldham (1980) revealed that knowledge of the job and teaching competence are relevant for teacher satisfaction. The view is again supported by Michaelowa (2002) who wrote that change and job satisfaction are both influenced by teachers' educational attainment. She however explained that satisfaction with both profession and working place is reduced when teachers' attainment is high. Citing an example of teachers holding a high school degree "baccalaureat" she explains that teachers face a mismatch between their professional expectations and work realities. Michaelowa again intimates that on the average, men seem to be less satisfied with their teaching job than women are.

Lawler (1973) argued that teacher satisfaction referred to a teacher's affective relation to his or her teaching role and is a function of the perceived relationship between what one wants from teaching and what one perceives it is offering to a teacher. Morse (1953) views the strength of an individual's "desires or his/her level of aspiration in a particular area" (p. 28) to be an important factor in job satisfaction. Those with the strongest desires or highest aspirations are least happy with their job if the environment does not facilitate satisfaction of their needs. Along these lines, Maeroff (1988) describes teachers' "sense of empowerment" as a major way "to make teachers more professional and to improve their performance" (p. 4). The power Maeroff refers to is "the power to exercise one's craft with confidence and to help shape the way that the job is to be done" (p. 4).

Using research evidence, Dinham and Scott (2000) state clearly that teachers are motivated more by intrinsic than by extrinsic motivation. These series of studies found that teachers obtain their greatest satisfaction through a sense of achievement in reaching and affecting students, experiencing recognition, and feeling responsible, as well as a sense of personal power and motivation. They explained that teachers were found to be motivated by a desire to work with and for people, and to make a difference.

Zembylas and Papanastsiou (2004) found out in their research that some teachers always wanted to become teachers. The teachers further indicated that they were attracted to teaching because of the salary, the hours and holidays of this profession. Others also indicated that they were attracted to teaching because

of its hours and holidays, or because there was pressure from the family to become teachers.

According to Bishay (1996) teachers who have a realistic view of the teaching profession before they begin their training are more likely to be satisfied with their career. In addition, the people who do not have pressure from their family to follow this career, and who always want to become teachers are also more likely to be satisfied with being teachers.

Zembylas and Papanastsiou (2004) state that educators in higher positions (vice-principals or principals) tend to have higher levels of satisfaction than teachers. They explain that this could be because of greater control and involvement in decision-making. Zembylas and Papanastsiou (2004) support the supposition that one's disposition is related to job satisfaction. The study is also consistent with prior work that shows neuroticism, conscientiousness and extraversion to be correlated with self-assessments of job satisfaction. However, the study by Zembylas and Papanastsiou, extend other work in the investigation of the relationships of the facets of job satisfaction with personality traits. For example, this research shows that emotional stability is related to several facets of job satisfaction, namely promotion, contingent rewards and nature of work. Buss (1992) found neuroticism to be related to job satisfaction and to someone's intention to leave an organization. Thus, emotionally stable individuals are less likely to leave the organization and have higher job satisfaction that would be desirable in a hospitality employee.

Heller, Judge, Watson (2002) suggest that one's disposition contributes to job satisfaction, in that, individuals are disposed to be satisfied or not satisfied with their jobs when they are involved in decision-making. They contend that while research has identified that dispositions may play a role in predicting job satisfaction, the specific study of the big five, that is extraversion, conscientiousness, agreeable, neuroticism, and openness, against job satisfaction is very limited. They found that the big five partially contributed to job satisfaction in that when you control the big five, the relationship between job and life satisfaction is reduced.

Several studies including those by Al-Aimi (2001), Okpara (1996) and Rogers (1991) have found positive relationships between education levels and job satisfaction. Bilgic (1998) conducted a study of 249 Turkish workers in different occupations and job positions and found that employees with more education may not have many complaints about work-related issues but they may however be concerned with the quality of their work performance.

Bilgic (1998) indicated that the contribution of experience to good feelings toward one's job is positive. He concluded that people with more work experience have more respect for their jobs and can apply their experience to their job. They are more likely to experience greater job satisfaction. Bilgic (1998) found a positive relationship between education and job satisfaction. Bilgic (1998) concludes that gender was a significant predictor of job satisfaction. The study of Singaporean accountants indicated that gender affects job satisfaction.

Spear, Gould and Lee (2000) in a study on who would be a teacher found out that female teachers have higher overall job satisfaction than their male colleagues. Again, they found that the former were more satisfied with the curriculum and the recognition they receive for their efforts. Male teachers were, however, found to be more satisfied with their influence over school policies and practices than women were.

Gender differences in job satisfaction have also been extensively researched, but no conclusive evidence has been presented with regard to the levels of satisfaction among men and women. Results of a study conducted by Hulin and Smith (1976) concerning satisfaction showed that there is a correlation between gender and job satisfaction. For instance, Hulin and Smith (1976) surveyed 295 male workers and 163 female workers drawn from different manufacturing plants to examine gender differences in job satisfaction. The findings of their research show that there is a relationship between male and female job satisfaction. They also found that female workers were less satisfied than their male counterparts. Okpara (2004) found differences in job satisfaction between male and female.

The main finding of Okpara's study was that job satisfaction could be predicted from personal variables, but not all variables contributed to the same degree of satisfaction. The finding of Okpara (2004) does not reveal clear gender differences in overall job satisfaction. However, gender was an important predictor variable. Contrary to the findings of the earlier studies conducted in the West, the results of the Okpara's study show that there were significant gender

differences related to satisfaction with pay, promotion, and supervision. This finding may be attributed to the higher educational level of women in the technology sector and their raised expectations because of their status. In addition, Okpara indicates that women who are Information Technology (IT) managers may expect to earn more money in exchange for the cost of abandoning their traditional roles. According to Okpara, gender differences prevailed even after the effect of education and experience were controlled. He explains that another reason for the observed gender-pay gap might be attributed to the cultural context of the country, which accords traditional homemaker status to women. Okpara (2004) using the empirical and anecdotal evidence that indicate a positive relationship between age and job satisfaction proposes that age will have a significant positive effect on IT managers' job satisfaction in Nigeria. Okpara argued that age affected the level of job satisfaction.

Findings of Okpara's study further indicated that education was a significant predictor of job satisfaction. The participants with more education seemed to be more concerned with performance and productivity issues and tend to have fewer negative feelings toward their work. Okpara (1996) stresses that research investigating the form and magnitude of the relationship between age and job satisfaction has produced mixed and generally inconclusive results and that potential explanations for such results relate to the largely theoretical nature of research in this area as well as the inconsistent application of proper statistical and methodological controls.

A study carried out by Dinham and Scott (1998) revealed that classroom teachers were least satisfied with their job on student achievement scale. However, the primary staff were found to be more satisfied overall than high school staff were. They also found the direction of relationship between satisfaction and time in teaching service to be a reverse of that between satisfaction and time in current school. This finding is in line with the work of Avi-Ithzak (1998) who identified that age, teaching experience and higher order intrinsic needs go hand in hand in predicting job satisfaction. Avi-Ithzak contends that the satisfied teacher is more likely to be older with long teaching experience. He or she is also more likely to be part of a school with a higher degree of organisational complexity. He continues that needs for self-actualisation and esteems as well as teaching experience possess a stronger discriminating power than the need of autonomy, age and organisational complexity. Camp (1987) found a significant relationship between job satisfaction and years of teaching experience. He explained that job satisfaction increased as teaching experience increased.

Nachbaganer and Riedl (2002) found in a study on the effects of concepts of carrier plateau on performance, work satisfaction and commitment that at an individual level, future expectations are influenced more by realistic assessment of opportunities than by mere past experience. That is learning is more than simple extrapolation of the past. According to them forms of flexibility are connected with negative effect on performance, satisfaction and commitment if the individual employees have the feeling they cannot plan to influence their

career. Conley, Bacharach and Bauer (1989) in supporting this view contend that like other professionals, teachers derive their sense of professionalism in large part from their expertise. One way in which, school administrators recognise teachers is to provide them with opportunities to participate in decision making.

Bruening and Hoover (1991) found that teachers' sense of fulfilment in teaching was the highest factor of job satisfaction. They again found that teachers who perceived themselves to be effective teachers were satisfied with their teaching position.

According to Linz (2003) older workers exhibited a higher level of job satisfaction than younger workers. An extensive literature review by Rhodes (1983) generally supported a positive relationship between age and overall job satisfaction. Rhodes's conclusion was based on an analysis of the results of eight different studies conducted on the relationship between age and job satisfaction.

As found out by Chen and Francesco (2000), Mathieu and Zajac (1990) and Salancik (1977) demographic variables such as years in organisation, age, level of education and the duration of leadership can have significant impact on organisational commitment. The results show that position, tenure and age were significantly related to employee commitment for Korean subjects. In particular, those with higher positions who had been in the same job longer and who were older had a greater level of commitment. Chen and Francesco (2000) sampled 333 employees in the People's Republic of China and concluded that position was positively correlated with employee commitment, while all other demographic variables, including age and tenure were not. It is anticipated that length of

employment in the organisation, age, educational level and duration of leadership are positively associated with commitment in an organisation.

Similar findings were made by Al-Aimi (2001), Etuk (1980) Kuostelios (1991) and Sokoya (2000). Bilgic (1998), however, had a different finding on the same issue. A logical explanation for this might be that the turnover rate among younger managers may be high. The tendency is for younger managers to consider themselves more mobile and to seek greener pastures, perhaps in other countries. The fact that older managers and those with longer tenure in the work place have higher levels of job satisfaction than younger workers and those with shorter tenure may also suggest that the latter groups were more susceptible to the economic turmoil that the country had recently been experiencing. It stands to reason that in times of economic downturn and uncertainty, the first casualties in the workforce will be those recently hired, who tend to be the younger employees. Low levels of job satisfaction among this group may also be explained more in terms of the job context than the personal characteristics. However, more cross-cultural research is also needed to clarify this issue.

In summary, it can be seen from the review that the characteristics of teachers has a significant impact on whether or not teachers will be satisfied with their job.

Human Relations and Teacher Job Satisfaction

Spear, Gould and Lee (2000) contend that factors influencing teacher job satisfaction include developing warm, personal relationship with pupils. Bernett, Iverson, Langone and Edward (2000) reviewing the work of Cano and Miller

(1992) agreed with this issue and noted that the highest factor to job satisfaction is interpersonal relationship with others.

According to an interview conducted by Gunn and Holdaway (1986), most school principals gained greatest job satisfaction from students, that is, from working with students and seeing positive outcomes from them. More than half of the principals gained much satisfaction from seeing high levels of satisfaction among teachers. Some of the principals interviewed saw leadership as working effectively with people, sharing responsibilities, drawing out the best in people and establishing close relationships. Sergiovanni and Starratt (1998) citing the human relations view satisfaction as a means to a smoother and more effective school. It is believed that satisfied workers are happier and thus easier to work with, more cooperative and more likely to be compliant.

Atta, Agyenim-Boateng and Baafi-Frimpong (2000) cite the Hawthorne effect and make several propositions to summarize the human relations approach to administration. Some of the points raised are that administrators work with and through people in order to accomplish the purpose of the organisation and therefore sensitivity to the human factor is an important first step to their work. They also contend that economic incentive is not the only significant motivator. Promotion or praise may, for instance, be sufficient incentive for a worker to perform above himself. According to them “there emerged an increasing emphasis and support among education administrators for participation or cooperative decision making with all members working as a team” (p.38).

Perkin (1991) agrees by writing that teachers are most satisfied with their co-workers. Bame (1991) also states that teachers attach more importance to their relationship with their heads and see good relationship as second priority in determining satisfaction.

According to Shani and Lau (2000), it is the nature of work itself that turns the self-directing generators for accomplishment and emphasis on human relations alone will not result in high productivity or job satisfaction. According to Drago, Wooden and Sloan (1990) work also fills the need for social interaction for most employees and for this reason friendly and supportive employees also lead to increased job satisfaction.

Amoako-Essien (2002) argues that interpersonal relationship is a major factor contributing to teacher job satisfaction in private basic schools in the Accra Metropolitan Area of Ghana. She cites teacher-pupil relationship, teacher-community relationship, teacher-teacher relationship, teacher-head relationships as well as teacher-management relationship as some of the interpersonal relationships in schools.

In explaining the humanitarian perspective to job satisfaction, Spector (1997) sees job satisfaction as identifying how people deserve to be treated fairly and with respect. According to him, the facets of job satisfaction like equitable rewards and supportive working conditions and fellow employees are related to being treated fairly and with respect. Spector again explains the utilitarian perspective to job satisfaction by asserting that job satisfaction can lead to behaviours that can have either positive or negative effect on organisational

functioning. He cites an example as the way teachers relate to students and other colleagues, which could strongly influence their sense of satisfaction within the school.

On their part, Clarke and Keating (1995) relate that the interaction with students is the most satisfying aspect for teachers. Stenlund (1995) agreeing with this assertion states that teachers identify students as the primary and central factor that has an impact on their profession, enthusiasm and discouragement.

Knezevich (1984) outlining Taylor's scientific management principles identifies among others: the time study principle which states that all productive efforts should be measured by accurate time study and a standard time established for all work done in a shop. It was the belief of Taylor that each man in the organization, high or low should be given a clearly defined daily task put before him. According to him, this task must take a full day's effort to complete. He, as a result, advocated for a large daily task so that man's maximum working abilities are occupied for each day of his employment.

On the price rate principle, Taylor states that wages should be proportional to output of work and that their rates should be based on the standard determined by time study. As a consequence, a worker should be given the highest grade of work of which he is capable of. Mussazi (1982) putting this in another way, infers that Taylor stipulates that high pay should be tied to successful completion of the task so that those who fail to complete work successfully would have less pay or their salaries would be reduced.

Peretomode (1991) citing Stoner (1981) stressed that Taylor overlooked the social needs of workers as members of a group and did not consider the stress created when these needs are not catered for. The needs of the worker according to him are not only economic but they include social and psychological needs such as recreation, vacation, relationship and informal arrangement that make life in the organization really meaningful. He therefore mentions that the economic assumptions are too simplistic.

Mussazi (1982) indicates that when a principal shows appreciation of a teacher's performance and tells him 'you are doing a very good job, thank you', this commendation alone makes the teacher feel that his contribution is valued and he is as a result encouraged to give of his best. He stresses that in this way the teacher has been motivated psychologically to continue doing his work effectively and efficiently as possible.

Sarfo (2006) states that workers are moved when they realize that their leaders are not only interested in their contribution to the company but also they are genuinely interested in their present and future needs. He contends that people will not be committed to work for a company that does not make them happy and that they listen to every word of the leader, watch his every action continuously and ask themselves how these will profit them. He stresses that the need for leaders to let all workers know they are important and that their contribution to the totality of the work are valuable and advises that job insecurity should not be created among staff as it breed disloyalty. Another point he makes is the need for workers to participate in decision-making at the workplace.

Leaders need to relate very well with their subordinates in all ways possible if the organization is to get the best out of their workers. Thus, Barnard (1938) in his principle of satisfactory exchange which refers to the principle of “give as far as possible what is less valuable to you but more valuable to the receiver and to receive what is more valuable to you as a leader but less valuable to the give” (p.254). Barnard refers to this as organisational equilibrium or dynamic equilibrium in a co-operative system. This principle means that a leader cannot work effectively with people until he or she can get their view point or what influences govern their behaviour.

Barnard (1938) linked this to co-operative relationship exchange where in the case of the employee centred, the employee exchanges services for money. On the part of the organization, it exchanges money for services. This does not take only putting the employee on the payroll to get his services in exchange and therefore the emphasis on morale comes in.

According to Barnard, maintaining the morale among employees depends upon attitudes, a fair treatment, acceptable working conditions, inducements and incentives by the leader. Again, to maintain the morale of workers for satisfactory exchange depends on what the leader think of employees, that is, if you always think of employees as seeking job and ready to work.

Barnard (1938) again stresses that an organization cannot function unless the individuals in the organization can communicate with one another and are willing to contribute freely their action towards achieving shared goals. He therefore suggests that executives should ensure this by:

1. defining organizational positions and roles
2. getting people to fill the positions and roles
3. helping to develop an informal organizational communication system good enough to spread the word of what needs to be used sparingly. This according to him ensures importance of organization with well informed members.
4. There is also the need to include workers in decision making in organizations as this will help boost the morale of workers and make them feel that their contributions to the organization is significant.

Nutt (1990) explains that group decision is based on the participatory approach where individuals or groups are involved in the decision-making process. The nature of task, teachers' experience and education must be taken into consideration when involving them in decision-making. The involvement of teachers in decision-making according to Nutt, is recommended for a number of reasons, one of the reasons being that, a lot of knowledge and facts can be gathered since groups have a broader perspective and can consider more alternatives. He again intimates that teachers who participate in decision-making are usually satisfied with the decisions they have made and enthusiastically support it. Nutts continues that teachers are able to communicate freely on matters concerning their profession in group decision-making and this is motivating and satisfying. Group decision according to him increases the likelihood that teachers work for rewards and outcomes, which they value.

Participation of teachers in decision making, according to Nutt (1990), is a very useful vehicle for facilitating organizational goals attainment, personal needs satisfaction and motivation. Each person in the school is required inevitably by the demand of time and personal interest to establish some priorities for his own time and energy. Barnard (1938) points out that there are some things in which some individuals are not interested and that when these things fall within the personal zone of indifference he will resist in various forms any attempt to include him in decision-making. Teachers take a great personal interest in certain areas of decisions over a long time. These areas may be described as zone of sensitivity.

Hoy and Miskel (1987) make the following generalization on teacher participation in decision-making:

- 1 The opportunity to share in making policies is an important factor in the morale of teachers and enthusiasm for school organization.
- 2 Teachers preferred a principal or head that involves them in decision making.
- 3 Teachers neither expect nor want to be involved in every decision.
- 4 The role and functions of both teachers and administrators in decision-making need to be varied according to the nature of the problem.
- 5 Both internal and external factors affect the degree of participation in decision-making by teachers.
- 6 Participation in decision-making is positively related to the individual teacher's satisfaction with the profession of teaching.

Lewis (1983) gives the following techniques for group decision-making:

1. In the brainstorming technique, the group which has the headmaster as the leader and other members of staff freely give their suggestions and alternative solution after the head has given them a specific problem to solve. The best solution for the problem is found with proper guidance and objective analysis of various alternatives
2. In the nominal group technique, four phases are involved:
 - i. Members think over the problems as they sit silently.
 - ii. Members present their ideas to be recorded by the leader in a round robin sequence.
 - iii. All the ideas are discussed and all members rank the alternatives in an order.
 - iv. The final decision is determined mathematically.

Lewis (1983) mentions that the last technique is the delphi technique in which anonymity is maintained and members do not meet face to face. When a problem is identified, a panel is formed. Members are then asked through questionnaires to suggest potential solutions. The results are circulated among members. They then give their opinions in turns. The process is repeated until a consensus begins to show on the solution.

In a study conducted by the US Department of Education (1993) more administrative support and leadership, good student behaviour, a positive school atmosphere, and teacher autonomy as the working conditions were found to be associated with higher teacher satisfaction. Favourable workplace conditions

were positively related to teachers' job satisfaction regardless of whether teachers were employed by a public or private school, an elementary or secondary school, and regardless of the teachers' background characteristics or school demographics. The study also found that teachers in any school setting who receive a great deal of parental support were more satisfied than teachers who did not. In addition, a weak relationship was found in the same study between teacher satisfaction and salary and benefits.

In a cross-cultural study of teacher enthusiasm and discouragement that included teachers from the US and six other developed nations, Stenlun (1995) identified that, teachers evidently see students as the primary and central factor that has an impact on both their professional enthusiasm and discouragement. Teachers almost generally treasure student responsiveness and enthusiasm as a vital factor in their own enthusiasm, and conversely list low motivation in students as a discourager. Lumsden (1998) agreed by stating that because of their relative isolation from other adults, teachers have little opportunity to share their successes with colleagues and administrators. This leads to greater reliance on student responsiveness for the teachers' professional satisfaction.

In separate studies van den Berg (2002) and Kelchtermans (1999) identified that over-emphasis on standards, a lack of participation in decision-making, a failure to provide essential instructional resources, a lack of administrative support, and a lack of trust in the professional expertise of teachers seem to increase the degree of teacher dissatisfaction. Dinham and Scott (2000) reported that teachers rated their overall satisfaction as low, and many found

themselves more dissatisfied later in their careers than when they began teaching; however, levels of dissatisfaction were not uniform across all aspects of the work. Further, it was found that the more turbulent, difficult and demanding the third domain, the more it “eroded” teachers' satisfaction with both their conditions of work and what they saw as their core business.

In summary, the review has helped to establish that good human relations contribute to teacher job satisfaction.

Supervision and Job Satisfaction

According to Conley, Bacharach and Bauer (1989) supervision of teachers' work activities seems critical in an examination of teacher dissatisfaction. They explain that supervision takes two aspects, positive and negative. According to them when applying the positive supervision, supervisors show appreciation for teachers' activities and solicit inputs from teachers. On the other hand, supervisors applying negative supervision maintain a critical orientation towards teachers and their work by criticising teachers' work, refusing to help, or being generally unavailable. They continue that these types of supervisory behaviour can be expected to lead to dissatisfaction.

Michaelowa (2002) supports the view that supervisory behaviour can be expected to lead to dissatisfaction when she states that communication among teachers and principals appear to have a strongly positive impact on teacher job satisfaction. Michaelowa continues that the role of inspector appears to be very important and teachers do not seem to appreciate when he comes for proper inspection. That is for control of individual teachers' classroom practices. She

however explains that teachers prefer to go to other schools to avoid this control. Sergiovanni and Starratt (1998) in supporting this view write that when teachers are not deemed capable of accepting responsibility for their own professional development, supervisors provide direct and formal supervision and in-service programmes which result in teachers winding up to be objects of supervision. They continue that teachers as objects tend to lose their sense of commitment and feel resentful, alienated and increasingly dependent upon their supervisors.

Schnake (1987) argues that the climate of the work group is likely to be influenced by the chosen motivation strategies of the supervisor. An emphasis upon extrinsic rewards, intrinsic or some combination of rewards will each produce a different climate. When extrinsic rewards are emphasised, employees often feel controlled. Extrinsic reward tends to 'push' employees to perform and intrinsic rewards 'pull' employees to put forth effort. Both types of rewards are important to most employees.

Shani and Lau (2000) support the view that rewards affect performance by stating that "rewards actually received from performance affect both satisfaction and subsequent performance; intrinsic rewards and extrinsic rewards. Rewards can of course be negative as well as positive" (p.249).

Glickman, Gordon and Ross-Gordon (1998) identified four approaches to supervision; directive, and directive informational, collaborative and non-directive. According to them a research carried out on 210 k-12 teachers revealed that 30% preferred a supervisor to work with them non-directly, 67% preferred a supervisor to work with them collaboratively and only 3% preferred directive or

directive informational supervision. They explain the non-directive approach as when the supervisor primarily listens, reflects and ask teachers questions but does not tell the teacher what to do. In the collaborative approach the supervisor listens to the teacher, presents his own views and they try to agree. The directive approach is where the supervisor virtually dictates to the teacher what he should do. Lastly, in the directive informational is where the supervisor allows the teacher to choose from clearly delineated alternative actions. Here, the supervisor solicits teacher input so as to revise and refine the choices before the teacher is asked to choose the practises that are feasible and realistic.

Bedford (1994) contends that it is the type of leadership behaviour exhibited by a school head that will generate either high or low morale among his staff. That is what defines his organisational ability. In other words, the quality of the leadership provided by the head is considered as an important factor in effective school management. Lewis (1983) intimates that there are eight general techniques of motivating:

1. showing respect,
2. keeping promises
3. being courteous,
4. providing opportunities for career development
5. delegating responsibilities
6. providing incentives such as pay increase
7. encouraging employees and
8. shared decision-making.

Lewis (1983) maintains that each of the techniques has one main goal, to make the day-to-day job more purposeful and interesting to employees. Employees have needs that must be satisfied and the supervisor is the key person in motivating these employees by satisfying their needs.

Enus (1963) identifies several functions of supervision, one of them being the facilitating function. Enus contends that qualified and efficient teachers could lose some of their effectiveness as a result of professional frustration, inappropriate assignment of duties and inept administrative practice and supervision as a facilitating function should help to eliminate obstacles to good teaching whilst at the same time proving the stimulus for creative work. He continues that to motivate teachers, supervision should aim at providing a challenging environment, giving professional leadership, creating job satisfaction and boosting the morale as well as ensuring teacher participation in the formulation of policies which enhance their own task performance.

Enus stresses that, it is important to note that the acquisition of the necessary materials and equipment, staff and other facilities can promote effective teaching and learning but it is equally important to ensure adequate supervision so as to achieve the objectives of a school.

On his part, Johnson (1998) relates that the supervisor's duty is to demonstrate that all criticisms are made from a desire to help the school improve and for this reason, a follow-up report should be made and copies given to members of staff. Doll (1983) could not agree more with this view when he writes that a supervisor should not behave as a fault-finder or as a bully or a critic, but as

an advisor, inspirer, moderniser, authority and helper in every way possible so as to attain the desirable standard in schools and to maintain good relationship. Doll maintains that a good school head is thought of as a helper, advisor, provider of resources and a leader. According to him, a school head may not be able to fulfill the entire mentioned tasks adequately but he can do much more than is generally being done in the area of supervision of curriculum and instruction in the school.

In the view of Burton and Brueckner (1962), the supervisor is an advisor and guide to teachers. He provides possible means, concrete and constructive advice to teachers so that the quality of education in schools can be improved. They emphasise that supervisors work closely with and through people and for that matter they can succeed in their work if they enjoy the co-operation of others. The supervisor needs to nurture good relationships with teachers, school heads and students. The supervisor must also appreciate that he may advise, guide and recommend, but most of the time it is the teachers and those directly concerned with pupils' education who will take the action. He must therefore learn to work with them and seek their help. They however stress that important criticism must not be glossed over in an attempt to be friendly and that teachers very often appreciate an honest and frank evaluation of their work, provided that the frankness is seen to stem from knowledge and desire to help. Negative criticism, however meaningful does nothing but harm. In their view, a supervisor who is frank and honest is likely to be reliable. Teachers will put their confidence in a supervisor who is reliable and have confidence in his words. They maintain that zeal and enthusiasm are commendable qualities of any occupation and for this

reason a supervisor with these qualities will influence those with whom he comes into contact, particularly teachers. They again contend that teachers are bound to respond more favourably to the advice of a supervisor who is really keen about his work and will also respect him. To sum up the review has helped to identify the role of the supervisor as one of the factors which can contribute to teacher job satisfaction.

Effects of Teacher Job Satisfaction

People like Mcshane and Glinow (2000), Kreitner and Kinicki (2001) and Gerhart (1990) among others, have written on how people are likely to act when they are satisfied with their jobs. For the purpose of this study areas to be considered on this issue are performance and job satisfaction, job satisfaction and commitment, and job satisfaction and teacher retention.

Performance and Job Satisfaction

According to Michaelowa (2002) teacher job satisfaction can of course be regarded as an objective in itself. It is often looked upon, however as a means to promote good teaching and thus high education quality. She continues that teacher job satisfaction does exert a positive and significant influence on student learning.

Researchers including Tait, Padgett and Baldwin (1989) and Judge, Parker, Colbert, Heller and Ilies (2001) found job satisfaction to be related to job performance, workplace turnover and life satisfaction. Morrison (1997) found a strong relationship between job satisfaction and performance while Iaffaldano and Muchinsky (1985) found a weak relationship between the two. Fisher (1980) attributes the disparate conclusions to the measurement of job performance and

satisfaction. In any case, this is an issue that will continue to be debated in the future, and not decided here.

Mcshane and Glinow (2000) state that organisational behaviour research consistently reports an insignificant or modest association between job satisfaction and task performance. They explain that popular opinion may prove more accurate than research in this issue and cite one scholar as admitting recently that he suspects a consistent significant job satisfaction-task performance relationship is out there to be found. They give one reason for which organisational behaviour research reports a modest association between job satisfaction and task performance as general attitudes do not predict specific behaviours very well and that people have unique values and experiences so they react differently to the same job satisfaction. According to Mcshane and Glinow (2000), one dissatisfied employee may decide to put in less work effort, whereas another maintains the same level of effort while looking for employment elsewhere. They give the second explanation that job performance leads to job satisfaction rather than vice-versa but only when performance is linked to value rewards. Higher performers receive more reward and consequently are more satisfied than low performing employees who receive fewer rewards. The third reason they give is that job satisfaction and performance may occur because satisfied employees engage in more organisational citizenship behaviour but not higher levels of traditional job performance. They maintain that satisfied employees are less likely to quit their job. Kreitner and Kinicki (2001) support this view by saying that one of the biggest controversies within organisational

research centres on the relationship between satisfaction and job performance. According to them, some of the people such as Herzberg argue that satisfaction leads to higher performance while others contend that higher performance leads to satisfaction. They however maintain it appears managers can positively affect performance by increasing job satisfaction. They again identify other effects of satisfaction as job involvement and organisational citizenship behaviour.

Schermerhorn, Hunt and Osborn (1994) support the view that job satisfaction has an effect on performance by postulating that it is important to view job satisfaction in the context of two decisions people make about work. First decision to belong: that is to join and stay as a member of an organisation. The second is the decision to perform, that is, to work hand in hand in pursuit of high levels of task performance. Performance is formally defined as the quality and quantity of individual, group or organisational accomplishment. There is considerable debate on this issue sometimes called job satisfaction-performance controversy. The issues of contention are that:

1. Satisfaction causes performance
2. Performance causes satisfaction.
3. Rewards cause both performance and satisfaction.

According to Schermerhorn, Hunt and Osborn (1994) if job satisfaction causes high level of performance, then, the message to managers is quite simple. They explain that in order to increase people's work performance they should be made happy. Research indicates that there is no direct link between individual job satisfaction at one point and work performance at a later point in time. Bacharach

and Conley (1986) are however of the view that when the expectations of performance are met, thereby making teachers satisfied they can be expected to perform highly.

To sum up, it can be deduced from the review that there are divergent opinions on the relationship between job satisfaction and performance and all these opinions point to either a significant relationship or no significant relationship between the two.

Job Satisfaction and Commitment

In a meta-analysis of 68 studies and 35,282 individuals Kreitner and Kincki (2001) uncovered a significant and strong relationship between organisational commitment and satisfaction. They advised managers to increase job satisfaction in order to elicit higher levels of commitment since higher commitment can facilitate higher productivity. Raju and Srivastava (1994) are however of the view that predictability of commitment by job satisfaction has been proven to be ill-founded, at least among senior secondary school teachers as the overall job satisfaction and professional choice satisfaction failed to discriminate more committed and less committed teachers. They state that job satisfaction is concerned with the immediate and temporary situational fluctuations whereas commitment is a more stable state of the person.

Linz (2003) intimates that the greater the degree of organizational commitment, the greater the probability that a high level of job satisfaction will be expressed. Norton and Kelly (1997) identify the following factors that contribute to increased teacher dissatisfaction and teachers leaving the profession:

1. Problems and frustrations with the variety of administrative routines and accompanying paperwork;
2. concerns about the evaluation of students' performance and school grading practices;
3. problems relating to students' behaviour and handling of students' discipline;
4. problems related to teacher load and expectations for assuming extra-curricular assignments;
5. concerns about relationships with peers and administrative personnel, including supervisory relationships and communication channels;
6. low pay;
7. few possibilities for career promotion or growth and
8. the declining respect for the profession.

Rahim and Psenicka (1996) agree that job satisfaction and organizational commitment are related to a person's intention to quit a job. According to Firth, Mellor, Moore and Loquet (2004) job satisfaction and organizational commitment are interrelated as the more satisfied one is, the more committed one become. As mentioned earlier, these attitudes have been researched extensively. Mowday, Steers, Porter and First (1979) explain organizational commitment as the strength of one's identification and involvement with their respective organization. DeCotiis and Summers (1987) intimate in their research studies that social involvement predicts organizational commitment where the more involved the individual, the more committed he or she is. According to Shore and Martin

(1989) organizational commitment is related to a person's intention to leave and turnover as well as theoretically to job performance. This view is also shared by Tett and Meyer (1993) that essentially, committed individuals are expected to extend greater efforts on the job, having a direct impact on job performance.

Mowday, Porter and Steers (1982) relate that organizational commitment and job satisfaction have been found to be significantly related to one another with the basic proposition that job satisfaction is an antecedent of organizational commitment since commitment takes longer to form and only after people are satisfied with their job. Lock (1976) defines job satisfaction as a pleasurable feeling that arises from one's workplace.

Wilson (1996) mentions that extensive research has been conducted concerning the relationship between job satisfaction and work-related attitudes and behaviours such as turnover, organizational commitment, and pro-organizational behaviors. According to him, the results of the studies conducted in the west have shown that many personal variables influence job satisfaction.

According to Roe, Zinovieva, Dienes and Horn (2000) it should also be noted that involvement and commitment play the central mediating role assumed in the initial model. They affect effort and satisfaction, as well as performance and tendency to leave. They again intimate that the opportunities to satisfy needs play a much stronger role in the prediction of outcomes, but remarkable enough they have little relationship with organisational commitment as expected opportunity for growth relates to both meaningful and responsibility as well as to

satisfaction. But unexpectedly it is also related to effort which suggests that a greater possibility for growth makes people work harder.

Mcshane and Glinow (2002) agree on the relationship between job satisfaction and commitment by reporting that research has found that employees with higher levels of affective commitment to be less likely to quit their jobs and be absent from work. They continue that employees with affective commitment tend to have higher work motivation and organisational citizenship. In the words of Schermrhorn, Hunt and Osborn (1994) job satisfaction is part of what we call human resource maintenance, which is related to organisational commitment and job commitment. They maintain that organisational commitment is the degree to which a person strongly identifies with and feels part of the organisation while job involvement refers to the willingness of a person to work hard and to apply effort beyond normal job expectation. In summary, the review has revealed that there may be a relationship between job satisfaction and commitment but this has not been well established.

Job Satisfaction and Teacher Retention

Studies have been relatively consistent in establishing a strong relationship between job satisfaction and retention. Edelwich and Brodsky (1980) found in a study that employees who are dissatisfied in their job become less committed or give up the profession altogether. Gerhart (1990) suggested in an investigation of the effects of unemployment that job dissatisfaction is more strongly related with high turnovers during periods when the rate of unemployment was lower.

According to Woods (1989) turnover is not very favourable within a school environment or any organisation. It is unsettling for students who may have developed a relationship with the particular teacher and who often crave stability in their own lives. He maintains that turnover is also unfavourable for the school and staff as it uses more time in the familiarisation process and the recruitment of new staff.

Spear, Gould and Lee (2000) found in a study that teachers who planned to stay in teaching were influenced by factors such as the recognition of their work, events related to pupils learning and the approval of line managers, family and friends. Okpara (2004) attributes the continuous exodus of managers to the West primarily to the differences in the level of income. Many of these managers are willing to leave the country for riskier, but potentially more financially rewarding employment in the West. The impending shortage of managerial personnel in the IT sector does not augur well for the long term economic growth and sustainable development of the country.

In the view of Farkas and Tetrick (1989) total years of experience also affect the areas of job satisfaction and overall job satisfaction. They point out that the longer the time spent in the organization, the more satisfied the managers are with their jobs. According to them this may be an indication that once the process of acculturation is over, managers settle into their jobs, have an increased organizational commitment, and seem to like their jobs. On the other hand, this may be an indication of complacency, suggesting that the longer the time spent in the organization, the more managers tend to be satisfied with the status quo. In

their view, if the latter is the case, then a satisfied manager is not necessarily a productive manager.

Summary

In summary, job satisfaction is a pleasurable feeling which results when one perceives that his or her job is fulfilling or allows the fulfilment of his or her important job values. It also indicates the degree at which an individual's experiences need fulfilment and the willingness to stay with an organisation in spite of enticement to leave (Noe, Hollenbeck, Wright & Garhart, 1996).

Job satisfaction and motivation are two related concepts, which are sometimes confused. The two are linked through the influence each has on the other. Major theories of job satisfaction are developed from theories of work motivation, which are in turn based on theories of motivation (Dinham & Scott, 1998).

From the literature it is also realized that student behaviour and student performance have direct effect on the job satisfaction of teachers and that teachers' job satisfaction decrease as they perceive students misbehaviour to increase (Camp, 1987; Gunn & Holdaway 1986 & Michaelowa, 2000). Another finding revealed by the literature is that the higher factor to job satisfaction is interpersonal relationship with others. Job satisfaction is seen as a means to a smoother and effective school and workers are happier and easier to work with, as well as more likely to be co-operative when they are satisfied (Sergiovanni & Starrat 1998, Langone & Edward, 2000). Drago, Woden and Sloan (1990),

Spector (1997), Michaelowa (2000) and Gunn and Holderway, 1986 share this view.

Furthermore the literature has revealed that people are likely to be satisfied with their job if satisfiers like benefits, participation, promotion, routine communication and adequate salaries are available, teaching learning materials (Canvanagh, 1992 & Havey, 1986). School equipment play a significant role in teacher job satisfaction and where the facilities are poor teachers tend not to be satisfied. Availability of teaching and learning materials play an important role in teacher job satisfaction (Michaelowa 2000).

While Bruner, Felder and Hollis (1982) contend that teachers often feel that large classes prevent them from performing as professionals, Gunn and Holdaway (1986) are of the view that overall satisfaction tend to be associated with larger class size. Schools with poor conditions and environment that will result in high levels of stress and dissatisfaction will result in high levels of teacher turnover (Bedford, 1994, Barcharach & Bamberger, 1990 & Conley, Bacharach & Baur, 1989).

According to Brueing and Hoover (1991), Hackman and Oldham (1980) and Michaelowa (2000) teachers who perceive themselves to be competent, effective, have high educational attainment and experienced in teaching tend to be satisfied with their teaching position. This view is shared by Michaelowa (2002), Bilgic (1998), Rogers (1991), Sokoya (2000), Zembylas and Papnastsious (2004), Avi-Itzhak (1998) and Dinham and Scott (1998).

Bateman and Organ (1983) and Bame (1991) relate that satisfied employees make positive statements about their company to outsiders and advised their pupils to take up teaching since it yield much money and also the public had negative attitude towards the profession.

Avi-Itzhak (1998) contends that the satisfied teacher is likely to be older and that age and higher order intrinsic needs go hand in hand in predicting job satisfaction. This agrees with the findings of Okpara (2004), Al-Aimi (2001), Etuk (1980), Kuositelios (1991) and Sokoya (2000) which all showed that age affected the level of job satisfaction. It does not however agree with the findings of Bilgic (1998).

The review made so far, points out that all workers, including, teachers need to be well motivated and satisfied with their job so that they can perform effectively and efficiently. It was not, however, clear whether teachers in Armed Forces Schools in Kumasi are satisfied with their job or not. Again, the perceived effects of job satisfaction on teachers' and pupils' performance is not known. Among other things, the present study was interested in finding out whether age, gender, educational attainment, teaching experience and workload were related to teacher job satisfaction in Armed Forces schools in Kumasi.

CHAPTER THREE

METHODOLOGY

This chapter describes the methods used to conduct the study. Areas considered are the research design, the population, the sample and the technique for its selection, the research instrument, data collection procedure and data analysis procedure.

Research Design

According to Schermerhorn, Hunt and Osborn (1994) job satisfaction is among important attitudes that influence human behaviour in the workplace. Researchers are interested in accurately measuring job satisfaction and understanding its consequences for people at work. On daily basis, managers must be able to infer job satisfaction of others by careful observation and interpretation of what they say and do while going about their jobs. This is most frequently done through formal interviews or questionnaire surveys.

This study therefore uses as a research design, the descriptive survey which involves asking a large number of respondents the same set of questions in the form of a questionnaire (Frankel & Wallen, 2000) to find factors influencing teacher job satisfaction. The descriptive survey has the potential of providing the

researcher with a lot of information obtained from a large sample of individuals at a relatively short period of time. This is why the design was chosen.

The anticipated difficulties involved in this type of research include ensuring that the questions are clear and not ambiguous, getting respondents to answer questions thoughtfully and honestly and getting sufficient number of questionnaires completed and returned so that there can be meaningful analysis of data collected (Frankel & Wallen, 2003). The researcher together with colleagues subjected the questionnaire to peer review and sought the view of his supervisors to bring down the difficulties to a minimum.

Population

The survey covered all Armed Forces Schools in Kumasi Metropolis. In all there are three Nurseries, eight Basic Schools and one Senior Secondary School with 265 teachers. The schools are situated at 4BN near Bantama and Complex Barracks near Asuoeyeboah SSNIT Flats. Only teachers were used because they are the only people who could tell whether or not they are satisfied with their job. Any other person cannot just look at the teacher and tell whether or not he or she is satisfied with his or her job.

Sample and Sampling Technique

All the 265 teachers were used for the study. This indicates that a census was conducted. The researcher used the census technique in this study because the population was small. Nwana (1992) explains that the ideal situation will be to study every member of the population in educational research projects so as to make findings of the study command respect but where there is a larger

population this cannot be possible. Nwana lists four conditions under which the entire population should be studied as:

1. when the entire population is small,
2. when the resources (human and material) available for the project are adequate,
3. when the time available for the project is ample and
4. when the sole objective of the study is to make a complete count of the population. Three of the conditions mentioned were met in this instance, that is, conditions 1, 2 and 3 as stated above and hence the researcher conducted a census.

Research Instrument

The instrument used in collecting data was the questionnaire since the respondents were teachers and could read and write and also had adequate time to respond to the items. The questionnaire again made it possible for respondents to supply the needed data on the study. The questionnaire contained 59 items majority of which were the Likert-scale type. Other questions were asked for factual information such as years spent in the unit, educational qualification, teaching experience age and sex.

The questionnaire was in three parts: the first part describing selected personal and school related characteristics, the second part was based on causes of job satisfaction and the final part was on the perceived effects of teacher job satisfaction. The questionnaire was adapted from one developed by Bennett, Iverson, Rohs, Langone and Edwards (2000) used in their study on job

satisfaction of Agriculture teachers in Georgia. The questionnaire were reorganised under the headings Level of Job satisfaction, Causes of Job Satisfaction and Effects of Job Satisfaction with all items placed in tables under different subheadings. Again Armed Forces Education Unit was added to some of the items to make them suit the present study. Interview was not added as a research instrument because it could amount to duplication since the sample was equal to the population and all teachers had the chance to respond to the questionnaire.

Pilot Testing of Instrument

A pilot test was carried out in Armed Forces Schools in Sunyani to test the validity and reliability of the research instrument. The schools were used for the pilot testing because they have similar characteristics with the Armed Forces Schools in Kumasi. 100 teachers from six schools were used for the pilot testing. The data collected in the pre-test was analysed by using IBM SPSS Statistics Software for validity and reliability. Items that were not well understood by the respondents were reframed to make them clear. After the pilot testing, a Cronbach reliability co-efficient alpha of .82 was obtained as a measure of reliability using IBM SPSS Statistics Software. This meant that the instrument was internally consistent and was therefore appropriate for the study. Again, the respondents were able to answer the questions posed and this meant that the questionnaire could be used for the study.

Data Collection Procedure

The researcher collected an introductory letter from the Institute for Educational Planning and Administration (IEPA) University of Cape Coast, and presented it to the Garrison Education Officer and Heads of the various schools to permit the researcher to carry out the research in the schools. The researcher administered the questionnaire himself by hand after which respondents were allowed a period of two weeks to respond to the items after which copies of the questionnaire were retrieved by the researcher. Two hundred and sixty five copies of the questionnaire were distributed and 251 questionnaire were retrieved, giving a return rate of 93.9%

Data Analysis Procedure

The researcher analysed the data by using both descriptive and inferential statistics. For Research Question one the researcher counted the number of respondents who responded that they are satisfied or not satisfied with items 10-25 in the research instrument. Frequencies and percentages were used to provide data for this answer.

Research Question 2 and 3 were answered by counting the number of respondents who responded that they agreed or disagreed to items 26-51 and 52-59 respectively in the research instrument. Frequencies and percentages were used to provide data for answering these questions.

Research Question 4 was answered by using Pearson's coefficient of correlation to find out the relationship of teachers' opinions on their job satisfaction on their status in school, experience in Armed Forces Unit, age, level

of education, teaching experience, Level of school taught, number of periods handled in a week and their opinions on pupils performance respectively.

CHAPTER FOUR

RESULTS AND DISCUSSION

In this chapter, the researcher analyses and discusses data collected in the field of study. The analysis and discussions aim at answering the research questions which direct the approach to the study. Information obtained in the field of research are placed in tables, the analysis of which are grouped under the headings: particulars of respondents, level of teacher job satisfaction, causes of teacher job satisfaction and effects of teacher job satisfaction.

Particulars of Respondents (Teachers)

In this section, the researcher analyses the particulars of respondents. This would enable the researcher to find out the relationship between different categories of teachers and their responses on factors influencing their job satisfaction.

Aspects analysed here include;

- (a) Gender, age and educational attainment of respondents
- (b) Respondents teaching experience and level of school teaching
- (c) Status in school, number of periods handled and returnee status of respondents.

Tables 1, 2, and 3 are used for the discussions.

Table 1**Distribution of Teacher by Gender, Age and Educational Attainment (N=251)**

Educational Attainment	Gender/Age								Total
	Male Age				Female Age				
	21-30	31-40	41-50	51-60	21-30	31-40	41-50	51-60	
Cert 'A' Post Middle	—	—	8	6	—	6	17	13	50
Cert 'A' Post Sec.	18	9	7	4	21	19	16	8	102
Diploma	1	2	2	2	—	4	—	—	11
1 st Degree	6	24	13	2	12	10	7	4	78
2 nd Degree	—	3	2	—	1	—	—	—	6
Other	—	2	1	1	—	—	—	—	4
Total	25	40	33	15	34	39	40	25	251

(Source: field data, August 2005)

Table 1 shows that the female teachers in each of the age categories outnumbered their male counterparts except for the 31-40 years group where the two were almost at par. For instance, there were 34 females aged 21-30 whilst there were only 25 males in the same group. Table 1 again indicates that 51-60 age group constituted the smallest group for both males and females. This group was made up of 15 males and 25 females.

The high number of female teachers on the staff might be due to the number of Kindergartens and basic schools in the Armed Forces Educational Unit which outnumbered the Secondary school in the Unit. In the kindergartens and basic schools the female teachers were more than the males. The low number of teachers 50 years and above might be as a result of teachers' willingness to be posted near to their hometowns as they neared their retirement age. The low number of teachers below age 30 might also be that not many teachers in the unit left to make room for newly trained ones who came in.

Table 1 further shows that a large number of respondents (teachers), 102 out of a total of 251 teachers were "Certificate 'A' Post Secondary holders. First Degree holders made up the next largest group, 78 with the others being either 2nd Degree holders or other certificate holders. The high number of certificate 'A' holders might be because of the number of nurseries and basic schools in the unit which required mostly this category of teachers. The secondary school which requires mostly 1st degree holders to teach there and the willingness of some 1st Degree holders to accept postings to basic schools in urban areas instead of rural secondary school may account for this category.

Distribution of Respondents by Teaching Experience and Type of School

Taught

Table shows that a high number of respondents, 104 out of a total of 251 teachers had more than 15 years teaching experience. Teachers with less than 6 years experience constituted the next larger group, making up 60 respondents.

Table 2

Distribution of Respondents by Teaching Experience and Type of School

Taught (N=251)

Type of School Taught	Teaching Experience									
	Teaching Experience					Experience In Armed Forces Unit				
	Number of Years					Number of Years				
	0-5	6-10	11-15	More Than 15	Total	0-5	6-10	11-15	More Than 15	Total
KG	1	5	3	15	24	5	2	5	12	24
Primary	14	12	9	29	64	26	12	13	13	64
JHS	27	8	32	42	109	49	11	22	27	109
SHS	18	14	4	18	54	23	18	11	2	54
Total	60	39	48	104	251	103	43	51	54	251

(Source: field data, August 2005)

Table two shows that a large number of respondents, 103 out a total of 251 teachers in the Armed Forces Unit had less than 6 years teaching experience in Armed Forces Education Unit. The 6-11 years group constituted the smallest group of respondents. Table 2 also shows that the modal class of respondents, 109 out of a total of 251 respondents taught in the JSS.

Distribution of Respondents According to Status in School, Number of Periods Handled in a Week and Returnee Status

Table 3 shows that majority of the respondents, 149 out of a total of 251 teachers were subject teachers. Class teachers formed the next group in terms of majority, 86 with the rest being either school heads or others. The high number of subject teachers might be because all the teachers in the secondary school as well as their counterparts in the JSS of the Basic schools were subject teachers. Teachers in the Primary school section of the Basic schools handled classes and not subjects and hence their number.

Table 3 again shows that majority of respondents, 14 returnees from study leave and 119 who had not gone on study leave handle 15-25 periods in a week. The number of teachers who handled 26 periods in a week seemed to be large and this might be that there were not enough teachers to handle their subjects. On the returnee status of respondents, Table 3 shows that teachers who have not returned to teach in the unit outnumbered those who had returned to teach in the unit after further studies. The non returnees numbered 219 out of a total of 251 teachers while those who had returned from further studies numbered 31.

The high number of non returnee teachers may be due to the unavailability of vacancies for returnee teachers as the vacancies they left were filled as they went on study leave and left no room for them as they came back. Such teachers did not therefore get places in the Armed Forces Schools and had to go elsewhere.

Table 3**Distribution of Respondents by Status in School, Number of Periods Handled in a Week and Returnee Status (N=251)**

Type of School Taught	Number of Periods/Returnee Status								Total
	Returned From Study Leave				Not Gone on Study Leave				
	Periods				Periods				
	Less Than 15	15-25	26-35	More Than 32	Less Than 15	15-25	26-35	More Than 32	
Class teacher	1	3	2	5	10	8	24	33	86
Subject teacher	2	10	3	1	2	108	23		149
School Head	2	1	1	0	6	1			11
Other					1	2	1	1	5
Total	5	14	6	6	19	119	48	34	251

(Source: field data, August 2005)

Level of Teacher Job Satisfaction

The study was interested in determining the level of job satisfaction of teachers in the Armed Forces Educational Unit. This was to facilitate the identification of areas in which teachers had high job satisfaction and those they did not have satisfaction. Tables 4, 5, 6 and 7 provide data on the level of teacher job satisfaction in the unit.

The levels of satisfaction of teachers with the various statements are indicated by the numerals 5, 4, 3, 2, and 1 for highly satisfied, satisfied, not sure, unsatisfied and highly unsatisfied, respectively. For the purpose of the discussion in this section, views of respondents indicating that they are “highly satisfied” and “satisfied” are combined to mean “satisfied”. In like manner, “not satisfied” and “highly not satisfied” are combined to read “not satisfied”

Proportion of Teachers Satisfied with Student Related Factors

Table 4 shows that teachers who were satisfied with student behaviour in the unit form the majority of the respondents, 165 (or 65.8%). Table 4 again indicates that a greater number of teachers, 176 (or 70.1%) were satisfied with student attitude towards learning

On student attitude towards assignments, teachers who were satisfied outnumbered those who were not satisfied. Teachers who were satisfied numbered 181 (or 72.1%). Likewise, on teacher satisfaction with student performance, respondents who were satisfied formed the majority, 149 (or 59%).

Table 4**The Proportion (%) of Teachers satisfied with Student Related Factors****(N=251)**

Teachers Satisfied with	Frequency										
	1		2		3		4		5		Total
	f	%	f	%	f	%	f	%	f	%	%
Student behaviour	9	3.6	60	23.9	17	6.8	154	61.4	11	4.4	100
Student Attitude towards learning	10	4.0	51	20.3	14	5.6	168	66.9	8	3.2	100
Student attitude towards assignments	9	3.6	59	23.5	2	0.8	159	63.3	22	8.8	100
Student performance	8	3.2	63	25.1	31	12.4	134	53.4	15	6.0	100

(Source: field data, August 2005)

The high level of satisfaction of the teachers with student behaviour might be because students were well behaved and as a result teachers derived their job satisfaction from such behaviour. Those who were not sure might be because such teachers had not stayed in the unit long enough to enable them to assess student behaviour. This supports the statement by Camp (1987) that student behaviour has a direct effect on the job satisfaction of teachers and that teachers' job satisfaction decrease as they perceive students misbehaviour to increase.

Moreover, the high level of teacher satisfaction with student's attitude towards learning may be due to the enthusiasm with which students contributed to learning activities in the school coupled with the interest they showed during

lessons which in a way motivated teachers to put in their maximum. That is students' attitudes did not serve as obstacles to teachers. This finding confirms Blase (1986) contention that teachers may view students who had learning problems and were unruly as obstacles rather than challenges to their professional goals.

Furthermore, teacher satisfaction with student's attitude towards assignments might be because most students attempted assignments given to them and this made it possible for the teachers to assess the progress of their students as well as the effectiveness of teaching methods and materials used in teaching. This is in line with the finding by Dinham and Scott (1998) that pupil's achievement, attitude and behaviour contributed positively to teacher job satisfaction.

Finally, teacher satisfaction with student performance might be because students in the unit performed relatively well in both internal and external examinations and this had boosted teachers satisfaction. This probably explains Michaelowa's (2000) contention that teachers preferred to stay at the same place where they had well performing students.

Proportion of Teachers Satisfied with Human Relations of Stakeholders of Education

Table 5 shows that the numbers of respondents who were satisfied with the human relations of the Garrison Education Officer outnumbered those who were not satisfied with the human relationship of the Garrison Education Officer. Teachers who were satisfied with the human relationship of the Garrison Education officer numbered 196 (or 78.1%) out of 251.

Table 5**Proportion of Teachers Satisfied with Human Relations of Stakeholders of Education (N=251)**

Teachers Satisfied with	Frequency										
	1		2		3		4		5		Total
	f	%	f	%	f	%	f	%	f	%	%
Human relations of Education Officer	2	0.8	38	15.1	15	6.0	150	59.8	46	18.3	100
Human relations of school head	20	8.0	30	12.0	1	4.4	115	45.8	75	29.9	100
Human relations of co-teachers	9	3.6	27	10.8	18	7.2	143	57.0	54	21.5	100
Attitude of community	26	11.6	57	21.5	26	10.4	124	49.4	18	7.2	100

(Source: field data, August 2005)

Table 5 further indicates that the number of respondents who were satisfied with the human relations of their school heads constituted majority of the respondents, 190 (or 75.7%). Besides, on teacher satisfaction with the human relations of co-teachers, table 5 shows that teachers who were satisfied outnumbered their counterparts who were not satisfied. Teachers in the former group numbered 197 (or 78%) out of a total of 251 teachers.

Table 5 furthermore shows that teachers who were satisfied with the attitude of the communities in which the schools are located made up the majority group. This group numbered 142 (or 56.6%). When leaders in educational institutions exhibit good human relations it is likely to make teachers satisfied with their job and this will in turn ginger teachers to give of their best. These observations agree with the views of Cano and Miller (1992) who wrote that the higher factor to job satisfaction is interpersonal relationship with others. The finding again agrees with the view of Sergiovanni and Starrat (1998) that job satisfaction is a means to a smoother and more effective school environment with which workers were happier and easier to work, as well as more likely to be cooperative when they are satisfied.

Teachers are again likely to be satisfied with their job when they have good working relationship with their colleagues and are treated fairly by their school heads. This statement agrees with that of Spector (1997) who stated that job satisfaction is how people deserve to be treated fairly. He contended that teachers' sense of satisfaction with the school was strongly influenced by the way they related to other colleagues. That is when teachers are treated fairly and with

respect they tend to be satisfied. The views of Atta, Agyenim-Boateng and Baafi Frimpong (2000) that administrators work with and through people in order to accomplish the purpose of the organisation and hence sensitivity to the human factor is an important step in the work of administrators is also supported by this findings.

Proportion of Teachers Satisfied with Financial and School Related Factors

Table 6 shows that majority of the teachers, 181 (or 72.1%) were not satisfied with their present salary level. Again, Table 6 shows that a greater number of teachers were not satisfied with incentives from the Armed Forces. This group of teachers numbered 178 (or 70.5%) out of a total of 251.

Additionally, Table 6 shows that teachers who were satisfied with school reputation outnumbered their counterparts who were not satisfied. Teachers in the earlier group numbered 204 (or 81.3). Furthermore, Table 6 indicates that a greater proportion of teachers, 146 (or 58.2%) were satisfied with the location of their school.

Teachers who feel that their remuneration does not commensurate with the effort they put in were not likely to be satisfied. Additionally, when teachers were not given adequate incentives they were not likely to be satisfied. Pupil's behaviour and performances have an effect on a school's reputation and this will in turn affect teacher job satisfaction.

From the foregoing, it can be said that teachers were likely to be satisfied with their job when they teach in schools located in cities. Also, when policies were put in place to ensure good remuneration, incentives and good behaviour of

students in our school, teachers were likely to become satisfied and this will go a long way to improve teaching and learning in our schools. On the other hand if the policies do not encourage the points raised teachers were not likely to be satisfied.

Table 6
Proportion of Teachers Satisfied with Financial and School Related Factors
(N=251)

Teachers Satisfied with	Frequency										Total %
	1		2		3		4		5		
	f	%	f	%	f	%	f	%	f	%	%
Present salary level	64	25.5	117	46.6	13	5.2	47	18.7	10	4.0	100
Incentives from Armed Forces Unit	53	21.1	124	49.4	11	4.4	50	19.9	13	5.2	100
School reputation	3	1.2	19	7.6	25	10.0	156	62.2	48	19.1	100
Location of school	29	11.6	54	21.5	22	8.8	117	46.6	29	11.6	100

(Source: field data, August 2005)

These findings are consistent with that of Canvanagh (1992) that people were likely to be satisfied with their job if satisfiers like benefits, participation, promotion, routine communication and adequate salaries were available. The

finding also agreed with the statement by Havey (1986) that the most important and obvious factor that influenced employees was money.

Proportion of Teachers Satisfied with Professional Related Factors

Table 7 shows that teachers who were satisfied with regularity of supervision formed the majority of respondents, 189 (or 75.3%). Again, on satisfaction with the quality of infrastructure, table 7 indicates that a greater number of the respondents, 137 (or 54.5%) were not satisfied.

Additionally, Table 7 shows that there is a slight difference in number between teachers who were not satisfied and their counterparts who were satisfied with the availability of teaching and learning materials. Teachers in the earlier group numbered 120 (or 47.2%) while those in the latter group numbered 111 (or 44.2%). Finally, table 7 indicates that teachers who were not satisfied are more than their counterpart who were satisfied.

Frequent visits by supervisors from both the Armed Forces Unit and the Metropolitan Education Unit to support teachers might have contributed to their job satisfaction. Teacher job satisfaction tends to be associated with schools in which there were average amounts of teaching and learning materials. This finding agrees with the statement by Michaelowa (2000) that the availability of teaching and learning materials plays an important role in teacher job satisfaction.

Table 7**Proportion of Teachers Satisfied with Professional Related Factors (N=251)**

Teachers Satisfied with	Frequency										Total %
	1		2		3		4		5		
	f	%	f	%	f	%	f	%	f	%	%
Regularity of supervision	14	6.0	37	14.7	10	4.0	128	51.0	61	24.3	100
Quality of school infrastructure	36	14.3	101	40.2	7	2.8	92	36.7	15	6.0	100
Availability of teaching and learning materials	23	9.6	97	38.6	19	7.6	95	37.8	16	6.4	100
Class size	48	19.1	83	33.1	3	1.2	84	33.9	32	12.7	100

(Source: field data, August 2005)

When the infrastructure of a school is not in good shape or condition, teachers tend not to be satisfied. This contention agrees with the view of Michaelowa (2000) who wrote that school equipment played a significant role in teacher job satisfaction and that when the facilities were poor teachers tend not to be satisfied. Teachers in schools with high student population were not likely to be satisfied just as their colleagues in schools with low student population. Teachers were likely to be satisfied when their schools had an average student population. The current finding does not agree with that of Gunn and Holdaway (1986) which revealed that overall satisfaction tend to be associated with larger

class size. It however agrees with the contention of Bruner, Felder and Hollis (1982) that teachers often felt that large classes prevented them from performing as professionals.

In conclusion, the observations made in the foregoing analysis are that:

- (a) A greater number of teachers in Armed Forces Educational Unit in Kumasi were satisfied with student behaviour (65.8%), student Attitude (70.1%), Students attitude towards assignments (72.1%) and student performance (59.4%)
- (b) Majority of teachers in the Armed Forces Unit in Kumasi were satisfied with human relations of the Garrison Education Officer (78.1%), co-teachers (78.5%), attitude of community (56.6%) and satisfied with human relations of school heads (75.7%)
- (c) A large proportion of teachers in the Armed Forces Education in Kumasi were not satisfied with their present salary level (72.1%) and incentives from Armed Forces Unit (70.5%) but were satisfied with their school reputation (81.3%) and location of school (58.2%).
- (d) Most of the teachers in the Armed Force Education Unit in Kumasi were satisfied with the regularity of supervision (75.3%) but were not satisfied with school infrastructure (54.5%) and class size (52.1%). There was however a slight difference in teacher satisfaction with availability of teaching and learning materials.

Causes of Teacher Job Satisfaction

An important aspect that was investigated in the study was causes of teacher job satisfaction. Analysis of these causes of teacher job satisfaction, that is, factors that motivate teachers in Armed Forces Schools in Kumasi, helped to find material that answers Research Question which state: “What factors make teachers in the Armed Forces Schools in Kumasi Metropolis Satisfied?” These include:

- (a) Motivation and job satisfaction
- (b) School environment and teacher job satisfaction
- (c) Teacher characteristics and job satisfaction
- (d) Human relations and job satisfaction and
- (e) Supervision and job satisfaction

Tables 8, 9, 10, 11 and 12 provide data on the various aspects that act as causes of teacher job satisfaction. The responses of teachers on the various items are indicated by the numerals 5, 4, 3, 2, and 1, respectively, for strongly agree, agree, uncertain, disagree and strongly disagree. For the discussion in this section, views of respondents indicating that they “strongly agree” and “agree” are combined to mean “agree”. In the same way, “disagree” and “strongly disagree” are combined to read “disagree”

Teacher Responses on Aspects That Motivate Them

Table 8 shows that teachers who agreed that they liked teaching outnumbered those who disagreed with the same issue. Teachers in the first group numbered 202 (or 88.4%) out of a total of 251 respondents. Likewise, Table 8 indicates that a large percentage of respondents, 215 (or 85.7%) agreed that adequate challenges existed in the Armed Forces Educational Unit. This might be because the performance of pupils challenges teachers to work hard to become abreast of time.

Additionally, Table 8 shows that a high number of the respondents, 186 (or 74.1%) agreed that teaching in the Armed Forces Unit gave them a great deal of personal satisfaction. Furthermore, Table 8 indicates that the modal class of the teachers, 123 (or 49%) disagreed that they were rarely bored with teaching in the Armed Forces Educational unit. Table 8 again shows that most of the teachers agreed that adequate promotional opportunities existed in that Armed Forces Educational Unit.

Table 8**Teacher Responses on Aspects That Motivate Them (N=251)**

Aspects of Teacher Motivation	Frequency										Total %
	1		2		3		4		5		
	f	%	f	%	f	%	f	%	f	%	
I like teaching	3	1.2	12	4.8	14	5.6	120	47.8	102	40.6	100
Adequate challenges exist in this unit.	11	4.4	8	3.2	17	6.8	152	60.6	3	25.1	100
Teaching in this unit gives me a great deal of personal satisfaction.	11	4.4	41	16.3	13	5.2	106	42.2	80	31.9	100
I am rarely bored with teaching.	33	13.1	38	15.1	19	7.6	144	57.4	17	6.8	100
Adequate promotional opportunities exist in this unit.	27	10.8	74	29.5	38	15.1	93	37.1	19	7.6	100

(Source: field data, August 2005)

Teachers tend to be satisfied with their job when they have interest in it and did not opt for it as a stepping stone. When teachers felt adequately challenged by their job they tend to be satisfied. These challenges could come about as a result of certain policies put in place to eliminate boredom. These findings buttress the point made by Sergiovanni and Starrat (1998) that, in spite of the intentions, regressive school policies and practices lead to unanticipated consequences such as lack of job satisfaction, boredom and eventual alienation among teachers.

Teacher Response to School Environment and Teacher Job Satisfaction

Table 9 shows that majority of the teachers, 227 (or 90.4%) agreed that students were interested in what they taught. Also, on whether teachers felt appreciated by students for the work teachers did, Table 9 shows that majority of teachers, 210 (or 84.7%) agreed that students appreciated their work.

Table 9 further indicates that teachers, 148 (or 59%) who disagreed that the student to teacher ratio was appropriate outnumbered their counterparts who agreed with this statement. Similarly, on whether the school compound was tidy, Table 9 indicates that majority of the respondents, 171 (or 68.1%) agreed that the compound was tidy.

Table 9**Teacher Response to School Environment and Job Satisfaction (N=251)**

Aspect of School Environment	Frequency										
	1		2		3		4		5		Total
	f	%	f	%	f	%	f	%	f	%	%
Students are interested in what I teach.	4	1.6	3	1.2	17	6.8	132	52.6	95	37.8	100
I feel appreciated by students for my work.	6	2.4	22	8.8	13	5.2	135	53.8	75	29.9	100
The student to teacher ratio in my class is appropriate.	66	26.3	82	32.7	13	5.2	71	28.3	19	7.6	100
I am satisfied with the tidiness of my school compound.	23	9.2	42	16.7	15	6.0	120	47.8	51	20.3	100
I am assigned appropriate amount of school activities	8	3.2	17	6.8	17	6.8	167	66.5	42	16.7	100
I am assigned appropriate amount of co-curricula activities	10	4.0	15	6.0	17	6.8	158	62.9	51	20.3	100

(Source: field data, August 2005)

On whether or not teachers agreed that they were assigned appropriate school activities, Table 9 shows that majority of the teachers, 209 (or 83.2%) agreed. Finally, Table 9 shows that teachers who agreed that they were assigned appropriate co-curricular activities 209 (or 83.2%) outnumbered their counterparts who felt otherwise.

When teachers work in an environment which is cool and free from all distractions to work in, they tend to be satisfied with their job. This probably explains the contention by Bedford (1994) that the satisfaction teachers got from their environment was an indication of high morale in the sense that their needs were being satisfied and at the same time they were enjoying a sense of accomplishment. The finding again explains the belief of Barchareach and Bamberger (1990) that schools with poor conditions that would result in high levels of stress and dissatisfaction would result in high levels of teacher turnover.

Teacher Characteristics and Job Satisfaction

Table 10 shows that the number of teachers who agreed that they felt competent in their teaching profession formed the majority 240 (or 95.6%). Additionally, Table 10 shows that majority of teachers, 139 (or 95.2%) agreed that they were effective teachers.

People who feel that they are effective in their work tend to be satisfied with their job. This finding is in line with what Brueing and Hoover (1991) stated that teachers who perceived themselves to be effective were satisfied with their teaching position. This view agrees with the view of Hackman and Oldham (1980) who stated that knowledge of job and teaching competence were relevant

for teacher satisfaction. The view again agrees with the contention by Michaelowa (2002) that change and job satisfaction were both influenced by teachers educational attainment.

Table 10
Teacher Characteristics and Job Satisfaction (N=251)

Aspect of Teacher Characteristics	Frequency										Total %
	1		2		3		4		5		
	f	%	f	%	f	%	f	%	f	%	%
I feel competent in my teaching profession	1	0.4	3	1.3	7	2.8	116	46.2	124	49.4	100
I am an effective teacher	1	0.4	2	0.8	9	3.6	124	49.4	115	45.8	100
All in all I am satisfied with my job as a teacher	14	5.6	21	8.4	16	6.4	103	41.0	97	38.6	100

(Source: field data, August 2005)

Human Relations and Teacher Job Satisfaction

Table 11 shows that teachers who agreed that they were appreciated by managers of their educational unit outnumbered their counterparts who disagreed with the same issue. Teachers in first group numbered 204 (or 81.7%) out of a total of 251 respondents.

Also, Table 11 indicates that majority of the respondents, 154 (or 61.4%) agreed that they rarely felt that other educators were highly satisfied with their job than they were. Again, Table 11 shows that teachers who agreed that they seldom felt isolated as teachers slightly outnumbered those who disagreed with the same issue. Teachers in the former group numbered 115 (or 45.9%), while those in the latter group numbered 109 (or 43.4%).

Additionally, Table 11 shows that teachers who agreed that they felt appreciated by parents for their work greatly outnumbered those who disagreed with the same issue. Teachers in the first category mentioned numbered 202 (or 80.5%). Furthermore, Table 11 shows that teachers who agreed that they felt appreciated by their colleagues for their work were more, 221 (or 88%) than those who disagreed with the same issue.

Besides, Table 11 indicates that most of the respondents, 202 (or 80.4%) agreed that their community appreciated their work as teachers. Likewise, Table 11 shows that teachers who agreed that they were satisfied with the criticisms of their school head greatly outnumbered, 199 (or 79.2%) their counterparts, who disagreed with the same issue.

Table 11**Human Relations and Teacher Job Satisfaction (N=251)**

Aspect of Human Relations	Frequency										
	1		2		3		4		5		Total
	f	%	f	%	f	%	f	%	f	%	%
I am appreciated by managers of my unit for my work.	4	1.6	14	5.6	28	11.6	138	55.0	67	26.7	100
I rarely feel that other educators are more satisfied than I am.	21	8.4	42	16.7	34	13.5	125	49.8	29	11.6	100
I seldom feel isolate as a teacher.	58	23.1	51	20.3	27	10.8	89	35.5	26	10.4	100
I feel appreciated by parents for my work.	11	4.4	15	6.0	23	9.2	151	60.2	51	20.3	100
I feel appreciated by my colleagues for my work	1	0.4	8	3.2	21	8.4	175	69.7	46	18.3	100
My community appreciate my work as a teacher.	12	4.8	11	4.4	26	10.4	161	64.1	41	16.3	100
I am satisfied with the criticisms of my school head because they are constructive.	14	5	12	4.8	26	10.4	161	64.1	38	15.1	100
I am involved in decision-making in my school.	19	7.6	23	9.2	11	4.4	161	64.1	37	14.7	100

(Source: field data, August 2005)

Finally, Table 11 shows that a large proportion of the teachers, 198 (or 88.8%) agreed that they were involved in decision-making in their educational unit.

Educational managers, parents and other stake holders might be showing appreciation for teachers and as a result teachers felt their contribution to education was being recognised. This finding thus affirms Sarfo's (2006) contention that workers were moved when they realize that their leaders are not only interested in their contribution to the company but also they are genuinely interested in their present and future needs. The finding is again in line with the view of Sarfo (2006) who stated that people will not be committed to work for a company that did not make them happy and that they listened to every word of the leader, watched his every action continuously and asked themselves how these would profit them. He stressed the need for leaders to let all workers know they were important and that their contribution to the totality of the work was valuable and advised that job insecurity should not be created among staff as it bred disloyalty.

Teacher Response to Supervision and Job Satisfaction

Table 12 shows that the number of teachers who agreed that the staff of their educational unit or school provided effective educational leadership formed the majority, 219 (or 87.2%). On whether respondents felt encouraged by the staff of their educational unit for their work, Table 12 shows that most of the teachers agreed, 219 (or 87.2%).

Table 12**Teacher Response to Supervision and Job Satisfaction (N=251)**

	Frequency										Total %
	1		2		3		4		5		
	f	%	f	%	f	%	f	%	f	%	
The staff of my educational unit provide effective educational leadership.	6	2.4	9	3.6	17	6.8	173	68.9	46	18.3	100
I feel encouraged by the staff of my educational unit for my work.	6	2.4	15	6.0	11	4.4	178	70.9	41	16.3	100
I am provided adequate administrative support by my unit.	6	2.4	38	15.1	28	11.2	134	53.4	45	17.9	100
The administrators of my educational unit are effective educational leaders.	1	0.4	9	3.6	21	8.4	164	65.3	56	22.3	100

(Source: field data, August 2005)

Table 12 similarly shows that most of the teachers, 179 (or 71.3%) agreed that they were provided adequate administrative support and backing by their educational unit. Lastly, Table 12 indicates that majority 210 (or 88.6%) of the respondents agreed that administrators in the Armed Forces Educational unit were effective educational leaders

Job satisfaction tends to be associated with colleagues who are friendly, supportive and also seem to have high levels of job satisfaction at work. These colleagues tend to give encouragement and guidance whenever the need arises. This finding is consistent with a similar one by Gunn and Holderway (1986) that most school principals gained job satisfaction from seeing high levels of job satisfaction among teachers.

This view again, supports that of Drago, Woden and Sloan (1990) who stated that folks fill the need for social intentions for most employees and for this reason, friendly and supportive employees led to increased job satisfaction. This view is not different from that of Spector (1997) that people deserved to be treated fairly and with respect at the work place in order to motivate them.

The observations made in the discussions on Tables 8-12 are that:

- (a) Majority of teachers agreed to issues like
 - i. I like teaching
 - ii. Adequate challenges exist in Armed Forces Education Unit
 - iii. Teaching in Armed Forces Education Unit gives a great deal of satisfaction
 - iv. Adequate promotional opportunities exist in the unit

- (b) Most of the teachers disagreed that the pupil to teacher ratio was appropriate but agreeing with other issues in Table 9.
- (c) Majority of teachers agreed that they felt competent in teaching and that they are effective teachers
- (d) A large number of teachers agreed that they felt appreciated by their colleagues, educational managers and community.
- (e) Most of the teachers agreed that they were provided effective educational leadership and administrative support.

Perceived Effects of Teacher Job Satisfaction

The perceived effects of teacher job satisfaction on teacher behaviour, performance and input of teachers is an important area that needs to be investigated. Information obtained from the analysis of the effects, that is the likely outcome of teacher job satisfaction will help in answering Research Question 3 which states: What are the perceived effects of teacher job satisfaction in Armed Forces Schools in Kumasi Metropolis on:

- (a) Teacher performance
- (b) Teacher retention
- (c) Pupils' performance
- (d) Teacher commitment.

Tables 13, 14, and 15 provide data on the various outcomes that constitute the effects of teacher job satisfaction. The responses of teachers on the various

items are indicated by the numerals 5, 4, 3, 2, and 1, respectively, for strongly agree, agree, uncertain, disagree and strongly disagree. For the discussion in this section, views of respondents indicating that they “strongly agree” or “agree” are combined to mean “agree”. In the same way, those who indicated that they “disagree” or “strongly disagree” are combined to read “disagree”.

Perceived Effects of Teacher Job Satisfaction on Pupil Performance

Table 13 shows that most of the teachers, 200 (or 79.7%) agreed that their students’ learning was enhanced because they were satisfied with their job. The high number of teachers who agreed that their pupils or students performance was enhanced as a result of their job satisfaction might be because people who felt highly motivated tend to perform well at their job and in the school situation teacher job satisfaction can go a long way to influence students’ performance. This finding explains the emphasise by Michaelowa (2002) that teacher job satisfaction was looked upon as a means to promote good teaching and learning and this led to high quality of education. Thus, teacher job satisfaction exerts a positive influence on teacher performance and student learning.

Table 13

Perceived Effects of Teacher Job Satisfaction on Pupil Performance (N=251)

Nature of Effect	Frequency										
	1		2		3		4		5		Total
	f	%	f	%	f	%	f	%	f	%	%
My student's learning is enhanced because I am satisfied with my job.	6	2.4	24	9.6	21	8.4	147	58.6	53	21.1	100

(Source: field data, August 2005)

Perceived Effects of Teacher Job Satisfaction on Teacher Commitment

Table 14 shows that teachers who agreed that their satisfaction with their job helped them to perform well constituted the majority, 205 (or 81.7%) out of a total of 251 respondents. Moreover, Table 14 shows that a large proportion of teachers, 203 (or 80.8%) agreed that they seldom felt a sense of burnout. Table 14 again indicates that most of the teachers, 198 (or 78.9%) agreed that they would recommend teaching in the Armed Forces Unit to a good friend of theirs who told them that he or she was interested in teaching in the unit.

Table 14

Perceived Effects of Teacher job Satisfaction Teacher on Commitment

(N=251)

Nature of Effect	Frequency										
	1		2		3		4		5		Total
	f	%	f	%	f	%	f	%	f	%	%
My satisfaction with my work helps me to perform well.	12	4.8	19	7.6	15	6.0	133	53.0	72	28.7	100
I seldom feel a sense of burnout.	4	1.6	24	9.6	20	8.8	166	66.1	37	14.7	100
I will recommend teaching in the Armed Forces unit to a good friend of mine who wants to.	11	4.4	18	7.2	24	9.6	147	58.6	51	20.3	100

(Source: field data, August 2005)

The good remarks made by most of the the teachers about their work might be as a result of their satisfaction with their job. That is people who were satisfied with their job tend to make good remarks about their job and were also

likely to recommend their job to friends and relations who would want to take up similar jobs. It is also likely that some workers would make uncomplimentary remarks about their job and in effect discourage others who would want to take up such jobs in future.

Bame (1991) came out with a similar finding and stated that some teachers encouraged their pupils to take up teaching in elementary schools because they believed teaching was good. Again, some teachers advised their pupils not to take up teaching since teachers' salaries were low and also the public had negative attitude towards the profession. The present finding again affirms the statement by Bateman and Organ (1983) that satisfied employees made positive statements about their company to outsiders.

Perceived Effects of Teacher Job Satisfaction on Teacher Retention

Table 15 shows that most of the teachers, 140 (55.7%) expressed their intention to take up teaching as a career if they had to decide all over again. Table 15 further shows that most of the respondents (150) representing 59.7% of the total number agreed that their long term goal was to continue teaching. Likewise, on whether or not they would remain teachers when offered a job with higher salary, Table 15 shows that majority of the teachers, 156 (62.1%) agreed on the issue. Lastly, Table 15 shows that an overwhelming majority 193 (76.9%), of respondents agreed that they preferred teaching in the Armed Forces Unit to teaching elsewhere.

Table 15**Perceived Effects of Teacher Job Satisfaction on Teacher Retention (N=251)**

Nature of Effect	Frequency											
	1		2		3		4		5		Total	
	f	%	f	%	f	%	f	%	f	%	%	
From what I know, I will take teaching as a career if I												
have to decide all over again	27	10.8	4	17.5	40	15.9	98	39.0	42	16.7	100	
My long term goal is to continue teaching.	27	10.8	44	17.5	30	12.0	104	41.4	46	18.3	100	
Even if I am offered a higher salary in another job, I will												
remain a teacher.	32	12.7	41	16.3	22	8.8	104	41.4	52	20.7	100	
I prefer teaching in the Armed Forces unit to teaching												
elsewhere.	14	5.6	28	11.2	16	6.4	142	56.6	51	20.3	100	

(Source: field data, August 2005)

People who enjoy their work and conditions attached usually remain on that particular job for a long time and might not want to leave tht job. This probably explains the responses given by the teachers on the issues mentioned. These findings are consistent with that of Bishay (1996) that people who always wanted to become teachers were more likely to be satisfied and remain in the profession.

In conclusion, observations made in tables 13-15 show, teachers felt that:

- (a) Students' learning was enhanced because of teacher job satisfaction,
- (b) Teachers seldom felt a sense of burnout and would recommend teaching in the unit to others,
- (c) Teachers would remain committed and be retained in the Armed Forces Education Unit as a result of their satisfaction with their job.

Relationship between Various Variables and Teacher Job Satisfaction

In studying the job satisfaction of teachers, it is necessary to take a careful look at relationship between various variables and teacher job satisfaction. Analysis of these variables will help to provide answers for Research Question 4 which touch on the retionship between the following and teacher job satisfaction

- (i) gender.
- (ii) age
- (iii) educational attainment
- (iv) experience in Armed Forces Unit.
- (v) type of school taught (Basic, Secondary or Nursery).
- (vi) number of periods handled in a week

- (vii) status in school
- (viii) pupils' performance

Pearsons' correlation coefficient was used in the analysis to determine the relationships. For the discussions in this session the researcher uses the following abbreviations and meanings in Table 16:

1. JS – Job Satisfaction
2. G – Gender
3. A – Age
4. EA – Educational Attainment
5. TE – Teaching Experience
6. EAFU – Experience in Armed Forces Unit
7. TS – Type of School
8. NPH – Number of Periods Handled in a Week
9. SS – Status in School

Table 16 shows a correlation coefficient of .75 between educational attainments and job satisfaction, thus implying that the higher one's educational attainment the more the person is likely to be satisfied with his or her job.

Table 16 again shows a correlation coefficient of .65 between teaching experience and job satisfaction. This indicates that teachers were likely to be more satisfied with their job as they acquired more teaching experience. On the relationship between type of school taught and teacher job satisfaction, Table 16 shows a correlation coefficient of .16, indicating there is a slight positive correlation between types of school taught and job satisfaction.

Table 16 further shows a correlation coefficient of $-.68$ between age and job satisfaction. What this means is that the older the teacher the less likely he or she would be satisfied with his or her job.

Table 16

The Relationship between Various Variables and Teacher Job Satisfaction

	JS	G	A	EA	TE	EAFU	TS	NPH	SS
	Correlation Coefficient								
JS	1	.24	-.68	.75	.65	.26	.16	-.99	-.73
G	.24	1	.03	-.12	-.02	.01	.13	.07	.07
A	-.68	.03	1	-.01	.21	.01	-.01	.02	.05
EA	.75	-.12	-.01	1	.02	.05	-.11	.07	.05
TE	.65	-.02	.21	.02	1	.01	.04	.06	.05
EAFU	.26	.01	.01	.05	.04	1	.04	.01	.09
TS	.16	.13	-.01	-.11	.04	.01	1	.02	-.01
NPH	-.99	.07	.02	.07	.06	.01	.02	1	.01
SS	-.73	.07	.05	.05	.05	.09	-.01	.01	1

Also shown in Table 16 is a correlation coefficient of $-.99$ between teaching experience and number of period handled in a week. This means that the more periods, teachers handled, the less satisfaction they are likely to get in their jobs.

Lastly, Table 16 shows a correlation coefficient of $-.73$ between status in school and job satisfaction. This implies that the higher the status of the teacher the less likely he or she would be satisfied with his or her work. The high positive correlation between educational attainment and job satisfaction might be because teachers tend to acquire more expertise by climbing up the educational ladder and this impact on their teaching and therefore influence their job satisfaction. This finding agrees with the view of Zembylas and Papnastious (2004) that educators in higher positions tend to have higher level of satisfaction than teachers.

The positive correlation between teaching experience and job satisfaction might be because teachers with more teaching experience have perfected in doing the work over the years and this influenced their job satisfaction. This finding agrees with the work of Avi-Itzhak (1998) which established that satisfied workers were more likely to have more teaching experience and that teaching experience came to light when predicting Job satisfaction. It also partially agrees with the findings of Bilgic (1998) which revealed that people with more work experience are more likely to experience greater satisfaction

The negative correlation between age and job satisfaction might be because teachers suddenly realised that they would not have much to take home on retirement and therefore they tend to become less satisfied with their job. It might also be because teachers become weak as they age and this makes the work more stressful for them. The present finding does not agree with the view of Avi-Itzhak (1998) that the satisfied teacher is likely to be older and that age and higher order intrinsic needs went hand in hand in predicting job satisfaction. It does not

again agree with the findings of Okpara (2004), Al-Aimi (2001), Etuk (1980), Kuositelios (1991) and Sokoya (2000) which all found out that age affected the level of job satisfaction. It however agrees with the findings of Bilgic (1998).

The slight positive relationship between type of school taught and job satisfaction might be because the higher the level of school teachers taught the more likely they were provided with favourable environment. Findings of the present study agree with the contention of Conley, Bacharach and Baur (1989) that senior secondary school teachers would be disillusioned with their career no matter how qualified, talented and skilful these teachers may be if they were not provided work environment in which they can be successful. It however does not agree with the statement of Michaelowa (2002) that satisfaction with profession increases when teacher attainment is high. The findings of Bilgic (1998), Rogers (1991) and Sokoya (2000) all revealed that there was a positive relationship between education and job satisfaction which does not agree with the findings of the current research. This finding is not consistent with findings by Dinham and Scott (1998) which revealed that primary staff were more satisfied overall than high school staff.

Observations made in Table 16 are that:

1. The correlation between the following and job satisfaction are positive
 - a. Educational attainment,
 - b. Teaching experience,
 - c. Experience in Armed Forces Education Unit
 - d. Type of school Taught

2. There is a negative correlation between the following and job satisfaction:

a. Age

b. Number of periods handled in a week

c. Status in School.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

In this chapter, the researcher gives a brief summary of the entire research, makes recommendations and offers suggestions for further research. The study was undertaken to identify the factors which influence teacher job satisfaction in Armed Forces Schools in the Kumasi Metropolitan area of Ashanti Region of Ghana. In particular, the study investigated the relationship between: gender and job satisfaction; age and teacher job satisfaction; teaching experience and job satisfaction.

The study covered all teachers in Armed Forces Schools in Kumasi, made up of primary schools, junior secondary schools and a senior secondary school. The researcher used the census sampling technique and as a result all 265 teachers in the unit were covered. A questionnaire was used to collect data for the study. The questionnaire was adapted from one developed by Bennett, Iverson, Rohs, Langone and Edwards (2000) which they used in their study on job satisfaction of Agriculture teachers in Georgia and selected variables indicating their risk of leaving the teaching profession.

The questionnaire contained 59 items majority of which were the Likert-scale type. Other questions were asked for factual information such as years spent in the unit, educational qualification, teaching experience age and sex. Simple percentages were used to analyze the first part of the research which was to identify factors which influence teacher job satisfaction. The second part which sought to study the relationship between various demographic variables and teacher job satisfaction was analyzed by using Pearson's product moment correlation coefficient.

Summary of Findings

1. Level of Satisfaction of Teachers in Armed Forces Schools in Kumasi.

- a. The research has revealed different levels of satisfaction of teachers on various aspects. For example, on students' attitude, the research revealed that teachers in Armed Forces Schools in Kumasi were highly satisfied with students' behaviour, students' attitude towards learning and assignments and students' performance.
- b. Regarding human relations, the research shows that teachers in Armed Forces schools were satisfied with the human relations of the Garrison Education Officer and their school heads as well as their colleagues and the community. Looking at financial and school related factors, the study showed that teachers were dissatisfied with their present salary level and incentives from Armed Forces Education Unit. Teachers are however satisfied with school reputation and location of school. Lastly, considering professional related factors, the research

shows that teachers were satisfied with regularity of supervision and visits of supervisors while they were dissatisfied with quality of school infrastructure, teaching learning materials and class size.

2. Factors which make Teachers of Armed Forces Schools Satisfied with their Job

- a. The findings from the research indicate that teachers show varying degrees of satisfaction regarding the various aspects of job satisfaction. For instance, most of the teachers indicated that they were satisfied with students' behaviour (65.8%) and attitude towards learning (70.1%). Students' attitude toward assignments (72.1%). students' performance (59.4%) and school reputation (81.3%) also recorded a high level of satisfaction among teachers.

3. Perceived Effects of Teacher Job Satisfaction in Armed Forces Schools in the Kumasi

- a. The findings indicate that job satisfaction among teachers was likely to have some effects on the teacher. For instance majority, of respondents (81.7%) agreed that they were helped to perform well because they were satisfied with their job. This is a clear indication that teachers were likely to perform well if they were provided with conditions that will make them satisfied with their job. Most of the teachers again agreed that student learning was enhanced (79.7%) because they were satisfied with their job and this shows that one of the positive effects of teacher job satisfaction is enhanced students learning. These

findings agree with the emphasis by Michaelowa (2002) that teacher job satisfaction is looked upon as a means to promote good teaching and learning and this leads to high quality of education. Thus, teacher job satisfaction exerts a positive influence on student learning.

- b. On whether teachers felt a sense of burnout most of respondents (80.8%) agreed that they seldom felt a sense of burnout. Again, a majority of the respondents (78.9%) agreed that they would recommend teaching to their friends. This indicates that a satisfied teacher is likely to make complementary remarks about his or her work. These findings are consistent with that of Bame (1991) that some teachers encouraged their pupils to take up teaching in elementary schools because they believed teaching was good. The findings again agree with the postulation by Bateman and Organ (1983) that satisfied employees make positive statements about their company to outsiders.

Conclusions

Workers of all organisations need to be motivated to facilitate their input towards the attainment of organisational goals. Teachers like all other workers need this sort of motivation to enable them to give of their best. From the findings of the study, it can be concluded that:

- (a) Teachers had high levels of satisfaction with students' behaviour, students' attitude, students' attitude towards assignments, school reputation, students' performance, location of school regularity of

supervision, and human relations of the Garrison Education Officer, co-teachers and community.

(b) Teachers felt that more needed to be done to improve their salaries, incentives and other conditions of service.

(c) Teacher job satisfaction had an effect on pupils' performance as well as teacher retention and commitment. Therefore unless steps are taken to improve those things teachers find unsatisfactory, pupils' performance as well as teacher retention and commitment could go down.

Recommendations

Various programmes have been put in place by government and other stakeholders of education to help improve standards of education in the nation, including the Capitation Grant to schools and the School feeding programme. However, all these would come to nothing if the very people on the ground who should make these happen are not well catered for or do not feel satisfied with their job. Therefore, teachers who are implementers of various programmes should be motivated to make them contribute their best towards the education of the Ghanaian child.

As one of the measures for motivating teachers the Armed Forces Unit should consider providing residential accommodation for as many teachers as possible to help boost their morale. As a means of improving human relations between teachers and their school heads, on one hand, and teachers and administrators at the education offices on the other hand, there is the need to provide some sort of training in educational administration for all school heads

and administrators so that they would know how to relate well with teachers to get the best out of them.

The Ministry of Defence in collaboration with the Ministry of Education and PTAs of Armed Forces Schools should consider including other incentive packages including Christmas bonuses, marking allowance, responsibility allowances for not only school heads, assistants and form masters but also all teachers who undertake additional responsibilities apart from teaching. Such allowances should be attractive and not meagre. School infrastructure should be improved and additional rooms provided by the Ministry of Defence to avoid overcrowding in rooms and also lower pupil teacher ratio so that teachers can effectively cater for the needs of their pupils and are not stressed up in having to control them.

Teaching should be made attractive in terms of salaries and other conditions of service so that teachers are not compelled to leave the classroom to seek other jobs that they deem to have better conditions. This could be done by increasing the present fee paid for extended study from GH¢2.00 to GH¢ 5.00.

Funds left after paying teachers could also be used to acquire teaching and learning materials to facilitate teaching and learning in the Armed Forces Schools

The introduction of the Distance Education course for teachers is seen as a step in the right direction and it is very important that this programme is sustained so that teachers will feel that they have an avenue for improving their educational standards. In addition to this, the Armed Forces Education Unit in collaboration with government and other organizations should put in place measures to sponsor

teachers to these courses by paying if not all then part of their fees as teachers who pursue these courses do not leave the classroom completely during the period of their course and as a result save the government from granting them study leave with pay.

Periodic in-service training courses should be organized for teachers in all subjects at all levels to help keep them abreast of the changing teaching methods and knowledge in all subjects as much as possible. These courses should be organized at short intervals.

Parents and the general public should be educated on the role of the teacher in the society and the need to give them the needed cooperation and support as well as encouragement in their work as these words of encouragement will serve as a drive to motivate teachers to give of their best. This education should be done by the print and electronic media as well as members of government and ministries. It will help boost the morale of teachers as they will feel that their work is being appreciated.

Suggestion for Further Research

The study was carried out on teachers in Armed Forces Schools in Kumasi all of which happens to be located in a city and as a result may exhibit peculiar characteristics such as school reputation, pupil's performance, attitude of community and others, which may not be the same for teachers in semi urban, rural and deprived schools in Ghana. The researcher therefore suggests that further research on the topic should take into consideration teachers in semi urban, rural and deprived communities. It is again suggested that further research

should find out the relations between levels of teacher job satisfaction and the performance of pupils in different schools.

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APPENDIX

QUESTIONNAIRE FOR TEACHERS

This study is being undertaken to identify the factors influencing teacher job satisfaction in Armed Forces Schools in Kumasi Metropolis. You are kindly requested to participate by completing the questionnaire. The information you provide will be used together with other information to come out with finding, suggestions and recommendations on teacher job satisfaction.

It is hoped that you will complete the questionnaire as frankly and honestly as possible. Please be assured that your responses will be treated as confidential and used only for the purpose of this study. Thank you.

Please answer the questions as frankly as possible by ticking (✓) as appropriate.

Part A: Personal and school related characteristics.

1. Gender

- a. Male ()
- b. Female ()

2. Age

- a. 21-30 ()
- b. 31-40 ()
- c. 41-50 ()
- d. 51-60 ()

3. Educational Attainment:

- a. Certificate 'A' 4-year Post Middle ()
- b. Certificate 'A' 3-year Post Sec ()

- c. Diploma ()
- d. 1st Degree ()
- e. 2nd Degree ()
- f. Any other specify.....

4. Teaching Experience:

- a. Below 6 years ()
- b. 6-10 years ()
- c. 11-15 years ()
- d. More than 15 years ()

5. Experience in Armed Forces Educational Unit:

- a. Below 6 years ()
- b. 6-10 years ()
- c. 11-15 years ()
- d. More than 15 years ()

6. Type of school presently teaching:

- a. Kindergarten ()
- b. Primary ()
- c. JSS ()
- d. Secondary ()

7. Weekly workload:

- a. Less than 15 ()
- b. 15-25 ()

- c. 26-32 ()
 - d. More than 32 ()
8. Status in school:
- a. Subject teacher ()
 - b. class teacher ()
 - c. School head ()
 - d. Any other specify ()
9. Were you in the Armed Forces Unit and you returned to the unit after further studies?
- a. Yes ()
 - b. No ()

PART B: Level of teacher job satisfaction.

Please indicate your level of satisfaction with the items listed in the table by ticking (√) 5, 4, 3, 2, or 1 for highly satisfied, satisfied, not sure, unsatisfied, and highly unsatisfied respectively.

ITEM	5	4	3	2	1
10. Student behavior					
11. Student attitude towards learning					
12. Students attitude towards assignments					
13. Student performance					
14. Human relations of Education Officer					
15. Human relations of School head					
16. Human relations of Co-teachers					
17. Attitude of Community					
18. Present salary level					
19. Incentives from Armed Forces unit					
20. School reputation					
21. Location of school					
22. Regularity of supervision by officers from the unit/school					
23. Quality of school infra-structure					
24. Availability of teaching/learning materials					
25. Class size					

PART C: CAUSES OF TEACHER JOB SATISFACTION

Please indicate whether you strongly agree, agree, are uncertain, disagree or strongly disagree with the statements that follow by ticking (√) 5, 4, 3, 2 or 1 as appropriate

KEY

5-Strongly Agree, 4-Agree, 3- Uncertain, 2-Disagree and 1-Strogly disagree.
 Motivation and teacher job satisfaction

ITEM	5	4	3	2	1
26. I like teaching					
27. Adequate challenges exist in this unit.					
28. Teaching in this unit gives me a great deal of personal satisfaction.					
29. I am rarely bored with teaching.					
30. Adequate promotional opportunities exist in this unit					

School environment and teacher job satisfaction

ITEM	5	4	3	2	1
31. Students are interested in what I teach					
32. I feel appreciated by students for my work					
33. The student to teacher ratio in my class is appropriate					
34. I am satisfied with the tidiness of my school compound.					
35. I am assigned appropriate amount of school activities					
36. I am assigned appropriate amount of co-curricula activities					

Teacher's own characteristics and Job Satisfaction

	5	4	3	2	1
37. I feel competent in my teaching profession					
38. I am an effective teacher					
39. All in all I am satisfied with my job as a teacher					

Human Relations and Teacher Job Satisfaction

ITEM	5	4	3	2	1
40. I am appreciated by manager s of my unit for my work.					
41. I rarely feel that other educators are more satisfied than I am.					
42. I seldom feel isolate as a teacher.					
43. I feel appreciated by parents for my work.					
44. I feel appreciated by my colleagues for my work					
45. My community appreciates my work as a teacher.					
46. I am satisfied with the criticisms of my school head because they are constructive.					
47. I am involved in decision-making in my school.					

Supervision and teacher job satisfaction

ITEM	5	4	3	2	1
48. The staff of my educational unit provide effective educational leadership.					
49. I feel encouraged by the staff of my educational unit for my work.					
50. I am provide adequate administrative support by my unit.					
51. The administrators of my educational unit are effective educational leaders.					

PART D: EFFECTS OF TEACHER JOB SATISFACTION

Please indicate whether you strongly Agree, Agree, Uncertain, Disagree, or Strongly Disagree with the statement that follow by ticking 5, 4, 3, 2 and 1 respectively.

Pupils' Performance and Teacher Job Satisfaction

ITEM	5	4	3	2	1
52. My student's learning is enhanced because I am satisfied with my job.					

Commitment and Teacher Job Satisfaction

ITEM	5	4	3	2	1
53. My satisfaction with my work helps me to perform well.					
54. I seldom feel a sense of burnout.					
55. I will recommend teaching in the Armed Forces unit to a good friend of mine who wants to.					

Teacher Retention and Teacher Job Satisfaction

ITEM	5	4	3	2	1
56. From what I know, I will take teaching as a career if I have to decide allover again.					
57. My long term goal is to continue teaching.					
58. Even if I am offered a higher salary in another job, I will remain a teacher.					
59. I prefer teaching in the Armed Forces unit to teaching else where.					

Thank You.