

UNIVERSITY OF CAPE COAST

INVESTIGATION INTO JOB SATISFACTION AMONG SENIOR STAFF  
OF THE UNIVERSITY OF EDUCATION, WINNEBA

BY

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## DECLARATION

### Candidate's Declaration

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

Candidate's signature..... Date.....

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### Supervisors' Declaration

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

Principal supervisor's signature:..... Date:.....

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## **ABSTRACT**

The study was conducted to investigate the level of job satisfaction among senior staff of the University of Education, Winneba, and find out ways to promote their job satisfaction in the university. The research design used for the study was descriptive survey. A total sample of 155 senior staff was selected for the study. Simple random technique, using the lottery method was used to select the respondents from each campus. The instrument used for gathering data was the questionnaire. The Cronbach's Alpha coefficient for reliability test was .750.

The study was guided by five research questions. The descriptive statistics such as percentages, mean, standard deviation, independent sample t-test and ANOVA were used where applicable.

The study revealed that senior staff of the university were generally satisfied with their job. It also indicated that senior staff agreed on their view that job satisfaction leads to increase in productivity. However, there was no significant difference between respondents' gender and their level of job satisfaction in the university even though there was a significant difference between respondents' age, rank and work experience and their level of satisfaction.

The recommendations include the need to involve senior staff of the university in the decision making process, organization of regular workshops and seminars for them to become abreast with current issues pertaining to their work. Finally, fringe benefits and other allowances should be attractive enough to increase job satisfaction especially among the senior staff.

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## **DEDICATION**

To my wife, Florence and my children, Oteng, Kissiwaah, Ofosu and Afia Birago  
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## TABLE OF CONTENTS

	page
DECLARATION	ii
ABSTRACT	iii
ACKNOWLEDGEMENTS	iv
DEDICATION	v
LIST OF TABLES	x
LIST OF FIGURES	xii
CHAPTER	
ONE INTRODUCTION	1
Background to the study	1
Statement of the problem	6
Purpose of the study	7
Research questions	8
Significance of the study	9
Delimitation of the study	9
Limitations of the study	10
Definition of terms	10
Organization of the study	11

TWO REVIEW OF RELATED LITERATURE	13
Definition of motivation	13
Definition of job satisfaction	15
Relationship between motivation and job satisfaction	18
Theories of job satisfaction	19
Content theories	22
Maslow's hierarchy of needs theory	23
Alderfers ERG theory	28
Evaluation of ERG theory	30
Herzberg's two-factor theory	30
Evaluation of Herzberg's theory	34
Mc Clelland's achievement theory	37
Evaluation of McClelland's theory	39
Process theories	40
Vroom's expectancy theory	40
Evaluation of expectancy theory	42
Adam's equity theory	44
Evaluation of equity theory	46
Locke's goal theory	47
Evaluation of the goal theory	47
Theories of gender difference and job satisfaction	48
Conclusion of the theories	50

The significance of studying job satisfaction	50
Factors affecting job satisfaction	53
Pay	53
The Work itself	54
Promotions	55
Supervision	55
Working conditions	56
Consequences of job satisfaction	57
Productivity	58
Turnover	59
Absenteeism	60
Union activity	61
Research conducted by other researchers	62
Summary of literature	63
THREE METHODOLOGY	65
The research design	65
Population	67
Sample and sampling procedure	67
Research instrument	68
Pilot testing of the instrument	69
Data collection procedure	70
Data analysis procedure	71



FOUR	RESULTS AND DISCUSSION	73
	Characteristics of respondents	73
	Analysis of the research questions	78
	Summary of analysis	117
FIVE	SUMMARY, CONCLUSIONS AND	
	RECOMMENDATIONS	119
	An overview of the study	119
	Summary of the major findings	120
	Conclusions	122
	Recommendations	124
	Suggestions for further studies	125
	REFERENCES	127
	APPENDICES	134
A	Letter of Introduction	134
B	Questionnaire on Job Satisfaction among Senior Staff of the University Of Education, Winneba	135

## LIST OF TABLES

<b>Table</b>	<b>Page</b>
1 The number of senior staff in University of Education, Winneba	67
2 Sex distribution of respondents	74
3 Age distribution of respondents	75
4 Academic qualifications of respondents	75
5 Rank of respondents	76
6 Distribution of number of years of respondents in the university	77
7 Number of years of respondents in present position	78
8 Factors which promote job satisfaction	79
9 Perception of senior staff on how satisfaction affects performance	92
10 Independent sample t-test between gender and respondents perception on how job satisfaction affects performance	96
11 One way ANOVA between age of respondents and their perception On how job satisfaction affects performance	98
12 Tamhane T2 multiple comparison between age of respondents and their perception on how job satisfaction affects performance	98
13 One way ANOVA between rank of respondents and their perception On how job satisfaction affects performance	99
14 Tamhane T2 multiple comparison between rank of respondents and their perception on how job satisfaction affects performance	100

15	One way ANOVA between respondents working experience and their perception on how job satisfaction affects performance	101
16	Tamhane T2 multiple comparison between respondents working experience of and their perception on how job satisfaction affects Performance	101
17	Independent sample t-test between job satisfaction and sex of the respondents	102
18	One way ANOVA between job satisfaction and age of respondents	104
19	Tamhane T2 multiple comparison between job satisfaction and age of respondents	104
20	One way ANOVA between job satisfaction and rank of respondents	106
21	Tamhane T2 multiple comparison between job satisfaction and rank of respondents	107
22	One way ANOVA between job satisfaction and working experience of respondents	108
23	Tamhane T2 multiple comparison between job satisfaction and working experience of respondents	109
24	Responses of respondents on whether they face any challenges in performing their duties in the university	110
25	Challenges respondents face in the course of performing their duties.	111
26	Perception of senior staff on how job satisfaction could be promoted	115

## LIST OF FIGURES

<b>Figure</b>	<b>Page</b>
1 Lawler's model of job satisfaction	18
2 Koontz & Weihrich Need-want-satisfaction chain	19
3 Maslow's hierarchy of needs.	23
4 Comparison of the Maslow's categories and the ERG categories	29
5 Herzberg's model of intrinsic and extrinsic factors	31
6 Lawler and Porter Model on relationship between performance and job satisfaction	58

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background to the Study**

Education, either formal or informal, is the bedrock on which society is built. Therefore the early foundation of education which seeks to make the individual maximize his or her adaptation to the environment is very important. Again, education is unquestionably, the most important form of human resource development in several senses. Hence, there is a tremendous popular demand for education, particularly for schooling in virtually all countries, developing and developed alike.

Globally, higher education is seen as a tree of knowledge. During the last half of the twentieth century, higher education, recognized as a unique institution in every society, has expanded in scope, in response to rise in demand for the growing need to train scholars and experts to promote economic growth and enhance national standing in committee of nations. It is believed that the oldest university developed in Europe during 1100s, where it began with a collection of scholars organized into cooperates with certain privileges and responsibilities.

The development of higher education in Africa started as a result of the UNESCO Conference held in Tananarive which subsequently led to the

establishment of University College of Cape Coast and later the University College of Education, Winneba (PNDC Law 320) in 1962 and 1992, respectively. (Antwi, 1992). On 14<sup>th</sup> May, 2004, the University of Education, Winneba Act, Act 2004 was enacted to upgrade the status of the University College of Education. It then became an autonomous University ([www.uew.edu.gh/about.us/aboutus&history.html](http://www.uew.edu.gh/about.us/aboutus&history.html)).

The university operates in three (3) campuses. The Winneba campus is the seat of the Vice-chancellor with satellite campuses at Kumasi and Ashanti Mampong. The University has a total staffing position of 1,367 and student population of 18,323 ([www.uew.edu.gh/about.us/aboutus&history.html](http://www.uew.edu.gh/about.us/aboutus&history.html)).

Basically, there are various associations of workers in the country's universities. These are Federation of University Senior Staff Association of Ghana (FUSSAG), Ghana Association of University Administrators (GAUA), Teachers and Educational Workers Union (TEWU) and University Teachers' Association of Ghana (UTAG). The University of Education, Winneba, consists of the the Vice-chancellor's Office, the Central Administration, the Academic Division, Services and Halls of Residence and Students Affairs.

The university is also made up of three (3) main structures; the senior membership structure which comprises both the academic staff (lecturers) that is from Professorship to assistant lecturers and non-academic senior members such as Registrar, Deputy Registrars, Senior Assistant Registrars and Assistant Registrars at all levels of the university. The senior staff category is also made up

of Chief Administrative Assistants, Principal Administrative Assistants, Senior Administrative Assistants, Administrative Assistants, Chief Research Assistants, Principal Research Assistants, Senior Research Assistants, Research Assistants, Chief Technical Assistants, Principal Technical Assistants, Senior Technical Assistants and Technical Assistants, while the junior staff category comprises Clerks, Cleaners and Messengers.

It is an undisputable fact that education is central to world development and so staff in the university should be well catered for to provide their rich services and contributions to the development of the universities in particular and the country in general. This lofty goal of university education could only become a reality if the key players in the sector like senior staff are well motivated. Therefore in order to achieve the goals of the university, staff of the university must be well motivated to give out their best in respect to satisfaction.

In simple terms, motivation is the ability to change behaviour. It is a drive that compels one to act because human behaviour is directed towards some goal. Daft (1997) refers to motivation as the forces either within or external to a person that arouse enthusiasm and persistence to pursue a certain course of action. The forces that come from within are based on personal interests, desires and the need for fulfillment of goals while the external forces include rewards, praises, promotions, salaries among others. Staff motivation naturally has to do with workers attitude to work. It has to do with workers' desire to participate in organizational activities.

Kim (2000) defined motivation as all those inner striving conditions, described as wishes, desires and urges that stimulate the interest of a person in an activity. It is therefore an inner state that stimulates and triggers behaviour. In the words of Ukeje (1991, p.131), “motivation could make a mule dance”. The relative incidence of specific behaviours such as the need for positive attitude to work could be undermined if workers are not well motivated.

Motivation and job satisfaction are significant factors in workers’ performance at work. Robbins (2001) describes motivation as the willingness to exert high levels of efforts towards organizational goals conditioned by the efforts ability to satisfy some individual needs. In other words motivation is management function that stimulates individuals to accomplish laid down organizational goals. It is important to note that motivation is the key to performance improvement in institutions of which University of Education, Winneba is part.

In relation to the above, Mulins (1996) posits that many scholars believe that motivation is mainly responsible for differential staff performance. It changes as time and condition change and is dependent on incentive that the staff value and believe to be attainable with increased individual performance that is high when staff frustration is minimal.

Job satisfaction can be described as how content an individual is with his or her job. It is a relatively a recent term since in previous centuries the jobs available to a particular person was predetermined by the occupation of his or her parents. There are a variety of factors that influence a person’s level of job



satisfaction and for that matter job performance. Some of these factors are levels of pay and salary, fairness of promotional systems, quality of the working conditions, leadership and social relationships within the organizations (Locke, 1985).

In the view of workers' sense of achievement and success, job satisfaction is generally perceived to be directly linked to productivity as well as personal well being. Job satisfaction implies doing job one enjoys, doing it well and being suitably rewarded for one's efforts. Empirically, job satisfaction is the keying radiant that leads to recognition, income, promotion and the achievement of other goals that lead to a general feeling of fulfillment. (The Harvard Professional Group, 1998).

It has been observed that staff motivation brings about job satisfaction and workers well being in all institutions. It appears most administrators of most universities in Ghana do not apply motivational principles which will intend bring out the best in terms of productivity or higher achievement set out by the institutions. The achievements in terms of improved productivity come as a result of a combined effort of the staff and their heads. Therefore the crux of the study is based on an investigation into the level of job satisfaction among senior staff of the University of Education, Winneba.

## **Statement of the Problem**

An organization's very survival rests heavily on its ability to attract and retain qualified workers and an organization that is known to mistreat its personnel will have difficulty in drawing the best people to staff its positions (Vecchio, 1991).

However, it appears serious attention has not been given to the issue of staff motivation which is a pre-condition to job satisfaction in most institutions (Vecchio, 1991). Public institutions of higher learning seem to be faced with labour turnover. This is because there appears to be a lack of creativity and originality as senior staffs are expected to work within the confines of the laid down procedures. This is because the duties of senior staff are stipulated in the Revised Unified Scheme of service for senior staff of the Universities of Ghana. This is closely linked with the lack of clear definition of positions (role ambiguity) and job description.

However, it appears the administrators of the University of Education, Winneba do not acknowledge the contributions of senior staff which result in low morale in job performance which in turn affects productivity. Recognition of staff members is a crucial component in determining the level of workers' efficiency.

In most well structured institutions of higher learning in Ghana, there appears to be a number of challenges which hinder avenues for promotion. In the first place there is difficulty of obtaining study leave for further studies. Secondly, there is also the problem of social relationships, leadership style, poor working

conditions and ineffective communication channels, which serve as a disincentive to motivation and job satisfaction among senior staff in public universities.

The researcher's interaction with some senior staff, students and comment by some administrators of the university show that most workers do not report to work early and they also vacate their offices when it is about time for lunch. Seemingly, workers do not perform the duties of their colleagues who are engaged in other assigned duties elsewhere. Students also complain bitterly about reception given to them by both the senior and junior staff. The "Go and Come" and "We are on it," attitudes are some of the nagging problems of the day. There appears to be poor reception to visitors and excessive red-tapeism in the university. These and other problems seem to militate against job satisfaction among senior staff of the University of Education, Winneba. There are questions as to how motivational factors instituted in the university have satisfied senior staff as well as promoting efficiency at work place. Much of the evidence to this questions is anecdotal hence the need to investigate into job satisfaction among senior staff of the University of Education, Winneba.

### **Purpose of the Study**

The general purpose of the study is to investigate job satisfaction among senior staff of the University of Education, Winneba. Specifically, the study seeks to:

1. investigate the factors that promote the level of job satisfaction of senior staff of the University of Education, Winneba.

2. find out the perception of senior staff of the University of Education, Winneba of job satisfaction on performance
3. investigate whether there is a significance difference between job satisfaction and personal characteristics of senior staff of the university
4. investigate the challenges the senior staff of the University of Education, Winneba, face in the course of performing their duties.
5. find out the perception of senior staff of the University of Education, Winneba on how job satisfaction can be promoted.

### **Research Questions**

The research seeks to provide answers to the following questions.

1. What factors promote the level of job satisfaction among senior staff of the University of Education, Winneba?
2. What is the perception of senior staff of the University of Education, Winneba on how job satisfaction affects performance?
3. What is the difference between personal characteristics of senior staff of the university and their level of job satisfaction?
4. What challenges do the staff of the University of Education, Winneba? face in the course of performing their duties?
5. What is the perception of senior staff of the University of Education, Winneba on how job satisfaction can be promoted?

### **Significance of the study**

The findings of this research are expected to contribute not only to the body of knowledge on job satisfaction, but will also contribute to good educational practices in the universities in the country. This is because the study would reveal some of the factors that lead to high or low satisfaction among senior staff of the University of Education, Winneba. The result of this research will also serve as a beacon for policy decisions on job satisfaction in the University of Education, Winneba. The findings will also provide management of the university with an insight into staff motivation that will ultimately lead to job satisfaction, which will aid the accomplishment of the University's vision statement to "become a pre-eminent teacher university in Ghana" (Corporate Strategic Plan, 2003 – 2008,p.3)

### **Delimitation of the Study**

The study could have covered other areas such as staff training and development, staff supervision, staff appraisal but the study is centered on job satisfaction of senior staff in the University of Education, Winneba. This is because job satisfaction is a vital ingredient for the achievement of organizational success.

In view of the assertion by Vecchio (1991), that serious attention has not been given to staff motivation which is a pre- condition to job satisfaction as well as the experience of the researcher (as a middle management employee of the University of Cape Coast), the study is undertaken to find the state of affairs in

the University of Education, Winneba. Some of the areas in job satisfaction to be considered are factors that promote job satisfaction, the relationship between motivation and job satisfaction and understanding the significance of motivation and job satisfaction.

The study is delimited to senior staff of the University of Education, Winneba, because they are the middle level management employees in the University in the achievement of the organizational goals. The findings from the study would be applied to senior staff of the university. However, any other university in Ghana with similar characteristics may adapt the findings to suit its needs.

#### **Limitation of the study**

The researcher was not able to involve all the people in the study. This is because time and financial constraint could not allow the researcher to do that.

The collection of the data was through the questionnaire. As a result, the responses that were obtained might not be the true reflection of the reality because as descriptive survey it may have delved into private and emotional issues of the respondents. Again, questionnaires were given out to respondents to complete on their own. The likelihood that they would confer from each other could affect the quality of the study. However, these limitations notwithstanding, resultant findings of the study would constitute a strong basis for generalization.

#### **Definition of Terms**

For the purpose of this study, the following terms have been operationally defined

- Job satisfaction:** How content an individual is with his or her job.
- Motivation:** It is the inner state that stimulates and triggers behaviour
- University:** Refers to a place of higher learning
- Staff:** Refers to those people in the employment of the university.
- Senior Staff:** Refers to those people in the employment of the University of the rank below the senior members rank and above junior staff rank.
- Personal characteristics:** Refers to information on respondents such as gender, age, academic qualification, professional status and level of work experience

### **Organization of the Study**

The study has been organized into five chapters. Chapter one is the introductory phase of the study. It dealt with the background of the study, the statement of the problem, the purpose of the study, research questions, and significance of the study. It as well covers the delimitation of the scope of the study, organization of the study and definition of terms.

Chapter Two covered the review of the related literature. It dealt with issues such as definition of motivation, definition of job satisfaction, relationship between motivation and job satisfaction, theories on motivation and job satisfaction. Others include Maslow's hierarchy of needs, Alderfer's ERG theory, Herzberg's two-factor theory and McClelland's achievement theory. Others include Vroom's expectancy theory (fulfillment theories), Adam's equity theory,

Locke's goal theory, theories of gender differences and job satisfaction, and the significance of studying job satisfaction. It concludes with factors affecting job satisfaction, consequences of job satisfaction and research conducted by other researchers on job satisfaction

Chapter Three focused on the methodology of the study. It covered issues such as the population, the research design, and sample and sampling methods used as well as research instrument and pilot testing of the instrument, data collection procedure and data analysis procedure were also discussed.

Chapter Four dealt with the analysis, interpretation and presentation of data collected from the field. The concluding chapter, chapter five presents the summary, conclusions and recommendations of the study. It also covers suggestions for further studies



## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the researcher has reviewed relevant related literature on staff motivation and job satisfaction base on the research questions raised. The following specific areas will be covered: definitions of motivation and job satisfaction, relationship between motivation and job satisfaction. Others include theories of motivation and job satisfaction- Maslow's hierarchy of needs, Alderfer's ERG theory, Herzberg's two factor theory and McClelland's Achievement theory. Vrooms expectancy theory, Adams equity theory, Locke's goal theory and Discrepancy theory will also be considered. The rest are significance of studying job satisfaction, factors affecting job satisfaction, consequences of job satisfaction, and research conducted by other researchers on job satisfaction.

#### **Definitions of Motivation**

The word "motivation" is derived from the Latin word "movere" which means to move. There are many definitions of different components of motivation and many diverse philosophical positions regarding the nature of human beings. It is difficult to define motivation, as the term has no fixed meaning in contemporary psychology (Atkinson, 1964). At the most general

level, motivation refers to a process governing individual choices among different forms of voluntary activities (Vroom, 1964). Daftl (1997) stresses that motivation involves three aspects: the direction of behaviour, the strength of responses and the persistence of the behaviour.

From an organizational perspective, motivation is defined as “those processes within an individual that stimulate behaviour and channel it in ways that should benefit the organization as a whole” (Miner, 1988, P. 106). Cole (2004) says that motivation is the term used to describe those processes, both instinctive and rational by which people seek to satisfy the basic drives, perceived needs and personal goals, which trigger human behaviour. It is the force that makes individuals do things. Human motivation studies aim in essence to discover what that is triggers and sustains human behaviours. It is however, complex trying to understand human motivation. Sometimes a person’s motives may be clear to him but quite puzzling to others. In other situations also, especially where stress is involved, the individual concerned may be totally unaware of his motives while others may see them clearly.

Middlemist and Hitt (1988, P.316) state that motivation is “the forces acting on and coming from within a person that account, in part, for the willful direction of one’s efforts toward the achievement of specific goals”. In support to the issue of motivation, Johns (1983) defines motivation in terms of three things: the person works hard; the person keeps at his or her work, and the person directs his or her behaviour toward appropriate goals. The current focus on work

motivation is defined as the “the complex forces, drives, needs, tension states or other mechanisms that start and maintain work related behaviours toward the achievement of personal goals” (Hoy & Miskel 1991).

According to most definitions, motivation consists of three basic components that activates, directs and sustain human behavior (Boachie-Mensah, 2006). Relating to work motivation in organizations, it contains the effort, persistence, and direction of employee motives as a foundation of work motivation (Johns, 1983). Lunenburg and Ornstein (1991) explain that “effort” concerns the intensity of the employee’s work-related behavior; while “persistence” concerns the sustained effort employees manifest in their work - related activities, both aspects concern the quality of work performed. “Direction” refers to the quality of an employee’s work; it is the investment of sustained effort in direction that benefits the employer. The researcher will adopt the definition proposed by Hoy and Miskel (1991), as it well describes the feelings of staff working in a university organization.

### **Definitions Job Satisfaction**

Job satisfaction is a general term used to describe the attitudes and feelings of people at work. The term job satisfaction did not come into currency until recently. It was formerly known as morale and later on became known as job attitude. Hoppock (1968), one of the pioneers to define job satisfaction, suggests the following six major components of job satisfaction:

1. the way the individual reacts to unpleasant situation;

2. the facility with which he/she adjusts himself/herself to other persons;
3. his/her relative status in the social and economic group with whom he/she identifies himself/herself;
4. the nature of the work in relation to the abilities, interests and preparation of the worker;
5. security; and
6. loyalty.

Organ and Bateman (1991), hold that job satisfaction refers to the constellation of a person's attitudes toward or about the job. Vecchio (1991) is also of the view that job satisfaction is one's thinking, feeling and action tendencies (that is one's attitude) toward work and that a person's level of job satisfaction is formed via experience. Gordon (1999), states that job satisfaction occurs when a job meets the expectations, values and standards of an individual and will influence their commitment and performance. The greater the degree of the expectations being met the higher will the level of job satisfaction be.

Bame (1991) sees job satisfaction as multidimensional phenomenon and that it comprises a complex set of variables which operates to determine of worker's attitude towards his or her job. In addition, Mullins (1996) agrees that job satisfaction is an attitude and an internal state that can be associated with personal feelings of achievement, either quantitative or qualitative. Job satisfaction has been widely researched in terms of work attitude in organizational behavior literature. Mason (1994) defined job satisfaction as any combination of

psychological, physiological and environmental circumstances that causes a person to say, "I'm satisfied with my job". At the same time, Greenberg and Baron (2003) concurs that job satisfaction is an attitude towards ones job and its cognitive, affective and evaluative reactions towards his or her job. For some people they may feel consistently satisfied with their jobs whilst others may be feeling quite dissatisfied.

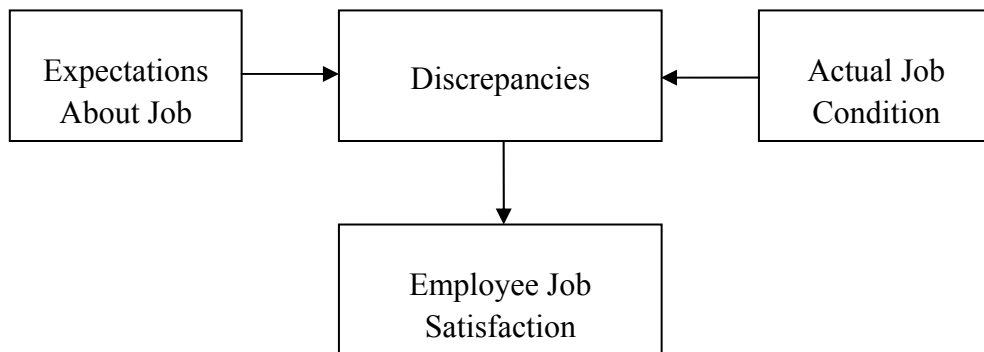
Locke (1976), whose concept of job satisfaction has gained wide support, defined overall job satisfaction as the "pleasurable emotional state resulting from the perceptions of one's job as fulfilling or allowing the fulfillment of one's important job values, providing these values are compatible with one's needs". In contrast, Muchinsky (1991) states simply "Job satisfaction is the extent to which a person derives pleasure from a job. And, Holdaway (1978) remarked that job satisfaction was generally viewed as an organizational outcome, not as a determinant.

In general, job satisfaction is the attitude toward the job as a whole. It is a function of satisfaction with different aspects of the job such as conditions, motivation, supervision, individual health, age; pay, the work itself, benefits and the particular weight or the importance one attaches to those respective components. Thus, while workers can be very satisfied with some aspects of their work, for example, their relations with their supervisors, they may be indifferent to the physical environment of the work place or the benefits and may also be dissatisfied with their salaries. So a worker can be satisfied with his job at one

and the same time be dissatisfied (Vecchio 1991). According to Bateman and Snell (1999), staff will be satisfied if they are justifiably treated by the outcomes they receive or the processes that are implemented. However, they also warn that a satisfied worker may not necessarily be a productive worker. So for the purpose of this study job satisfaction can simply be viewed as the feelings that lead people to feel positively or negatively about their jobs.

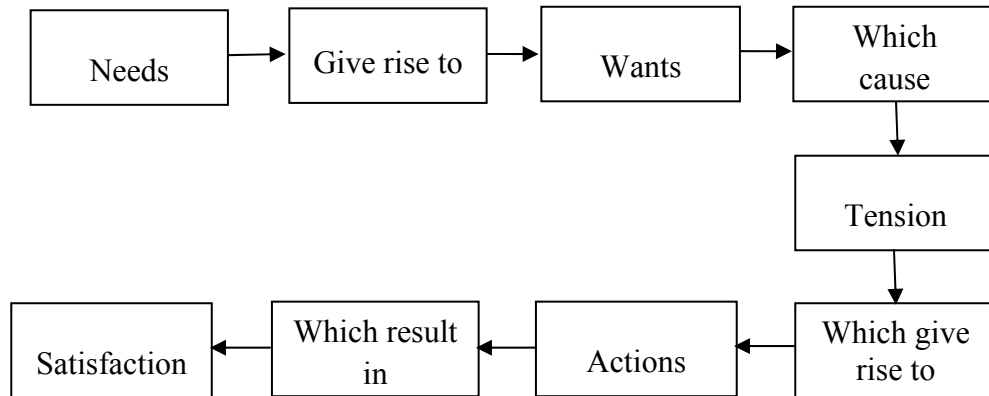
### **Relationship between Motivation and Job Satisfaction**

The terms like “motivation”, “morale” and “incentives” are not exactly equivalents, but they are sometimes used interchangeably in literature related to job satisfaction (Vroom, 1964). The relationship between motivation and job satisfaction is well explained by Lawler III (1973), who has developed a model of job satisfaction as shown in Figure 1. The model explains that job satisfaction is determined by the discrepancy between what individuals expect to get out of their jobs and what the job actually offers. A person will be satisfied if there is no discrepancy between his desired and actual conditions; but he will be dissatisfied if there is less than the desired amount of job characteristics in the job.



**Figure 1: Lawler's Model of job satisfaction**

In contemporary motivation theory related to the outcomes of job satisfaction, Koontz and Wehrich (1990) developed the Need-Want-Satisfaction chain. It explains that the felt needs of individuals give rise to wants which cause tensions. This tension gives rise to actions toward achieving goals which finally result in satisfaction (as shown in figure 2). Thus motivation is the drive to satisfy a want (achieve an outcome); satisfaction is experienced when the outcome has been achieved (Koontz & Wehrich, 1990). So in order to understand the notion of satisfaction, it is valuable to review the motivational theories.



**Figure 2: Koontz & Wehrich Need-Want-Satisfaction Chain**

### Theories of Job Satisfaction

Prior to the recent century, bits and pieces of concepts regarding job satisfaction had been expressed since the Industrial Revolution (Hoppock, 1968). For example, Karl Marx was amongst one of those who pointed out that the fragmented nature of work resulted in a lack of fulfillment gave rise to feelings of misery rather than enjoyment.

Cameron (1973) postulates that job satisfaction theories are motivation theories. She states that the characteristics of motivated behaviour are voluntary and goal oriented. Such behaviour is obviously the type of behaviour with which we are primarily concerned in the working situation.

McCornick and Ligen (1985) mention that job satisfaction is often treated as if it were the same as, or very similar to, work motivation. Daft (2001) characterizes job satisfaction as something concerning the feelings one has towards a job, and motivation with the behaviour that occurs in the job. Nevertheless, the two topics are not clearly differentiated. In fact, the two terms are often inseparable or interchangeable. Therefore, many theories of work motivation are also considered, at least in part, to be theories of job satisfaction.

A review of the literature showed that there were different approaches in classification of the theories of job satisfaction:

Firstly, behavioural and cognitive approaches identified the environmental conditions and thought processes in regulation of individual's behaviour at work (Hoy & Miskel, 1982). Behavioural school as represented by Skinner adopted a learning approach that behaviour was modified by the consequences of rewards and punishments. Environmental conditions, in the form of positive or negative reinforcements, regulated or affected the intensity and frequency of individual behaviour at work, so that discussion and studies on internal feelings was unnecessary. On the contrary, cognitive models focuses on the internal thought processes, assuming that each person is unique, behaves in a rational way, and



decides what to do based on the evaluation of likely outcomes of each alternative at work (Gruneberg & Osborne, 1982). This model argues that environment alone cannot fully explain behaviour.

Secondly, the intrinsic-extrinsic approach relates to individual's internally and externally initiated behaviour at work (Hoy & Miskel, 1982). Intrinsic rewards are those rewards or outcomes mediated within and controlled by the individual whereas extrinsic rewards are those provided by other people, the work organization or environment. However, there were many criticisms to this approach: There was a controversy in definition to what actually constitute the intrinsic and extrinsic, factors and the ways to classify them; many researchers disagreed over whether these extrinsic and intrinsic rewards would combine in an additive fashion or that the factors interacted with each other in a destructive and counter-productive manner.

Thirdly, Locke (1993) analyzed the historical trend to identify three schools of theories: In the 1920's, scientific management (physical-economic) school studied the influence of job satisfaction on improvements in productivity in terms of changes in the physical environment. In the 1930's, the human relations (social) school emphasized the attainment of satisfaction through growth in skill, efficacy, and responsibility made possible by mentally challenging work.

However, the most widely and contemporary used classification has been the content and process approaches. Gruneberg (1979) and Locke (1983) follow the classification of job satisfaction theories by Berelson and Steiner (1964) and

divide them into two categories, viz content theories and process theories. Content theories are those which attempt to give an account of what needs values or expectations are important to individuals in determining their degree of job satisfaction. Boachie-Mensah (2006) sees content theories as focusing on the inner needs that motivate behaviour. Thus, it attempts to identify “what” motivates employees in the workplace. Process theories are those which, in general terms, try to give an account of how the individual’s needs, values and expectations interact with the job to provide job satisfaction and dissatisfaction.

### **Content Theories**

Content Theories also called needs theory. Campbell and Pritchard (1976) classified Maslow and Herzberg theories as content theories since they are basically interested in identifying factors which influence job satisfaction and dissatisfaction. Content theories try to identify the needs that people will strive to satisfy. It is the drive to satisfy these needs that direct people to work. .

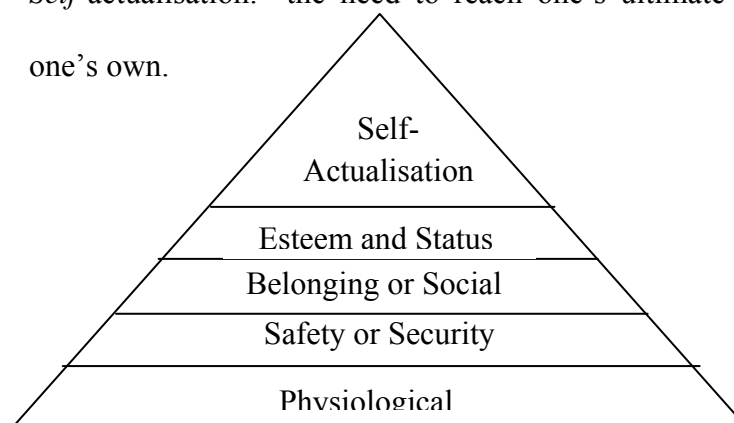
Although there are many competent content theories in work motivation, this chapter will mainly focus on the discussion of four famous content theories:

1. Maslow’s Hierarchy of Needs Theory
2. Alderfer’s ERG Theory
3. Herzberg’s Two-Factor Theory
4. McClelland’s Achievement Theory

## Maslow's Hierarchy of Needs Theory

This is one of the most widely known theories of motivation and concentrates on a supposed needs hierarchy. Maslow (1943) suggests that human needs are arranged hierarchically and that needs which are low in the hierarchy must be largely satisfied before those which are higher in the hierarchy will motivate behaviour. These needs may be defined as:

- *Physiological*: for sunlight, sex, food, water and similar inputs which are basic to human survival.
- *Safety-Security*: for freedom from environmental threat, animals and people, for shelter, security, order, predictability and for a generally organized world.
- *Belonging or Social*: the need to associate with one's own kind, for relationships, affection, giving and receiving love, for feelings of belonging.
- *Esteem and Status or Ego*: for strength, achievement, adequacy, confidence, independence and for reputation, prestige and recognition.
- *Self-actualisation*: the need to reach one's ultimate goals in life, to fulfill one's own.



**Figure 3: Maslow's Hierarchy of Needs**

This hierarchy (caricatured as from ‘belly to brains’) rests on two assumptions: that (a) unsatisfied needs motivate behaviour and (b) as a particular need becomes satisfied it becomes less of a motivator and the next in line takes on more importance. For most people the higher order needs will be less satisfied than the lower ones and differences in satisfaction will depend on cultures and individuals.

Some studies supported the theory. For example, Mann and Williams (1962) found that a failure to satisfy lower-level needs made the satisfaction of higher-order needs difficult. Daft (1997) found that persons with lower-level jobs were likely to be motivated more by lower-order needs such as money, whereas those at higher levels are more interested in fulfilling higher-order needs for achievement.

On the other side, there has been considerable criticism of this theory. The major criticism made by Locke (1976) was that there is a lack of substantial evidence for a hierarchy. Hoy & Miskel (1982) commented that it lacks definitional clarity, for example, the higher level needs are ambiguous and elusive. There is also a weakness in methodological rigor of the research to support the theory. Daft (2001) comments on what Maslow said is that, in effect, all of us share the higher level needs just as we share those that are more basic. People all need to earn respect and to feel useful of their abilities, just as the need for food and shelter. These things must be satisfied whether at home or work. If these needs are not met, the opportunity to earn respect, recognition and

confidence will not be succeeded. This mental deprivation has its consequences as does physical deprivation.

Moreover, there is no reason to think that the need for self-actualisation has the same importance in different people and cultures (Verhaegen cites from other researcher that Japanese are not much concerned about self-actualisation but are quite concerned about maintenance of harmonious relations within the groups of which they are members. So they try to achieve such relations in their work environment rather than self-actualisation. Besides, cultural arts are found much more frequently in countries where the basic survival needs are largely gratified. Higher-level expressions of self-esteem and self-actualisation are not found as frequently in poorer countries where most of the people are struggling for survival (Cherrington, 1989).

Since different people have different values and background, they will be motivated in different ways and become satisfied by different objects. For example, McClelland's (1961) theory on achievement motivation claims that some people are motivated by a need to create things, to achieve something (Verhaegen, 1979). In commenting on Maslow's views, Verhaegen stresses the difficulty of designing work in such a way that self-actualisation in the work situation would come within reach of most people.

While it may be useful to see the theory as operating over time at a general societal level, at the individual level it has serious drawbacks which include:

1. There is a methodological issue: the theory was intended to predict changes in individuals' needs but most of the research has been cross-sectional comparing the needs of different people at one point in time.
2. It is not easy for psychologists to define constructs such as self-actualisation, let alone to test them.
3. It is difficult to see how the theory can predict behaviour by assessing the amount of satisfaction that one has to achieve at one level before passing on to the next.
4. People do not satisfy their needs, especially the higher order ones, through the work situation alone; they are satisfied through other areas of their lives as well.
5. The hierarchy 'may simply have reflected American middle-class values and the pursuit of the good life, and may not have hit on fundamental universal truths about human psychology' (Huezymanski & Buchman 1991)
6. Individuals attach different values to the same need.
7. Some outcomes at work satisfy more than one need.
8. Even for people with the same hierarchical level the motivating factors may well be different.
9. The theory seems to ignore the notion of altruistic behaviour.
10. The theory does not acknowledge gender variables.

Even so, the work of Maslow on human need has been enriched and amplified by many researchers. Different researchers are using different starting points. Maslow's need hierarchy continues to be a very popular theory of motivation.

**Evaluation of Maslow's Theory** Unlike traditional work motivation theories which stress on economic rewards and work conditions (Taylor, 1947). Maslow's theory mentions the existence and importance of higher-order needs in work situations. Maslow's theory has drawn the attention of administrators to the psychological aspects of needs (Westwood, 1992). As a result, Maslow's theory has greatly influenced the management approaches to motivate employees to work.

Maslow's theory has provided a model to examine the different needs that people have. Supervisors have to recognize individual differences of subordinates and to make use of different approaches to motivate subordinates. Furthermore, Maslow's theory has provided a framework for further investigation of other needs and the development of other need theories such as Alderfer's ERG theory (Alderfer, 1972) and McClelland's achievement theory (McClelland, 1961).

However, there are a lot of criticisms towards the Maslow's theory. Hofstede (1984) found that security motivated most workers more strongly than self-actualization in countries with high uncertainty avoidance (e.g. Japan and Greece) as compared with lower uncertainty avoidance countries (e.g. the United States).

Hofstede concluded that there was no universal pattern in the relative importance of needs in the Maslow's theory.

Furthermore, the Maslow's theory has limited empirical support. Schneider & Alderfer (1972) found it difficult to operationalise Maslow's categories of the needs in organizations in their empirical studies because the initial orientation of Maslow's theory was not specifically aimed towards organizational settings.

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

Alderfer (1972) modified the Maslow's model and proposed another need theory: ERG theory. According to the ERG theory, there are three types of needs: needs for existence, needs for relatedness and needs for growth. Existence needs and relatedness needs are considered as low order needs. Growth needs are considered as high order needs. The details of the three needs are as follows:

1. Existence needs are concerned with sustaining human existence and survival. Existence needs cover physiological and safety needs of a material nature.
2. Relatedness needs are concerned with relationships to the social environment. Relatedness needs include love, belonging, affiliation, and meaningful interpersonal relationships of a safety or esteem nature.
3. Growth needs are concerned with the development of potential. Growth needs include self-esteem and self-actualisation.



Maslow Categories	ERG Categories
Physiological safety-material	Existence
Safety-interpersonal	Relatedness
Belongingness (social	
Esteem-interpersonal	
Esteem-self-confirmed	Growth
Self-actualization	

**Figure 4: Comparison of Maslow and ERG Components**

In addition, the ERG theory has the following three basic propositions:

1. The less a need is satisfied, the more the need is desired.
2. The more a lower-order need has been satisfied, the more higher-order needs are desired.
3. The less a higher-order need is satisfied, the more lower-order needs are desired.

The major difference between the Maslow's theory and the ERG theory is that Maslow's needs occur in a hierarchical manner and the ERG needs are not necessarily activated in any specific order. While the Maslow's theory stresses that a person focuses on one need at a time, the ERG theory contends that more than one need may be activated at the same time. Unlike the Maslow's theory, the ERG theory suggests that lower level needs do not have to be satisfied before

a higher level need emerges. Alderfer's ERG theory also suggests that needs are more a continuum than hierarchical levels.

### **Evaluation of ERG Theory**

Schneider and Alderfer (1972) conducted empirical studies to compare the Maslow's theory and the ERG theory. The results indicated that the ERG theory was more able to explain the data when compared to the Maslow's theory.

The ERG theory changes the conceptualization of human needs, sharpens the definition of terms and statement of propositions, and provides a type of empirical testing that Maslow's theory has never had (Hoy & Miskel, 1991). Although the amount of research on the ERG theory is relatively limited, the ERG theory has provided administrators with a more flexible approach to understand human needs than the Maslow's hierarchy.

Since the ERG theory is relatively new, the amount of research related to the theory is also limited in the education sector.

### **Herzberg's Two-Factor Theory**

Built on Maslow's work, Herzberg (1959; 1966) developed the Two Factor Theory. Like Maslow's need hierarchy theory, the two-factor theory seeks to determine factors that cause motivation. Herzberg gives a more sophisticated analysis of the significance of higher and lower order needs. He focuses his attention on the work environment to identify factors that arouse people's positive or negative attitudes towards their work.

Herzberg (1966) finds that certain job factors affected job satisfaction and others affected job dissatisfaction. The factors which affect job satisfaction reflect the content of jobs (intrinsic factors). On the other hand, factors which determine job dissatisfaction is related to job context (extrinsic factors) (see figure 2.)

<b>Intrinsic factors</b>	<b>Extrinsic factors</b>
<b>Satisfiers, Content factors, or Motivators</b>	<b>Dissatisfactor, Contextfactors, or Hygienefactor</b>
<ul style="list-style-type: none"> <li>– Achievement</li> <li>– Recognition</li> <li>– Work itself</li> <li>– Responsibility</li> <li>– Advancement</li> <li>– Personal growth</li> </ul>	<ul style="list-style-type: none"> <li>– Company policy and administration</li> <li>– Supervision (technical)</li> <li>– Working conditions</li> <li>– Interpersonal relations (Supervisors, co-workers, subordinates)</li> <li>– Salary</li> <li>– Status</li> <li>– Job security</li> <li>– Personal life</li> <li>– Working conditions</li> </ul>

**Figure 5: Herzberg’s Model of Intrinsic and Extrinsic Factors**

Herzberg's two-factor (motivation-hygiene) theory (Herzberg, 1959) is the one which has gained much attention, and lots of researches have been done on it. It states that job satisfaction and dissatisfaction are two separate domains instead of falling at both ends of a continuum. In his studies, Herzberg (1959) has identified variables which are related to job satisfaction. Herzberg argues that only intrinsic factors are really motivating workers to expend effort, so he label them motivators. Extrinsic factors, on the other hand, do not lead to motivation but instead could prevent dissatisfaction. He refers to these factors as hygiene factors. His analogy is medical: good hygiene helps prevent disease, it cannot positively generate health. Herzberg using a critical incident technique, which involves coding incidents when the subject felt "good" incidents, were associated with intrinsic factors and "bad" incidents with extrinsic factors. And he proposes that satisfaction and dissatisfaction are not on a single continuum but two unipolar variables depending on qualitatively different stimuli.

In fact, not all researchers of work satisfaction agree with Herzberg, King (1970) shows that one of the weaknesses of Herzberg's theory is the lack of an explicit statement on the exact nature of theory. Schneider and Locke (1971) also claim that Herzberg made a mistake of inconsistencies in classification, which alone could account for the results. Furthermore, Konings (1974) applying Herzberg's technique of critical incidents in a study of motivation and satisfaction, suggests that extrinsic factors are much responsible for satisfaction as for dissatisfaction.

Besides, researchers have been highly critical of Herzberg's terminology and his methods of relating the important variables in motivation. Robbins (2001) shows that Herzberg oversimplified and made a mistake in equating satisfaction and motivation. He proposes that satisfaction is an end state, while motivation is a force to achieve some end state. Other researchers like Schneider and Alderfer (1972) who focus on Herzberg's assumption that satisfaction leads to performance. They argue that performance depends on employee's abilities and his role perceptions, satisfaction results from the rewards received compare with the employee's perceived of equitable rewards for his expended effort. So their model is the idea that performance leads to satisfaction, rather than that satisfaction causes performances. Most researchers in this field allow that satisfaction and dissatisfaction are a linearly continuum, not unipolar state (Daft, 1997). Even though Herzberg's work has come in for severe criticism recently from a number of researches, there is little disagreement among theorists on the importance on the job itself as a major factor in job satisfaction for most individuals, and to this extent at least Herzberg's influence has been immense (Gruneberg, 1978).

Though Herzberg's theory has received a lot of criticism, its identification of various intrinsic and extrinsic factors do alert us of the diversity of job characteristics which can affect job satisfaction. However, the relative effect of these intrinsic and extrinsic factors on job satisfaction in turn depends on the unique need of the person and the work environment.

### **Evaluation of Herzberg's Theory**

Herzberg's theory suggests that administration should give attention to both motivating factors and hygiene factors to ensure effective management. Herzberg's theory leads to an important view that improvement in hygiene factors such as salary and work conditions would not lead to a more highly motivated working team. Based on the Herzberg's theory, Sergiovanni (1991) pointed out that school principals should be more concerned with both extrinsic and intrinsic rewards to stimulate participation investment of teachers so that schools could function effectively.

The two-factor theory has drawn the attention to the importance of job design to bring about job enrichment and has also led to the development of the famous "Job Characteristics Model" (Hackman & Oldham, 1976). Hoy and Miskel (1991) suggested that the most fruitful approach to the Herzberg's theory was to use the knowledge to develop better conceptualizations rather than to accept or reject it totally.

There are some empirical studies which support the Herzberg's two factor theory. Sergiovanni (1967) made use of the Herzberg's model to investigate the job satisfaction and dissatisfaction factors of teachers. Sergiovanni's findings supported Herzberg's idea that sources of positive and negative feelings regarding jobs were different. Motivators tended to focus on the work itself and hygiene factors tended to focus on work conditions. The results tended to support Herzberg's findings.

Armstrong (2006) made use of the Herzberg's theory to rate the satisfaction and importance for the job content and context factors. Armstrong discovered that satisfaction with content factors (i.e. recognition, responsibility, advancement, achievement and work itself) made the greatest contribution to the overall job satisfaction.

Schmidt (1976) found out that recognition and achievement were the major motivators for secondary school principals to approach their maximum potential and the major sources leading to job dissatisfaction were interpersonal relations with subordinates, peers and superiors. The Schmidt's findings support the Herzberg's theory.

Holdaway (1978) studied the relationships between the overall job satisfaction and facet satisfaction for teachers. Holdaway identified that "work itself" was associated most frequently with the overall satisfaction with teaching. The study provides a general support to the Herzberg's two-factor theory.

Friensen, Holdaway and Rice (1984) discovered that sense of accomplishment; interpersonal relationships, responsibility, authority and autonomy were sources of job satisfaction for school administrators. Dissatisfies were superior policy, work load, constraints, and relationship with parents and with the community. The Herzberg's theory was supported.

Gaziel (1986) investigated the generally of the two factor theory of the satisfaction for elementary school principals in Israel, Achievement, recognition and advancement were dominant sources of job satisfaction. The sources of job

satisfaction and dissatisfaction were different. The results supported (with some reservations) the two-factor theory of job satisfaction in the education setting.

However, there are some criticisms towards the Herzberg's theory. House and Wigdor (1967) discovered that a given factor might be the cause of job satisfaction for one person but job dissatisfaction for another person. A given factor could be the source of both satisfaction and dissatisfaction within the same sample of people. House & Wigdor concluded that the Herzberg's theory oversimplified the sources of job satisfaction and dissatisfaction.

King (1970) identified five different interpretations of the Herzberg's model. Each interpretation led to a different point of view on the Herzberg's model. Therefore, King argued that the Herzberg's theory had not been consistently stated.

Waters and Waters (1976) failed to show consistent support for the Herzberg's theory. Both motivators and hygiene factors correlated with both job satisfaction and dissatisfaction.

There is also criticism towards the classification of motivators and hygiene factors. Although responsibility is considered as one of Herzberg's motivator, Gaziel (1986) found that responsibility was a source of job dissatisfaction for school principals in a centralized educational system. Gaziel also mentioned that Herzberg's theory was contingent on structural variables such as school size and demographic variables such as seniority.



Starcevich (1992) investigated the importance of job factors as contributing separately to job satisfaction and job dissatisfaction, Starcevich found that the relationship between the importance of the job factors in contributing to the satisfying situation and dissatisfying situation was generally not significant.

Mullins (1993) raised the criticism that Herzberg's theory applied least to people with unskilled jobs or monotonic work. These kind of people often produce great work motivational problems. Most of manual workers are more concerned with pay and security. Work is only considered as a mean of earning money to support their lives.

Another criticism towards Herzberg's theory is about its methodology. King (1970) showed that Herzberg's results were replicable only when using the critical incident method. Most studies using the critical incident method would support the Herzberg's theory. Studies without using the critical incident method had results different from those predicted by Herzberg's theory (Hulin & Smith, 1965). On the contrary, Gaziel (1986) supported the methodology of testing Herzberg's theory. Gaziel made use of both Likert-type and the critical incident method in his study at the same time and got consistent results. Gaziel therefore concluded that the Herzberg's theory was not method bound.

### **McClelland's Achievement Theory (Learned Needs Theory)**

McClelland's theory is closely connected with learning theory since he believed that needs were learned or acquired by the kinds of events people

experience in their culture. People would behave differently to acquire a particular need that it has not been possessed. McClelland (1953) and his associates suggest that three important motives drive workers: the needs for achievement, affiliation and power.

The need for achievement is defined as a behaviour directed toward competition with a standard of excellence. The need for affiliation is defined as a desire to sustain friendly and warm relations with other individuals. And, the need for power is defined as a desire to control others, to affect others' behaviour, and to be responsible for the others.

In McClelland's research, results indicated that high-need achievers:

1. have a strong desire to assume personal responsibility for performing a task or finding a solution to a problem;
2. tend to set moderately difficult goals and take calculated risks; and
3. have a strong desire for performance feedback (Cherrington, 1989).

McClelland (1961) concludes from his research that the need for achievement is similar to other personality characteristics, is obviously learned at an early age and influenced by parents. Children tend to have a fairly high need for achievement if they have been reminded by parents who have fairly strict expectations about right and wrong behaviour, who give clear response on effectiveness of their performance and who help their children accept a personal responsibility for their action (Cherrington, 1989).

Cherrington (1989) proposes that the need for affiliation like Maslow's social needs. Therefore, individuals with high need for affiliation prefer to work with others rather than work alone. Chung (1977) also states that those individuals with a high need for affiliation tend to perform better in situations where personal support and approval are tied to performance. On the other hand, individuals who have low need for affiliation tend to work independently, since they prefer to work alone.

People with a high need for power tend to have:

1. a desire to affect and direct others;
2. a desire to exercise control over others; and
3. a concern for keeping leader-follower relations.

McClelland describes personal power that individuals work almost for the sake of dominance. Social power is that individuals are more regarded with the problems of the organization and what can be done to expedite goal attainment. He also argued that the need for social power is the most important determinant of managerial success.

### **Evaluation of McClelland's Theory**

Westwood (1992) mentioned that there were good empirical supports for the generalisability of McClelland's achievement theory in commercial fields. However, the amount of research on applicability of the McClelland's theory is limited in education settings.

Hofstede (1984) raised criticisms towards McClelland's theory. Hofstede pointed out that the word "achievement" was hardly translatable into many languages other than English. Hofstede indicated that countries (e.g. Anglo-American countries) with strong masculinity and weak uncertainty avoidance followed the high achievement motivation pattern. Countries (e.g. Chile and Portugal) with strong uncertainty avoidance and femininity followed low achievement motivation pattern. Therefore, Hofstede concluded that McClelland's theory was not universal.

### **Process Theories**

Process theories try to identify the association among the dynamic variables which lead to work motivation. Process theories strive to provide an understanding of the thought that takes place in the minds of people and that acts to influence their work behaviour. This chapter will focus on the discussion of the following three process theories:

1. Expectancy theory
2. Equity theory
3. Goal theory

### **Vroom's Expectancy Theory (Fulfillment Theories)**

Vroom (1964) tried to account for job satisfaction in terms of matching individual needs to what the job provides. He argued that it is the degree to which the job fulfills needs that determines job satisfaction. The main

characteristic is that individuals are thought to be motivated to work to the extent that they see a relationship between their performance and the rewards which they value that come from their effort performing the work. Three constructs are central to this theory: valence, instrumentality and expectancy. Valence refers to the strength of an individual's desire for reward. Instrumentality refers to the perceived probability that an incentive will be given after a certain level of performance. Expectancy is the 'momentary belief concerning the likelihood that a particular act will be followed by a particular outcome' (Vroom, 1964). Motivation is highest when valence, instrumentality and expectancy are high.

Rewards, which are valued and achieved by individuals, will give rise to satisfaction. This experience of satisfaction is likely to feed back to affect future performance. Because rewards lead to satisfaction and satisfaction feeds back to affect future performance, factors such as equity of rewards, satisfaction of needs and values are also important in motivating behaviour.

Gray and Starke (1988) developed expectancy theory further by mediating abilities, traits and role, perceptions between effort for performance. They also made a distinction between intrinsic and extrinsic rewards following the performance. Subject to individual's perception of what is 'fair' in the way the rewards are given for the performance, these rewards are the sources of satisfaction or dissatisfaction to individuals.

Campbell and Pritchard (1976) reported that various aspects of the theory are fairly well supported by empirical evidence. For example, hourly-paid

individuals are likely to perceive a low relationship between performance and reward compared to incentive-paid individuals. Mullins (1993) also varied expectancies between effort and performance and found that those with low expectancies perform less well than those with high expectancies.

There were unfortunately, a number of criticisms. The theory assumed rational assessment probabilities of expectancy, instrumentality and valence, and that the individual would choose between different alternatives. However, there was evidence that individuals did not make exhaustive evaluations of alternatives, but often choose the first alternative which gave an adequate outcome (Gruneberg & Osborne, 1982) Campbell and Pritchard (1976) also noted other difficulties with the theory, including problems of measuring such factors as effort, of the reliability of findings, of the low levels of magnitude of the effects, and of showing that the effects of particular variables applied in some situations only. Despite the difficulties, the theory has shown that understanding work behaviour and the relationships between variable depends on a large number of factors.

### **Evaluation of Expectancy Theory**

Hoy and Miskel (1991) suggested that the expectancy theory was an excellent predictor of job satisfaction. Expectancy theory has successfully led administration to consider the complexities and dynamic nature of work motivation. Daft (2001) also suggested that expectancy theory was a reasonably valid model of the causes of work behaviour.

Nevertheless, expectancy models have their weaknesses. Expectancy models are complex and are not always easy to understand (Mullins, 1993). In reality, there are many variables which influence work behaviour. It is difficult to identify those variables which are dominant in work situations.

Daft (2001) mentioned that it was difficult for administrators to determine subordinates' expectancy, valence and instrumentality beliefs. Thus, it is difficult to apply expectancy models to motivate subordinates at work in practice.

If any component (i.e. expectancy, valence, instrumentality) increases, then motivational force becomes greater. However, need theories of motivation posit that when a need reaches a certain level of satisfaction, its motivational force declines (Hoy & Miskel, 1991). Therefore, expectancy theory overemphasizes the linearity of motivational force.

Expectancy theory assumes that individuals are rational persons which will consider all relevant information to make decisions. According to the concept of bounded rationality in decision making (Miner, 1988), individuals actually do not have the abilities and resources to consider all relevant information to select the best alternative to act. Therefore, the role of rationality is also overemphasized in expectancy theory (Hoy & Miskel, 1991).

Expectancy theory of work motivation is concerned with finding mathematical solutions to the complexities of human experience. Muchnisky (1991) criticized that expectancy theory had encountered methodological

difficulties of assigning numerical values to the complexity of human behaviour. In general, expectancy theory tends to attract the attention from technically oriented researchers. However, expectancy theory has drawn little attention from those concerned with administrative practice.

### **Adam's Equity Theory**

Adams (1965) argued in his version of equity theory that satisfaction is determined by a person's perceived input-outcome balance in the following manner; the perceived equity of a person's rewards is determined by his input-outcome balance; this perceived equity, in turn, determines satisfactions. Satisfaction results when perceived equity exists, and dissatisfaction results when perceived inequity exists. Thus satisfaction is determined by the perceived ratio of what a person receives from his job relative to what a person puts into his job. The theory emphasizes that over-reward leads to feelings of guilt. While under-reward leads to feelings of unfair treatment. The theory also emphasizes the importance of other people's input-outcome balance. Because of the idea of trading inputs for outcomes, equity theory is often called exchange theory, which is closely related to micro-political behaviour. When both are in balance according to the perception of a given individual then there is equity, and in the case of imbalance, inequity. The theory assumes that on feeling inequity the individual is motivated to reduce it and this may result in a number of different behaviours:

1. Altering inputs e.g. choose to put more or less effort into the job.



2. Altering outcomes, e.g. pay or working conditions, without changing inputs.
3. Distorting inputs or outcomes rather than actually changing them so that a person may change his/her perceptions of what she/he is putting into the organization.
4. Leaving the situation – asking for a transfer or quitting.
5. Taking actions to change the inputs or outcomes (either actual or perceived) of others, e.g. saying to a colleague, “You shouldn’t work so hard, it’s not worth it”. “Changing the person one is comparing with to someone else, e.g. I may be worse off compared with X but I am getting a fair deal compared with Y”.

Equity theory argues that perceived inequity creates feelings of discomfort and tension in a person and hence that a person experiencing such inequity will be motivated to restore equity via one of the previous methods (Arnold & Feldman 1996).

The theory seems to have usefulness in predicting staff behaviour and motivational levels. Its value in the sphere of education might increase as attempts are made to relate pay to performance (however defined), but paradoxically, in times of retrenchment, it has relevance as educational managers seek to assess the relationship between inputs and outcomes of staff when financial rewards are limited and satisfactions need to be engendered in different ways.

The research evidence on equity theory is not straight-forward. It appears able to account for some aspects of satisfaction and motivation but not others. It is also not clear how individuals come to evaluate their inputs into the job, nor is it clear how individuals play off one set of rewards? (Gruneberg & Osborne, 1982). Locke (1976) argued that the problem with the theory is not so much that it has been shown to be wrong but that it is so loose that it is able to account for anything.

### **Evaluation of Equity Theory**

Westwood (1992) suggested that the equity theory matches the common-sense understanding of organizational life. The whole mechanism of the equity theory is common in organizational settings.

However, Organ and Bateman (1991) pointed out certain problems associated with the equity theory:

1. The reference person for comparison is not always classified. The individual is allowed to use an internally derived standard of comparisons (e.g. past experiences, beliefs, and opinions developed over time). This can create the situations of multiple reference persons for multiple outcomes.
2. There is an over-reliance on laboratory studies to test the equity theory. The validity of the equity theory in real life situations is questionable.
3. The majority of research findings generally support the notion of felt negative inequity. Supportive research associated with felt positive

inequity is limited.

4. The equity theory mainly focuses on the outcome of pay. However, contemporary theories of motivation (e.g. Herzberg's theory and the ERG theory) have generally shown that pay is not the only factor that motivates people.

### **Locke's Goal Theory**

Locke (1968) proposed the goal theory of work motivation. A goal is defined as what an individual consciously and intentionally is trying to do. Goals have two characteristics: content and commitment.

Content refers to the nature of activity or desired outcome. Content directs and influences work behaviour because different goals demand different amount of efforts. Commitment refers to the level of attachment, importance, or intensity that a person assigns the goal. Commitment directs and influences work behaviour because important goals are more likely to be accepted, to elicit intense involvement, and thus foster persistent actions.

The basis of the goal theory is that people attempt to achieve goals to satisfy their desires. Goals guide people's responses and actions. Goals direct work behaviour and performance and lead to certain consequences or feedback.

### **Evaluation of Goal Theory**

Daft (2001) suggested four reasons to explain why the goal theory could work.

1. Goals direct attention and action.

2. If goals are stated specifically, the focus of the individual's effort is well defined.
3. The requirement that goals are made difficult relates directly to effort level and persistence aspects of the motivation concept.
4. Goal setting usually requires the development of work strategy to get accomplishment.

However, Middlemist and Hitt (1988) identified three weaknesses of the goal theory.

1. Goal theory fails to specify what determines goal acceptance and commitment. There is a need to elaborate how goals are approached.
2. Explanations of why goal setting affects employee behaviour are just being developed.
3. Goal theory is better to predict outcomes for simple jobs with concrete results. The theory is less effective when the tasks are complex.

### **Theories of Gender Differences and Job Satisfaction**

According to Moser (1993), gender as a concept, is very important for one to understand the disparities, which exist between male and female employees. The possibilities for making effective interventions in the management of employees are weakened by lack of gender analysis. This leads to a wrong assumption that the experiences of male and female employees are the same. For policies and interventions in the sector to be "gender responsive" there is the need

for people to understand the different roles, needs and constraints, which apply to men and women.

Gaynor (1997) indicated that biological differences between men and women do not change. Gender relationship is socially constructed, and can change over time and place, and it mostly changes due to changes in economic circumstances. Gaynor is of the view that analyzing the social construction of gender in any profession is the pivot of understanding the situation of male and female employees. To Gaynor, multiple and different roles in the society are played by men and women. Men, to her, are basically involved in the productive activities, which are seen as their main role, even though they may have supporting roles such as involvement in activities concerning community politics.

On the other hand, Gaynor indicates that women are generally involved in reproductive, productive and community management roles, and are to simultaneously balance these three roles. Gaynor intimates that gender roles change over time. However, the new reality is not always acknowledged. This brings about incorrect assumptions, discrimination and different cultural and economic biases and constraints against men and women, which are embedded in systems such as the education systems.

Mason (1994) indicates that if there are systematic differences in the job related values of women and men; the same job outcomes may result indifferent levels of job satisfaction. Mason adds that women participation in the workplace has been increasingly steady but what women actually want at work remains a

point of disagreement among various theorists. Mason adds that if there are systematic differences in the job related values of women and men; the same job outcomes may result in different levels of job satisfaction. One school of thought on job satisfaction is that women are satisfied with jobs in which they can interact with others in a supportive and co-operative way, even though the job may be minimally demanding and challenging. The basis of this, it is said, lies in the socialization theory, which states that women are socialized into values, attitudes, and behaviour, which are communal in nature whereas men's socialization reflects genetic values, and behaviours (Mason, 1994).

### **Conclusion of the Theories**

There are a variety of theories and studies in the area of job satisfaction. the most widely and contemporary used classification has been the content and process approaches ( Gruneberg, 1979; Locke 1993; Campbell et al. 1970) because they compose theories on what and how job satisfaction occurs. They provide different explanations and demonstrate different methods for better understanding of the nature of job satisfaction.

### **The Significance of Studying Job Satisfaction**

Since the Hawthorne studies, which were conducted by Elton Mayo at the Western Electric Company in the 1920s, have been published, there has been an enormous output of work on the nature, causes and correlates of job satisfaction.

In the early studies, researchers or companies aimed to examine the causal factors that lead to improvement in productivity or job performance. They were once convinced that a satisfied worker could produce more (Gruneberg, 1976) or perform better (Blum & Naylor, 1968). Since then, people tried continuously to make assessment about people and jobs so that some improvements or remedies can be made on the job themselves, hopefully bringing a better 'fit' between the individual and his job environment. As a result, the people can be better satisfied and produce more (Johns, 1983)

However, later studies showed that the direct relationship between job satisfaction and productivity was very weak, and the previous view was then deserted accordingly. As a matter of fact, this new conception did not bring the studies on this issue to an end. One of the reasons is "what is considerably clearer is the relationship between the degree of satisfaction and the extent of absence and turnover, factors which have clear and sometimes major economic effects" (Gruneberg, 1976).

Work provides people with daily meaning and daily bread (Cole, 2004). It is an intrinsic part of most people who get identity from it (Bruce & Blackburn, 1992). Bruce and Blackburn (1992) continued to assert that job satisfaction was important to the employees as it allows meaning to their life values and fulfillment. Moreover, it also served as a crucial and influential factor for the employers to attract and retain capable and competent employee in their organization. Furthermore, it has been a major concern to management although

it is not directly linked to high job performance and high level of productivity (Goodwin, 1995).

The reasons for studying job satisfaction may range from practical to humanistic (Daft & Noe, 2001). On the practical side, there has been persistent belief among supervisory and managerial personnel, despite fairly compelling evidence to the contrary, that a strong causal relationship exists between satisfaction and work performance. There has been considerable interest in understanding satisfaction so that ways could be found to increase it, out of an assumption that increased satisfaction would lead to increased worker productivity.

Cranny et al. (1992) give their reason why they strongly advocate the study of this topic. They behold that this topic: is important both because of its demonstrated implications for job-related behaviours and, hence, for the productivity and profitability of organizations. Greater understanding of satisfaction becomes more important when organizations are facing rapid change (Smith, 1992).

On the humanistic side, there are two main reasons. The first is related to certain humanitarian values. Because individuals, out of necessity, spend a considerable portion of their working lives in the work environment, much of life will be miserable if the working place offers no opportunity for satisfaction. Smith (1992) sees that job satisfaction is a function of a variety of features of the work environment and this attitude is a critical determinant of a number of



important outcomes, one of which is the way workers respond to management-backed changes in jobs or other features of the work environment. The second humanistic reason for studying job satisfaction is its relationships to physical and mental health (Daft & Noe, 2001; Smith, 1992).

### **Factors Affecting Job Satisfaction**

Finding out exactly what makes people feel satisfied about their work can become a multi-faceted issue. According to Arnold and Feldman (1996), there are a variety of factors that make people feel positive or negative about their job.

Moreover, some employees may be satisfied with a few aspects of their work but dissatisfied with all other aspects, (Mullins, 2002). In the education scenario an example of this may be that many staff members have reported that they are satisfied with the working hours and holidays but there are other factors such as supervision and the work itself that lead to their job dissatisfaction.

In addition, Baron and Greenberg (2003) states that the factors that lead workers to hold positive or negative perceptions of their jobs have been identified as follows:

#### **Pay**

There is no doubt that monetary rewards may play a very influential role in determining job satisfaction. As indicated by Arnold and Feldman (1996), pay can have a powerful effect in determining job satisfaction. Man has multiple needs and money provides the means to satisfy these needs (Arnold & Feldman 1996).

Furthermore a desire for money stems from people's needs to satisfy their physical and security needs, whilst "go getters" view pay as a status and recognition symbol (Locke, 1976). Therefore the concept of pay or money may have different meanings to different individuals.

Chung (1977) also reminds that if salaries are not market related, this can lead to dissatisfaction and discontent. Educators may be grieved by that fact that their experience and qualifications is not consistent to the salaries that they earn. Nel, Van Dyk, Haasbroek, Schultz, Sono, and Werner (2004) concurs that staff members will compare with other employees to what they put in and get out from an organization.

### **The work itself**

A staff member may be totally happy with the job conditions and the people they work with: but may dread the work itself. The 'work itself' will play a critical role in determining how satisfied a worker is with his or her job, (Arnold & Feldman 1996).

Arnold and Feldman (1996), also state that employees should be entrusted with some autonomy in how they carry out their tasks, which will lead to his or her job satisfaction. This will bring about individuality and sovereignty in performing a job.

Moreover, some staff members may view their job as tedious and less stimulating. Nel et al. (2004), indicates that people would rather prefer a job that

is interesting, challenging and would create opportunities for self-actualization and recognition.

### **Promotions**

The level of promotion has a stronger impact on job satisfaction as compared to recognition and achievement. The promotion to the next level will result in positive changes such as pay, autonomy and supervision (Arnold & Feldman, 1996).

However, Hoy and Miskel (1991) warns that those top achievers promoted too quickly can result in dissatisfaction amongst loyal, intelligent but less creative senior workers. The human resources department, at most times, is constantly asked the question “does the job position entail opportunity for advancement (promotion)”.

Locke (1976) advocates that the wish to be promoted stems from the desire for psychological growth, the desire for justice and the desire for social stays. Management should therefore bear in mind that promotion can serve as a very positive motivating tool in ensuring that the employee attains goals at a higher level.

### **Supervision**

There has been a huge outcry from educators of the poor supervision in the education sector. Many staff has complained that their seniors lack human relations and supervisory skills. They have also made mention of the tremendous amount of favouritism and inequities that exist at management level.

According to Baron and Greenberg (2003), if workers view their superiors as fair and competent and sincere, the level of job satisfaction will be high. Furthermore, those workers that perceive their employers as unfair, incompetent and selfish will therefore experience a lower level of job satisfaction.

### **Working Conditions**

The worker would rather desire working conditions which will result in greater physical comfort and convenience. The absence of such working conditions amongst other things can impact poorly on the workers mental and physical well-being (Baron & Greenberg, 2003).

Robbins (2001) advocates that working conditions will influence job satisfaction, as employees are concerned with a comfortable physical work environment. In turn this will render a more positive level of job satisfaction.

Arnold and Feldman (1996), promotes that factors such as temperature, lighting, ventilation, hygiene, noise, working hours , and resources form all part of working conditions. Educators may feel that poor working conditions will only provoke negative performance; since their jobs are mentally and physically demanding.

However, Arnold and Feldman (1996), warns that if working conditions are too favourable or the extreme, this could be taken for granted or ignored by most employees. In such a case the employee does not really appreciate his good working conditions, or if it is the contrary, this may not bother or affect him.

Moreover, the employee may use poor working conditions as an excuse to get back at management because they may feel that management does not appreciate or acknowledge their efforts or work done (Arnold & Feldman, 1996).

Having identified the various sources of job satisfaction, it is necessary to examine how these factors influence an individual's behaviour. This can be an essential aspect for the organization, as the variations in job satisfaction levels can impact negatively or positively on their jobs. Therefore the next section will highlight the consequences of job satisfaction.

### **Consequences of Job Satisfaction**

The general concern for management is what the outcome will be, should an employee be satisfied or dissatisfied and how this will have an overall effect on the organization. There is sufficient evidence to warrant that job satisfaction or dissatisfaction can have positive or negative consequences for employees. Caution must be exercised not to create stereotypes since satisfaction/dissatisfaction is concerned with people (Locke, 1976).

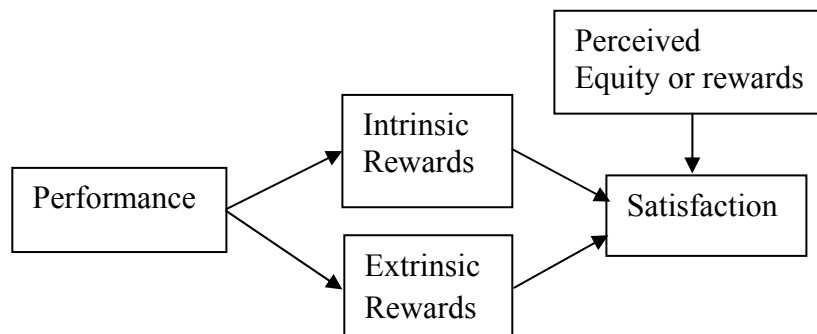
Furthermore, the outcomes of people cannot be forecasted, therefore this is not possible to generalize them completely (Locke, 1976).

Robbins (2001), have indicated that in recent years, ample research studies have been designed to assess the effects of job satisfaction on employee productivity, absenteeism and turnover.

The following evidence stated by Arnold and Feldman (1996), will be briefly discussed to highlight the consequences of job satisfaction/dissatisfaction as follows:

### **Productivity**

The saying “a happy worker is a productive worker” is not only true. It’s actually the converse that productivity is more likely to lead to satisfaction (Arnold & Feldman, 1996). Moreover, four decades of research into this issue argues that a satisfied worker is not a productive worker due to two reasons (Arnold & Feldman, 1996). Firstly, there exists a relationship between job satisfaction and job performance. Empirical research findings have indicated that these two variables are not closely related to each other. For instance, the condition of the work equipment or the workers own abilities have a greater impact on how much one can produce than his or her job satisfaction does (Arnold & Feldman, 1996). Secondly, there is sufficient evidence to indicate that job performance results in job satisfaction.



**Figure 6: Lawler and Porter’s model on Relationship between Performance and Job Satisfaction**

The above illustration indicates that an employee will expect to be rewarded accordingly and equitably recognized for his or her outstanding efforts and performance, both intrinsically and extrinsically. If he or she is not justifiably rewarded: this will leave the employee to be dissatisfied. An example of this is when an educator was promised at his initial job interview that a special increase in salary will be awarded to staff that perform above expected standards. If this candidate has met all the requirements and has not received his/her perceived reward, this could lead him/her to be dissatisfied.

### **Turnover**

Educational institutes with a high turnover, most often means educators of those institutes have a shorter tenure than those of other similar institutes (Newstrom & Davis, 1997).

According to McShane and Glinow (2003), the main cause of turnover is job satisfaction. According to them, the high rate of educators leaving the country to seek suitable working conditions or leaving the profession altogether is escalating drastically. In addition, McShane and Glinow (2003), advocates that if the levels of job satisfaction are consistently low, the employee is more likely to leave the job. Furthermore, institutions with negligible satisfaction levels yield higher turnover rates (Newstrom & Davis, 1997). Turnover is of major concern to management because it can have a tremendous impact on normal operations.

Job dissatisfaction which “pushes” workers out of their present jobs has a greater effect on turnover than incentives that “lure” them into new jobs (McShane & Glinow, 2003). However, Newstrom and Davis (1997), argues that there can be some positive outcomes resulting from turnover. This could lead to internal promotions and appointment of “new blood”. Along with retaining and attracting their employees, organizations must ensure that all their employees are regularly attending their jobs of which will be discussed in the next consequence of job satisfaction.

### **Absenteeism**

How often does one hear the saying “I stayed away from work because my work makes me happy?” According to Robbins (2001), there is a negative relationship between satisfaction and absenteeism. Workers who experience low job satisfaction tend to be absent more. Furthermore, a high rate of absenteeism will result in a huge financial burden for management in terms of productivity and performance (Arnold & Feldman, 1996). Absenteeism is similar to turnover in the sense that normal operations and activities are also disrupted and additional cost can escalate (Arnold & Feldman, 1996).

However, absenteeism may be due to other legitimate reasons such as medical or personal reasons (Robbins, 2001). Baron and Greenberg (2003), advocates that other reasons for absenteeism need to be investigated by the human resource department. One cannot ignore that absenteeism may be due to the



employee having poor co-worker or superior relationship or a strong dislike to the job itself (Baron & Greenberg, 2003).

### **Union activity**

Arnold and Feldman (1996), observes that in recent times, the membership numbers of the various unions in the education sector has shown a considerable increase. According to them, in an important study of union organizations, researchers concluded that workers will join a union mainly based on their dissatisfaction with working conditions and their perceived lack of influence change to those conditions.

Furthermore, Arnold and Feldman (1996) assert that workers become grieved by poor pay, by arbitrary and capricious discipline, and by poor and unsafe working conditions. Therefore this will call for collective action or unionization, which may be perceived as the best solution to their grievances. This will further raise the question: how can staff express their dissatisfaction?

One of the most evident expressions of dissatisfied staff is the desire to leave the work. Other ways of expressing their dissatisfaction are as follows:

1. Steal from or act negligent towards the organizations property or assets.
2. Avoid or perform their duties in a haphazard manner.
3. They may be insubordinate.
4. They may influence others very negatively, thereby decreasing the general morale of the institute.

It can be therefore concluded that the consequences of job satisfaction can lead to staff being dissatisfied with their jobs; which can be expressed in various ways (Robbins, 2001).

### **Research Conducted by Other Researchers**

Research done by Ankomah and Amoako-Essien (2002) indicates that teachers in the private basic schools were highly satisfied with factors such as work environment, recognition and interpersonal relationships. The research also revealed that teachers however expressed low satisfaction with respect to factors such as remuneration and benefits and opportunities for professional advancement. The research was conducted in the Accra Metropolitan District of the Greater Accra Region. They selected the region because of the large number of the private basic schools it has. The population of the study included 280 teachers which were made up of 140 primary school teachers and 140 JSS teachers.

One major conclusion that could be drawn from their study was that job satisfactions of teachers in private basic schools were generally high. Further, it was concluded that teachers were satisfied with the all round recognition accorded them, their work environment and interpersonal relationships. The study confirmed the popular assertion that fringe benefits offered by private basic schools are below the expectation of the teacher and this does not help in motivating them.

Furthermore, the recommendations made on the study were that a modest improvement in the remuneration of teachers would boost their level of satisfaction and thereby further raise the level of the overall performance of private basic schools in Ghana. The study also suggested the inclusion of private basic schools in the National Best Teacher Award Scheme which would not only served as a recognition of the contribution these schools are making in the development of education in the country but would further raise the morale of the teachers towards much higher performance.

### **Summary of Literature**

A number of theories and empirical studies on job satisfaction have been reviewed under this chapter to give credibility to the study. From the theories, educational administrators' basic understanding of human behavior in the workplace could be improved. The theories and empirical studies reviewed create the awareness that an employee would be a high performer when he or she perceives that personal efforts lead to high performance, sees that high performance leads to outcomes, and views outcomes to be very attractive. The senior staff is therefore encouraged to derive satisfaction from his efforts, which are recognized and duly rewarded.

Through these theories, university administrators are able to explain and predict senior staffs' attitudes about rewards. In the Ghanaian setting, these theories and their findings are applied. For instance, employees who put in much

effort and excel in their performances are identified and rewarded in their respective workplaces.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter concerns itself with the method employed by the researcher in the study. It contains the discussion of the Research Design, Population, Sample and Sampling procedures, Research Instruments, Pilot testing of the instrument, Data Collection procedure and Data analysis plan.

#### **The Research Design**

The research design for the study was descriptive survey. It is one of the most common methods of explanatory and descriptive research in the behavioural sciences. It gathers data from a relatively large number of cases at a particular time. It is concerned with generalized statistics that result when the data is abstracted from a number of cases (Fraenkel & Wallen, 2003). According to them, descriptive survey is used to gather information about prevailing conditions such as characteristics, abilities, preferences, satisfaction and behaviour of an individual or physical environment (workplace) or as in historical studies, changes in any of this overtime.

According to Cohen and Manion (1994), descriptive survey gathers data at a particular point in time with the intention of describing the nature of existing conditions or identifying standards against which existing conditions can be compared or determine the relationship that exist between specific events.

Descriptive survey was chosen because it has the advantages of producing good responses from a range of people. At the same time, it provides a meaningful picture of events and seeks to explain people's opinion and behaviour on the basis of data gathered at a point in time. Furthermore, it can be used with greater confidence with regards to a particular question of special interest or value to the researcher. Also, in-depth follow up questions can be asked and items that are not clear can be explained using descriptive design (Fraenkel & Wallen, 2002) and (Gay, 2002).

Notwithstanding its advantages, the criticism of the descriptive survey is that it may produce untrustworthy result because they deal with private matter that people may not be completely truthful about. Similarly, descriptive surveys do not reveal a forecast of things to happen but they provide the basis from which decisions can be made using other methods of research (Fraenkel & Wallen, 2002). However, steps were taken by the researcher to correct the weakness associated with the descriptive survey. In this sense, descriptive survey was considered appropriate for determining the level of motivation and job satisfaction among senior staff of the University of Education, Winneba.

## Population

The target population for the study was all senior staff of the University of Education, Winneba. Table 1 illustrates the number of senior staff in each of the three campuses of the University.

Table 1

### The Number of Senior Staff in University Of Education, Winneba

Subjects/Campus	Senior staff
Winneba	173
Kumasi	56
Ashanti Mampong	26
Total	255

(Source: Adapted from the Vice-Chancellor's Annual Report & Basic Statistics for the 13<sup>th</sup> Congregation of the University of Education, Winneba, 2008, P.139).

## Sample and Sampling Procedure

The cluster sampling procedure was used for the three campuses. A sample of 155 respondents was selected from a population of 255. This is in line with the argument by Sarantakos (2005) that for population of 255, a sample size of 155 is adequate for a study. The 155 is made up of 105 senior staff from the Winneba campus, 34 from Kumasi campus and 16 from Ashanti Mampong campus. This was done through stratified technique. This is to ensure proportional representation as they exist in the population.

Stratified sampling involves dividing the entire population into a number of homogeneous groups or strata (Amedahe, 2002). The researcher's use of this sampling procedure is because the sub-groups in a population would have an equal chance of being represented in the sample. The sub-groups are the Administrative staff, the Academic staff, the Technical and the Professional staff. Simple random sampling using the lottery method was used to select the respondents from each stratum.

### **Research Instrument**

The main instrument used for data collection was the questionnaire. The questionnaire was chosen because it provides a much quicker means of gathering information from a fairly large population. Again it is economical, easy to construct and questions are consistent and uniform. It is, however, limited to literate population and does not provide an opportunity to collect additional information (Fraenkel & Wallen, 2002)

The questionnaire consists of mostly closed-ended questions and a few open-ended items since all the respondents were lettered. The instrument had five sections. The first section requested information on respondents' demographic characteristics such as age, gender, academic qualification, professional status and level of job experience.

The second section, which was designed in the form of a 4 point Likert scale, ranging from very satisfied, satisfied, dissatisfied and very dissatisfied was used to source for information on factors that promote the level of job satisfaction



of senior staff in the university and information on achievement, recognition, work itself, responsibility, advancement, interpersonal relationships, working conditions, supervision, salary among others were considered.

The third section, which was designed in the form of a 4 Point Likert scale ranging from strongly agree, agree, disagree and strongly disagree was used to solicit information on perception of respondents' on how job satisfaction affects performance in the university. The fourth section which was an opened-ended question sourced for information on challenges staff face in the performance of their duties. Finally, section five also elicited information on perception of respondents' on how job satisfaction could be promoted in the university.

### **Pilot Testing of the Instrument**

The pilot testing of the questionnaire was done to determine whether the items possessed the desired qualities of measurement and understandability by those who respond to them. The pilot testing was done in the University of Cape Coast. A total of 20 senior staff was involved in the study. These categories of people were used because they possessed similar characteristics with the population of the study.

The purpose of the pilot testing was to find out the possible ambiguities that would affect the answering of the items by the respondents who were involved in the study. According to Gay (2002), pilot testing provides suggestions for improvement. The feedback from the test helped the researcher in rewording some of the items which were found to be ambiguous. Questions which were

found to be too loaded were reframed to facilitate easy response. The reliability coefficients for the instrument as measured by Cronbach's Alpha during the pilot testing were .750. Aiken (as cited by Kouzes & Posner 2002a) states that instruments with reliabilities above .60 are considered good. The content of the instrument was validated by peers and supervisors.

### **Data Collection Procedure**

The data used in the study were collected personally from the 3 campuses of the University. The data collection was carried out in two stages. Stage I, which was the distribution stage, took two weeks to complete and Stage II, which was the collection stage took two weeks to complete. In order to collect data from the campuses, permission was first sought from the Registrar using an introductory letter collected from the Institute of Educational Planning and Administration (I.E.P.A) (Appendix A) to introduce the researcher to the Registrar of the University.

In each campus, permission was granted before questionnaires were distributed to the respondents. This was followed by self-administration of the survey instrument, which began on 15<sup>th</sup> January, 2010. In each of the campuses, questionnaires were given to the respondents selected for the study. After the two weeks of distribution of the questionnaires, completed questionnaires were personally retrieved from the respondents.

At the end of the fourth week, distribution and collection had been completed on the 13<sup>th</sup> February, 2010. Later an appreciation letter was sent to the Registrar of the university.

### **Data Analysis Procedure**

The data, once collected, were sorted, organized and loaded on the SPSS data sheet. The organised and summarised data were analysed using the Statistical Package for Service Solutions (SPSS) version 16.0 software. The software was used because it is the most used package for analysing data (Gravetter & Wallnau, 2004). In addition, the advantages of the software include (a) it is user friendly, (b) it can easily be used to analyse multi-response questions, cross section and time series analysis and cross tabulation; (i.e. relate two sets of variables) and (c) it can also be used alongside Microsoft Excel and Word.

For the purpose of this study, both descriptive and inferential statistical tools were used to analyse and present the results. The descriptive statistical tools used were tables, frequency counts, percentages, mean and standard deviation while the inferential statistical tools used were the Independent sample t-test, the analysis of variance (ANOVA) and the Tamhane T2 multiple comparisons. The Tamhane T2 multiple comparisons were used to indicate exactly where significance differences are occurring when the ANOVA indicates that there is a significance differences.

The analysis of the research questions was done one after the other. In analysing research questions one, two, four and five, the descriptive statistical

tools were used to present results in tables of summary statistics. The research question three was analysed using the inferential statistical tools.

As indicated earlier, the items on the questionnaire used to collect the data from the respondents was in five sections. Section One was on demographic data. Section. Section Two elicited responses on factors that promote job satisfaction among senior staff of the University of Education, Winneba. Section Three sought to elicit information on respondents' perception on how job satisfaction affects performance. Section Four elicited information on the challenges senior staffs face in the course of performing their duties in the University, and Section Five sought to find out from the respondents their perception on how job satisfaction could be promoted in the University.

In scoring the items, appropriate weights were assigned to the degree of responses. An example of the responses to the items was very satisfied, satisfied, dissatisfied and very dissatisfied. These responses were assigned the following weights as 4, 3, 2 and 1 respectively. As the data used in the study were measured on an ordinal scale of measurement and the variable is continuous, independent sample t-test and ANOVA were considered the most appropriate tools used to analyse the data.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

This chapter is organised under two main sections. The first section presents background characteristics of respondents. The second section covers the results for the research questions of the study. The statistical procedure that was used include tables, frequencies and distribution, percentages, mean, standard deviations, independent sample t-test and one way ANOVA whenever applicable.

#### **Characteristics of Respondents**

The study involved the sample of 155 respondents of the three campus of the university comprising 105 Senior Staff from Winneba, 34 Senior Staff from Kumasi and 16 from Mampong. Data of frequencies and percentages for the personal information for the Senior Staff of the University are presented in tables and charts. The breakdown of the Senior Staff in terms of sex distribution is provided in Table 2.

Table 2

**Sex Distribution of Respondents**

Sex	Subject / Campus			Frequency	%
	Winneba	Kumasi	Ashanti Mampong		
Male	58	19	9	85	54.8
Female	47	15	7	70	45.2
Total	105	34	16	155	100

Table 2 indicates that the majority 85 (54.8%) of the respondents were males. Concerning the age distribution of the respondents, the results from Table 3 indicate that 10 (6.5%) of the respondents were below 25 years, 111 (71.6%) were age between 26 – 40 years whereas 34 (21.9%) of the participants were age between 41– 61. This indicates that the majority of the respondents were between 26 – 40 years. This advantage will be of benefit to the university if management is able to implement policies which will make this age category of senior staff more satisfied with the conditions of service and thus retain them.

Table 3

**Age Distribution of Respondents**

Age	Frequency	%
Below 25	10	6.5
26 – 40	111	71.6
41 – 61	34	21.9
Total	155	100

As reported in Table 4, 42 (27.1%) of the respondents were second degree holders, 97 (62.6%) were first degree holders while the rest of the respondents have qualification below the first degree level. This shows that the majority (139) of the participants has educational qualifications ranging from degree to masters level and this put them in a better position to understand the issues being investigated under this study.

Table 4

**Academic Qualifications of Respondents**

Qualification	Frequency	%
Diploma	10	6.5
Commercial/Vocational/Technical	6	3.9
First Degree	97	62.6
Second Degree	42	27.1
Total	155	100

Table 5 shows the rank of the respondents. The majority (101) 65.2% of the respondents were Administrative Staff. 23 (14.8%) were Academic Staff. 17 (11.0%) were Technical Staff whereas 14 (9.0%) with Professional Staff. This implies that the administrative constitute a larger number of the Senior Staff of the University in question.

Table 5

**Rank of Respondents**

Rank	Subject / Campus			Frequency	%
	Winneba	Kumasi	Ashanti Mampong		
Administrative Staff	69	22	10	101	65.2
Academic Staff	16	5	2	23	14.8
Technical Staff	11	4	2	17	11.0
Professional Staff	9	3	2	14	9.0
<b>Total</b>	<b>105</b>	<b>34</b>	<b>16</b>	<b>155</b>	<b>100</b>



Results from Table 6 indicate that 77 (49.7%) of the respondents had been working in the university between 6 – 10 years, 46 (29.7%) had work between 11 – 15 years, 5 (3.2%) had work between 16 – 20 years whereas the rest have worked with the university less than six years. The implication is that the respondents have the requisite experiences to enable them to respond to the various issues being addressed in this study.

Table 6

**Distribution of Number of Years of Respondents in the University**

Number of years	Frequency	%
1 – 5	27	17.4
6 – 10	77	49.7
11 – 15	46	29.7
16 – 20	5	3.2
Total	155	100

As reported in Table 7, 34 (21.9%) of the respondents have spent less than 5 years in their present position, 85 (54.8%) have spent 5 – 10 years whereas the rest of the respondent 10 years and above in the present position. This implies that the participants have in-depth knowledge about the present position hence, they are in a position to provide insights into the nuances pertaining to certain issues that they are grappled with.

Table 7

**Number of Years of Respondent in Present Position**

Years of respondent in		
Present Position	Frequency	%
Less than 5 years	34	21.9
5 – 10 years	85	54.8
10 – 20 years	35	22.6
20 – 30 years	1	.6
Total	155	100

**Analysis of the Research Questions**

This section addresses the key research questions that were formulated to guide the study. Five research questions will be addressed under this section.

**Research Question One: What factors promote the level of job satisfaction among Senior Staff of the University of Education, Winneba?**

For job satisfaction to be engendered, certain key factors must be addressed within the working environment. This research question sought to find out factors which enhance job satisfaction. In measuring the factors which promote the levels of job satisfaction of senior staff, the options given to the respondents to select from were; very satisfied, satisfied, dissatisfied and very dissatisfied which were transformed into numerical scores of 4, 3, 2 and 1, respectively for analysis of the data.

Mean and standard deviation were the statistical procedures used to analyse the data. A mean score of 2.5 above indicated positive job satisfaction and below 2.5 constitute negative job satisfaction. Table 8 presents responses of respondents on factors which promote job satisfaction

Table 8

**Factors which Promote Job Satisfaction**

Factors	Mean	St. Dev
Nature of job	3.19	0.774
Accomplishing a given task	3.14	0.694
Interpersonal relationship with co-workers	2.97	0.350
Relationship with head of Department	2.87	0.600
Recognition of efforts by superiors	2.87	0.621
Opportunities for creativity and innovativeness	2.86	0.777
Supervision style of head of Department	2.83	0.520
Clearly defined tasks	2.78	0.550
Level of responsibility the job gives	2.77	0.622
Acquisition of new skills (thro in service training)	2.75	0.677
Opportunities for promotion	2.75	0.761
Level of participation in decision making process	2.74	0.635
Flow of communication in the university	2.72	0.619

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**Table 8 continued**

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Factors	Mean	St. Dev
Opportunities for further training and development in the university	2.71	0.624
My present salary	2.63	0.799
Work environment	2.62	0.696
Mean Job Satisfaction	2.82	0.52

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Source: Survey Data, 2010, n=155

Scale: 1= Very dissatisfied, 2= Dissatisfied, 3= Satisfied and 4= Very Satisfied

### **Nature of Job**

The first factor in the table was on the issue of whether the nature of job promotes one's level of satisfaction in the university. Nature of job refers to the interest of the job, the doing of the job or the tasks of the job as a source of good or bad feelings. It also involves variety, challenges and personal conviction of the job's significance. The mean obtained for the item was 3.19 and a standard deviation of 0.774 which shows that respondents were satisfied with the factor in determining their level of job satisfaction in the university.

Thus, senior staff of the university contends that nature of their job goes a long way in determining their level of satisfaction in the university. This finding is indeed instructive because it is consistent with the finding of a study conducted by Gruneberg (1978). As Gruneberg indicated, there is little disagreement among theorists on the importance of the job itself as a major factor in job satisfaction for

most individuals in most organizations. This present study also supports the finding of a study conducted by Nel et al (2004). According to them, people are satisfied with a job that is interesting, challenging and would create opportunities for self actualization and recognition.

### **Accomplishing a Given Task**

The second factor was whether accomplishing a given task enhances one's level of job satisfaction in the university. Accomplishment is a measure of the opportunities of the employee who uses full capabilities and makes a worthwhile contribution. It includes the successful completion of a job, solutions to problems and seeing the results of one's work. It also includes its opposite like failure and absence of accomplishment. The mean obtained for the item was 3.14 and standard deviation of 0.694 which indicates that respondents were satisfied with the factor in determining their level of job satisfaction in the university This finding is revealing because it brings a new dimension to bear on certain factors which seemingly and superficially has nothing to do with job satisfaction of staff but in reality promote tremendously on job satisfaction. This finding supports the finding of a study conducted by Armstrong (2006) that achievement is one of the factors that contributes greatly to overall job satisfaction of individuals in an organisation.

## **Interpersonal Relationships**

Interpersonal relationships refer to various kinds of situations involving interaction between employee with his superior, subordinate and peers for efficient realization of organizational goals. With regards to the third factor, as to whether interpersonal relationship with my co-workers engenders ones level of job satisfaction in the university, a mean of 2.97 and standard deviation of 0.350 were obtained which shows that respondents were satisfied with the factor in determining their level of job satisfaction in the university.

Related to this was the question of whether senior staff's relationships with their head promote their level of job satisfaction in the university. The mean obtained was 2.87 with a standard deviation of 0.600 showing a positive factor in determining the level of job satisfaction of senior staff of the university. These findings are in support with the finding of a study conducted by Friensen, Holdaway and Rice (1984) that the sense of interpersonal relationships with co-workers and superior in any institution are sources of job satisfaction for staffs.

This finding also supports the finding of a study conducted by Cherrington (1989) that individuals with high need for affiliation prefer to work with others rather than work alone and tend to perform better in situations where personal support and approval are tied to performance. The finding of this study supports the finding of a study conducted by Ankomah and Amoako- Essien (2002) that good interpersonal relationships among workers could be regarded as a binding

force that makes it possible for people to remain on the job even if they are not satisfied with their remunerations.

This present study also supports the finding of a study conducted by Bame (1991). It was found out from his study that institutions attach more importance to their relationship with their heads. According to Bame, it is an obvious fact that the personal qualities of the head as well as his/her good professional behaviour go to foster good interpersonal relationships. This implies that management of the university, and for that matter, of any higher institution should promote and maintain the development of interpersonal skills among superiors and workers for the effective and efficient achievement of institutional goals.

### **Recognition of Efforts**

Recognition of efforts, according to Mulin (1996) indicates the amount of quality of all kinds of feedback (verbal), whether good or bad, about how the employee is getting on in the job. It involves some act of praises, notice or blame. From Table 8, a mean of 2.87 and standard deviation of 0.621 were obtained when respondents were asked whether recognition of their efforts by superiors enhances their level of job satisfaction in the university. This is an indication that majority (124) of the respondents were satisfied with recognition of efforts as a factor that promotes their level of job satisfaction in the university.

This finding confirms with the finding of a study conducted by Friensen, Holdaway and Rice (1984) that recognizing the efforts of employees in an

organization is one of the greatest sources of job satisfaction in an organization. This implies that to ensure that senior staffs are satisfied with their job, university authorities should endeavour to offer praises where it is due so that staff would be encouraged to give out their best in respect to achieving organizational goals.

### **Opportunities for Creativity and Innovativeness**

Furthermore, the next issue focused on the opportunities for creativity and innovativeness as a factor in determining the level of satisfaction for senior staff of the University under study. Creativity and innovativeness refers to the availability of the employee to initiate, invent new ideas in his work place for effective and efficient realization of organizational goals. It also involves the acceptability of these ideas by superiors and other co-workers in the organization. A mean of 2.86 and standard deviation of 0.777 were obtained, indicating a positive factor in promoting senior staffs' level of satisfaction in the university.

This implies that a greater number (116) of respondents were satisfied and very satisfied with the opportunities for creativity and innovativeness as a factor in promoting their level of satisfaction. This finding again corroborates the finding of a study conducted by Friensen, Holdaway and Rice (1984) that opportunities for creativity and innovativeness is one of the sources of job satisfaction for most staff in industries.



### **Supervision Style of Head of Department**

On whether supervision style of their head of department enhances senior staff's level of job satisfaction in the university, the result shows a mean of 2.83 and a standard deviation of 0.520. This indicates that majority (121) of the respondents were satisfied with the item as a factor in determining their level of satisfaction in the university.

This finding is instructive because it is consistent with the finding of a study carried out by Baron and Greenberg (2003) that if workers view the supervisory style of their superiors as fair and competent and sincere, their level of job satisfaction will be high. This implies that in order to ensure that employees in organizations are satisfied with their job in respect to supervision style of their superiors, there must be a fair and competent supervisory style by heads to their employees.

### **Clearly Defined Tasks**

Furthermore, the study sought to find out on the issue of clearly defined tasks and how they promote their level of job satisfaction. The result obtained shows a mean of 2.78 and standard deviation of 0.550. This implies that the majority (119) of the respondents were satisfied with clearly defined tasks as a factor in enhancing their level of job satisfaction in the university. The result further indicates that in every human endeavour when a given tasks is clearly defined the possibility of its accomplishment is very high.

### **Level of Responsibility on the Job**

On the issue of the level of responsibility their job gives them as a factor in promoting the level of job satisfaction of senior staff of the university, the result shows a mean of 2.77 and a standard deviation of 0.622. This indicates a positive level of satisfaction among senior staff of the university under study. This finding support the finding of a study conducted by Armstrong (2006) that responsibility is one of the greatest contribution to overall job satisfaction of individuals in an organizations. Responsibility is a measure of freedom of action in decision making, style and job development. It includes authority given to carry out the work.

### **Acquisition of New Skills on the Job**

On the issue of whether acquisition of new skills on their job (through in-service training and education) promotes their level of job satisfaction in the university, the mean obtained was 2.75 and a standard deviation of 0.677. This shows that on the average majority (108) of the respondents were satisfied with acquiring new skills on the job as a factor that promotes job satisfaction among senior staff of the university. This finding is consistent with the finding of a study conducted by Gaziel (1986). According to him, acquiring new skills while on the job is a dominant factor of job satisfaction among university's senior staff in Israel.

## **Opportunities for Promotion**

On the issue of opportunities for promotion the result obtained indicates a mean of 2.75 and a standard deviation of 0.761. This shows a positive level of job satisfaction as majority (110) of respondents were satisfied with opportunities for promotion as a factor that promotes job satisfaction. This finding supports the finding of a study conducted by Arnold and Feldman (1996). Their finding revealed that the level of promotion in every organization has a stronger impact on job satisfaction of its workers. The promotion to the next level will result in positive changes such as pay, autonomy and supervision (Arnold & Feldman, 1996). Management should therefore bear in mind that promotion can serve as a very positive motivating tool in ensuring that the employee attains goals at a higher level.

This finding gives room for belief that promotion of workers within any establishment such as university institution should be taken seriously by management because it has the potential of engendering the desire of workers to work or go extra mile for the purpose of helping the organization to achieve its stated objectives. However, the finding of the present study is contrary to the finding of a study conducted by Hoy and Miskel (1991) that promoting top achievers too quickly can result in dissatisfaction amongst loyal, intelligent but less creative senior workers.

### **Participation in Decision Making Process**

Decision making is the process of deciding what to do about something, especially in an organization. It also includes the involvement of employees in the decision making process of the organization by management. On whether the level of participation in decision making process promotes their level of job satisfaction in the University of Education, Winneba, the mean obtained was 2.74 and a standard deviation of 0.635. This indicates that majority (112) of the respondents were satisfied with participation in decision making process as a factor in promoting their level of job satisfaction in the university.

This implies that there is a positive level of job satisfaction in relation to the senior staff's participation in decision making process in the university. This finding lends credence to the fact that whenever people are made to take an active part in every human endeavour they tend to give out their best because it gives them a sense of recognition.

### **Flow of Communication**

As to whether the flow of communication in the university enhances senior staff's level of job satisfaction, a mean of 2.72 and a standard deviation of 0.619 were obtained signifying that majority (114) of the respondents were satisfied with the item as factor that engenders their level of job satisfaction in the university under study.

This finding implies that communication is very important in any institution such as the university because it has the possibility of stemming the

tide of suspicion and mistrust which have become the bane of many institutions and has derailed the achievements of the set goals of the institution in question. As University authorities are concerned with decision making, it could be stated that the quality of those decision is largely dependent on the quality of information communicated to the decision makers.

### **Opportunities for Further Training and Development**

In relation to whether opportunities for training and development in the university enhance their level of satisfaction, the mean obtained was 2.71 and standard deviation was 0.624. This signifies that a greater number (114) of respondents were satisfied with the opportunities for further training and development as a factor which enhances their level of satisfaction in the university.

This finding gives indication that opportunities for further training and development of workers within any establishment such as university institutions should be taken seriously by management. This is because it has the potential of engendering the desire of workers to work or go extra mile for the purpose of helping the organisation to achieve its stated objectives.

### **Present Salary**

The next factor that promotes staff's level of job satisfaction in the university was their present salary. The mean was 2.63 and standard deviation of 0.799. This, therefore, implies that although the mean is above the average mean

score of 2.5 signifying a positive level of satisfaction however, the variable indicates that respondents were least satisfied with the monetary aspect of their work.

This finding gives the indication that salary of workers within any organisation such as educational institutions should be taken seriously since it has the potential for motivating staff to work hard to achieving the purpose of organizational goals. This finding supports the finding of Arnold & Feldman (1996) that man has multiple needs, and money provides the means to satisfy these needs. This present study also supports Maslow's hierarchy of needs theory. The physiological needs of the theory explains that the desire for money stems from people's needs to satisfy their physical and security needs such as sunlight, food, water and other similar inputs which are basic to human survival.

### **Work Environment**

The last factor considered was whether work environment promotes senior staff's level of job satisfaction in the university. Majority (103) of the respondents were satisfied with the work environment. The mean obtained from the table was 2.62 and standard deviation of 0.695. This implies that senior staffs of the university were satisfied as far as their work environment is concerned. A safe working environment, attractive medical facilities, availability of modern technological equipment in the workplace, provision of accommodation, proper ventilation and other allowances are some of the issues that could be instituted by

institutions to their employees to motivate them to give out their best in terms of achieving the goals of the organisation.

Thus, in addressing research question one, majority (105) of the respondents indentified several factors that promote job satisfaction in the university. The results obtained show that the mean of the overall job satisfaction levels was 2.82 and standard deviation was 0.52. This indicates that senior staffs of the university were satisfied with the factors that promote their level of job satisfaction in the university.

**Research Question Two: What is the perception of senior staff of the University of Education, Winneba on how job satisfaction affects performance?**

In soliciting views on how job satisfaction affects performance, respondents were provided with options ranging from strongly disagree, disagree, agree, and strongly agree which were given numerical values of 1,2,3,4, respectively. The tools which were used in analyzing the data were the mean and the standard deviation. The average mean score obtained was 2.5 and values higher indicate that respondents agree with the statement and values below the mean score indicate that the respondents disagree with the statement. Table 9 presents responses of respondents on their perception on how job satisfaction affects performance.

Table 9

**Perception of Senior Staff on how Job Satisfaction affects Performance**

Factors	Mean	Std. Dev
Job satisfaction leads to high productivity	3.63	0.535
Adequate rewards lead to high productivity	3.57	0.624
Poor conditions of service in the university leads to industrial unrest	3.49	0.784
Job satisfaction leads to increase senior staff morale in the university	2.99	0.483
Skills I have acquired on the job leads to high productivity	2.95	0.481
Job satisfaction leads to a low turnover rate in the university	1.55	0.807
Mean perception of job satisfaction on performance	3.03	0.31

Source: Survey Data, 2010, n=155

Scale: 1= Strongly Disagree, 2= Disagree, 3= Agree 4= Strongly Agree.

The first item sought to find out whether job satisfaction leads to high productivity. The mean score obtained was 3.63 with a standard deviation score of 0.535. The finding indicates that satisfaction at work increases productivity. In a survey conducted at a block factory, it was revealed that when workers are dissatisfied at work, they spend time lamenting on their problems to the detriment of work (Schneider & Alderfer, 1973).



Similarly, Arnold and Feldman (1996) indicate that a satisfied worker is productive worker. They explained that, a worker who is provided with all the necessary basic tools needed for work and is financially catered for puts in all efforts to help sustain his her organisation or the workers own continuous employment. They further posit that satisfaction is a necessary factor in motivation. Motivation is a Latin word “movere” which simply means to move. When workers are motivated, they are moved to work. For workers to achieve high productivity in their organisation, management should institute attractive policies that will aim at motivating the workers to work and achieve the goals of the organization.

The data also indicates that adequate rewards really lead to high production ( $M=3.57$ ,  $SD=0.624$ ). The indication here is that if workers are adequately rewarded, they would have a positive attitude towards work and therefore increases productivity. Arnold and Feldman (1996) contend that a worker who is justifiably rewarded is satisfied and productive. To buttress this, Piaget in his study of how children learn pointed out that at the pre-operational stage (2 years), children learn well when whatever they do is rewarded.

Another item on the table is the issue of whether poor conditions of service lead to industrial unrest in the university. A mean score of 3.49 and a standard deviation of 0.784 were obtained which indicates that respondents agree to the item that poor conditions of service affect productivity.

This finding is consistent to the finding of a study conducted by Arnold

and Feldman (1996) that workers will join a union mainly based on their dissatisfaction with working conditions and their perceived lack of influence change to those conditions. Arnold and Feldman further assert that workers become grieved by poor, by arbitrary and capricious discipline and by poor and unsafe working conditions. Also the finding of a study conducted by Robins (2001) supports the find of this study that working conditions influences job satisfaction of employees of an organisation.

As to whether job satisfaction leads to increase in the morale of staff in the university, the mean score of 2.99 and a standard deviation of 0.483 were obtained indicating that job satisfaction indeed increases the morale of employees in the university.

As to whether skills respondents have acquired on the job leads to high productivity in the university, majority (122) of respondents (M = 2.95, SD=.481) indicated that they agree to the statement that the skills they acquired on the job help them to increase productivity. This finding is consistent with the finding of a study conducted by Arnold and Feldman (1996) that the workers' own abilities have a greater impact on how much they can produce. This means that management of university institutions should from time to time organize workshops, seminars and in-service training programmes for their staff since they form an essential component of their profession. Thus in the process, management would help staff to correct their deficiencies or expand their proficiencies in carrying out their duties.

On the issue of whether job satisfaction leads to a low turnover rate in the university, a mean score of 1.55 and a standard deviation of 0.807 were obtained indicating that majority (96) of the respondents strongly disagreed to the statement. Labour turnover is the rate at which employees leave an organization. It can be internal that is when within the same organisation a worker leaves his or her current position to occupy a new one. It could also be external in which case the employee leaves the current organisation for another place. Wages, company benefits, employee attendance, job performance, are all factors that play a significant role in employee turnover. Usually, practitioners associate high turnover rate with unsafe working conditions, inadequate compensation, and unhappiness at work and so on.

This finding is indeed a conundrum but an explanation to unravel this is that an individual may be satisfied within an establishment or an institution like the university but when better opportunities avail themselves elsewhere they may leave the present work place to other places because of better conditions of services. Hence, the turnover rate may be high in the face of job satisfaction.

Thus, in addressing research question two, the overall mean perception of senior staff on how job satisfaction affects performance is 3.03 and a standard deviation of 0.31. This indicates that majority of the respondents strongly agree to the statement that job satisfaction plays an important role on employees' performance in an organisation. University management is therefore to institute

motivational factors that would satisfy staff so that they in turn give out their best to the achievement of the institutional goals.

Analysis was also done to find out whether there exist any differences between personal characteristics of the respondents and their perception on how job satisfaction affects performance. The independent sample t-test and the one way ANOVA were used. Table 10 shows the analysis results on the difference between sex and respondents perception on how job satisfaction affects performance.

Table 10

**Independent sample t-test between gender and respondents perception on how job satisfaction affects performance**

Variables	Sex	N	Mean	Std. Dev.	t-value	Sig.
Perception on how job satisfaction affects performance	Male	85	3.10	0.27	3.006	0.003
	female	70	2.95	0.34		

Source: Survey Data, 2010,  $p < 0.05$

On the issue of respondents' perception on how job satisfaction affects performance, it was found out that there exist a significance difference in terms of their gender on the issue ( $\alpha = 0.05$ ,  $t = 3.006$  and  $p = 0.003$ ). It is interesting to note that males' perception on how job satisfaction affects performance was greater ( $n = 85$ ,  $M = 3.10$ ,  $SD = 0.27$ ) than their female counterparts ( $n = 70$ ,  $M = 2.95$ ,

SD=0.34). This finding is consistent with the finding of a study conducted by Gaynor (1997) that biological differences between men and women do not change.

Gender relationship is socially constructed, and can change over time and place, and it mostly changes due to changes over economic circumstances. Gaynor is of the view that analyzing the social construction of gender in any profession is the pivot of understanding the situation of male and female employees. To Gaynor, multiple and different roles in the society are played by men and women. Men, to her, are basically in the productive activities, which are seen as their main role, although they have supporting roles such as involvement in activities concerning community politics.

On the other hand, Gaynor indicates that women are generally involved in reproductive, productive and community management roles, and are to simultaneously balance these three , hence men being more productive than women in all endeavours of human institutions such as the University of Education, Winneba.

On the issue of whether there exist any differences between age and respondents' perception on how satisfaction affects performance, the one way ANOVA was used to answer the item. Table 11 shows one way ANOVA between age of respondents and their perception on how job satisfaction affects performance in the university

Table 11

**One Way ANOVA between age of respondents and their perception on how job satisfaction affects performance**

Variables	Age(Year)	N	Mean	SD	F- value	t-value
Perception on how job satisfaction affects performance	Below 25	10	2.55	0.25	14.871	0.001
	25-40	111	3.05	0.32		
	41-60	34	3.09	0.18		

Source: Survey Data, 2010,  $p < 0.05$

Table 11 reports that there exist a significant difference ( $\alpha = 0.05$ ,  $f = 14.871$  and  $p = 0.001$ ) between respondents' perception on how satisfaction affects performance and their age groupings. In order to locate exactly where the differences are occurring, the Tamhane T2 multiple comparison was used.

Table 12

**Tamhane T2 Multiple Comparisons between age of respondents and their perception on how job satisfaction affects performance**

Variables	Age(years)	Mean Diff.	Sig.
Perception of how job satisfaction affects performance	Below 25	25 – 40	0.50405*
		41 - 60	0.53824*

The table shows a significant difference on the perception of senior staff on how job satisfaction affects performance and their age and this differences were located between the age groupings of 25-40 (Mean diff. = 0.50405) and 41-60 (0.53824). Probably, this might be the fact those age groupings gain experience and seem not to have difficulty in performing their duties hence would be able to improve their productivity positively.

Another item that was examined was whether there exist any difference between respondents rank and their perception on how job satisfaction affects performance. The one way ANOVA statistics was used in analyzing the item. Table 13 shows one way ANOVA between respondents' rank and their perception on how job satisfaction affects performance

Table 13

**One Way ANOVA between Respondents Rank and their perception on how job satisfaction affects performance**

<b>Variables</b>	<b>Rank</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>F</b>	<b>Sig.</b>
Perception of how job satisfaction affects performance	Administrative	101	3.04	0.32	3.360	0.020
	Academic	23	2.86	0.34		
	Technical	17	3.10	0.25		
	Professional	14	3.15	0.12		

Source: Survey Data, 2010,  $p < 0.05$

Table 13 reports that there exists a significant differences between respondents' rank and their perception on how job satisfaction affects

performance ( $\alpha=0.05$ ,  $f=3.360$  and  $p=0.020$ ). In order to locate where exactly the significance differences are occurring, the Tamhane T2 Multiple Comparison table was used.

Table 14

**Tamhane T2 Multiple Comparisons between rank of respondents and their perception on how satisfaction affects performance**

Variables	Ranks	Mean Diff	Sig.
Perception of how job satisfaction affects performance	Academic staff Professional	0.29244*	0.005

Table 14 reports that the significance differences are located between Academic staff and Professional staff (Mean diff= 0.29244\*). This finding tends to suggest that academic staff and professional staff have high levels of job satisfaction (Mean diff= 0.29244\*) in the university and therefore be committed to work hard to increase productivity

On the issue of whether there exist any significant differences between working experience of respondents and their perception on how job satisfaction affects performance in the university, the one way ANOVA was used to analyze the item.

Table 15 shows one way ANOVA between respondents' working experience and their perception on how job satisfaction affects performance



Table 15

**One Way ANOVA between respondents' working experience and their perception on how job satisfaction affects performance**

Variables	Years	N	Mean	SD	F	Sig.
Perception on how job satisfaction affects performance	15	27	2.75	0.41	11.283	0.001
	6-10	77	3.09	0.27		
	11-15	46	3.07	0.23		
	16-20	5	3.27	0.19		

Source: Survey Data, 2010,  $p < 0.05$

The table shows that there exist significant differences among senior staffs working experience and their perception on how job satisfaction affects performance in the university ( $\alpha = 0.05$ ,  $f = 11.283$  and  $p = 0.000$ ). In order to locate exactly where the significant differences are occurring, the Tamhane T2 Multiple Comparison table was used as presented in Table 16.

Table 16

**Tamhane T2 multiple comparisons between respondents' working experience and their perception on how job satisfaction affects performance**

Variables	Years	Mean Diff	Sig.
Perception on how job satisfaction affect performance	1-5	6-10	0.002
			0.34183*
		11-15	0.004
	16-20	0.004	0.51975*

Source: Survey Data, 2010,  $p < 0.05$

Table 16 reports that there exist significant differences among senior staffs perception on how job satisfaction affects performance and their working experience in the university. The finding of this item is that senior staffs who have worked in the university between the ages of 16-20years strongly perceived that job satisfaction leads to high performance in the university (Mean diff= 0.51975).

**Research Question Three: What is the difference between personal characteristics of respondents and their level of job satisfaction?**

The third research question sought to find out whether there exist any differences between the demographic characteristics of the respondents and their level of job satisfaction in the university. To answer research question 3, the independent sample t- test and the one way ANOVA were used. Table 17 shows the analysis results on the differences between job satisfaction variables and gender of the respondents.

Table 17

**Job satisfaction and gender of respondents**

Variables	Sex	N	Mean	Std. Dev.	t-value	Sig.
Job satisfaction levels	Male	85	2.87	0.44	1.068	0.287
	Female	70	2.78	0.61		

Source: Survey Data, 2010, p<0.05

Job satisfaction levels scale 1= Very dissatisfied, 2= Dissatisfied, 3= Satisfied and 4= Very Satisfied.

A comparison of male and female job satisfaction indicated that there was no significance difference ( $\alpha=0.05$ ,  $t=1.068$  and  $p=0.287$ ). This finding is contrary to the finding of a study conducted by McNeely (1984) that there was a significant difference between employed women and men's job satisfaction. The study revealed that women were found to be more intrinsically satisfied than men. Mason (1994) also found out in a study in which female employees were significantly more satisfied than male employees. This contradiction could be attributed to the fact that the studies were conducted using different institutions and geographical settings.

However, critical a study of the results also reveals that male respondents were more satisfied ( $n= 85$ ,  $M= 2.85$ ,  $SD= 0.44$ ) with their job than their female counterparts ( $n=70$ ,  $M= 2.78$ ,  $SD= 0.61$ ). This finding is in support of the finding of a study conducted by Greenberg and Baron (2003) that employed women in general seem to be less satisfied with work than their men counterpart.

### **Job Satisfaction and Age of Respondents**

On the issue of whether there exist any differences between job satisfaction and age of respondents, the one way ANOVA was used to answer the item. Table 18 shows one way ANOVA between job satisfaction and age of respondents in the university

Table 18

**One Way ANOVA between job satisfaction and age of respondents**

Variables	Age(Year)	N	Mean	SD	F- value	t-value
Job satisfaction levels	Below 25	10	2.13	0.18	17.487	0.001
	25-40	111	2.80	0.53		
	41-60	34	3.12	0.33		

Source: Survey Data, 2010,  $p < 0.05$

Job satisfaction levels scale 1= Very dissatisfied, 2= Dissatisfied, 3= Satisfied and 4= Very Satisfied.

Table 18 reports that there exist a significant difference ( $\alpha=0.05$ ,  $f=17.487$  and  $p=0.000$ ) between job satisfaction and age groupings of respondents. In order to locate exactly where the differences are occurring, the Tamhane T2 multiple comparison was used.

Table 19

**Tamhane T2 Multiple Comparisons between Job Satisfaction and Age of the Respondents**

Variables	Age(years)		Mean Diff.	Sig.
Job satisfaction levels	Below 25	25-40	0.67230*	0.001
		41-60	0.99449*	0.001
	25-40	41-60	0.32219*	0.001

Source: Survey Data, 2010,  $p < 0.05$

Table 19 reports that the differences in age groupings of respondents and their level of job satisfaction are located among the age grouping between 25-40 years (Mean diff. =0.67230) and between 41-60 ( Mean diff.= 0.99449). This means that the significance difference is more seen among the age groupings of 41-60. This finding is very revealing indeed because senior staff whose age fall between 41-60 tend to have high job satisfaction levels because they are on the verge of retirement and they tend to be satisfied with their conditions of service in the university as compared to their counterparts who fall within the age groupings of 25-40. In other words, the university has a youthful senior staff population who are likely to work for a long period for the university.

This advantage will be of benefit to the university if management is able to implement policies which will make this age category of senior staff more satisfied with the conditions of service and thus retain them.

### **Job Satisfaction and Rank of Respondents**

Another item that was examined was whether there exist any difference between job satisfaction and rank of respondents. The one way ANOVA statistics was used in analyzing the item. Table 20 shows one way ANOVA between job satisfaction and rank of respondents in the university.

Table 20

**One Way ANOVA between Job Satisfaction and Rank of Respondents**

<b>Variables</b>	<b>Rank</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>F</b>	<b>Sig.</b>
Job satisfaction levels	Administrative	101	2.86	0.53	12.831	0.001
	Academic	23	2.32	0.44		
	Technical	17	3.00	0.31		
	Professional	14	3.22	0.16		

Source: Survey Data, 2010,  $p < 0.05$

Job satisfaction levels a scale 1= Very dissatisfied, 2= Dissatisfied, 3= Satisfied and 4= Very Satisfied.

Table 20 reports that there exists a significant differences between job satisfaction and rank of respondents ( $\alpha=0.05$ ,  $f=12.831$  and  $p=0.001$ ) as well as senior staff perception on how job satisfaction affects performance ( $\alpha=0.05$ ,  $f=3.360$  and  $p=0.020$ ). In order to locate where exactly the significance differences are occurring, the Tamhane T2 Multiple Comparison table was used.

Table 21

**Tamhane T2 Multiple Comparisons between Job Satisfaction and Rank of the Respondents**

Variables	Ranks		Mean Diff	Sig.
Job satisfaction levels	Administrative	Academic staff	0.53516*	0.001
		Professional	0.36293*	0.001
	Academic staff	Technical staff	0.67567*	0.001
		Professional	0.89810*	0.001

Source: Survey Data, 2010,  $p < 0.05$

Table 21 reports that the significance differences are located between Administrative staff and Academic staff (Mean diff= 0.53516) and Administrative staff and Professional staff (Mean diff= 0.36293). Again the differences is also occurring between Academic staff and Technical staff (Mean diff= 0.67567) and finally between Academic staff and Professional staff (Mean diff= 0.89810). This finding tends to suggest that academic staff and professional staff have high levels of job satisfaction (Mean diff= 0.89810) in the university.

This stems from the fact that the majority of these crops of university staff have high prospects of advancement into higher positions. In another vain, in the case of the professional staff, they tend to be satisfied with the work they are doing because their remuneration is better than the other staff of the university.

**Job Satisfaction and Working Experience of Respondents**

On the issue of whether there exist any significant differences between job

satisfaction and working experience of respondents in the university, the one way ANOVA was used to analyze the item.

Table 22

**One Way ANOVA between Job Satisfaction and Working Experience of the Respondents**

Variables	Years	N	Mean	SD	F	Sig.
Job satisfaction levels	1-5	27	2.30	0.38	15.321	0.001
	6-10	77	2.89	0.49		
	11-15	46	3.04	0.46		
	16-20	5	2.79	0.56		

Job satisfaction levels a scale 1= Very dissatisfied, 2= Dissatisfied, 3= Satisfied and 4= Very Satisfied.

Table 22 reports that there exist significant differences between job satisfaction and working experience of respondents in the university ( $\alpha=0.05$ ,  $f=15.321$  and  $p=0.001$ ). In order to locate exactly where the significant differences are occurring, the Tamhane T2 Multiple Comparison table was used as presented in Table 16.



Table 23

**Tamhane T2 multiple comparisons between job satisfaction and working experience of respondents**

Variables	Years		Mean Diff	Sig.
	1-5	6-10		
Job satisfaction levels	1-5	6-10	0.58926*	0.001
		11-15	0.74039*	0.001
Perception of job satisfaction on performance	1-5	6-10	0.34183*	0.002
		11-15	0.32193*	0.004
		16-20	0.51975*	0.004

Source: Survey Data, 2010,  $p < 0.05$

Table 23 reports significant differences between respondents who have work in the university between 1-5years and 6-10years (Mean diff= 0.58926) and also 1-5years and 11-15years (Mean diff= 0.74039). This finding tends to suggest that senior staffs who have worked in the university between 11-15years have high level of job satisfaction than their counterparts. These stems from the fact that these respondents have done the work for a long period of time and perhaps gain some kind of experiences and therefore do not have much difficulty in carrying out a given task and thus achieving high level of satisfaction in the job.

**Research Question Four: What challenges do the senior staff of the University of Education, Winneba face in the course of performing their duties?**

Research question four was in two parts; section A was a closed- ended item and section B, an opened- ended one. Section A sought to find out from respondents whether they face any challenges in the course of performing their duties in the university.

Table 24

**Responses of Respondents on whether they face Any Challenges in Performing their Duties in the University**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	89	57.4
No	66	42.6
<b>Total</b>	<b>155</b>	<b>100</b>

Table 24 reports that when respondents were asked whether they face any problems in the course of performing their duties, 89 (57.4) responded in the affirmative while 66 (42.6) said No. This suggests that some senior staff of the university do not have any challenges in the workplace, a good number of them still have problems in the university.

Section B of the research question sought to find out from respondents who responded “YES” to the item to explain the particular challenges they meet.

The challenges they mentioned are presented in Table 25

Table 25

**Challenges Facing Senior Staff in the Course of Performing their Duties**

Response For Yes	Frequency	Percentage
Lack of Professional Advancement	20	12.9
Inadequate Working Material/ Equipment	13	8.4
Lack of Motivation	12	7.7
Poor Job Description/Specification	9	5.8
Poor Communication	6	3.9
Favouritism /Nepotism	6	3.9
Decision Making	5	3.2
Lack of Respect	4	2.6
Bureaucracy	4	2.6
Poor Interpersonal Relationship	4	2.6
Poor Supervision	3	1.9
Poor Commitment to Work	3	1.9
Total	89	57.4

From Table 25, 20 (12.9%) of the respondents expressed the view that lack of advancement is a major challenge they face in the course of performing their duties in the university. They contend that opportunities to pursue further education in the university are not readily available. Again, respondents who answered yes also mentioned inadequate working materials and equipment as one of the challenges they face in the performance of their duties. 13(8.4%) of the

respondents stated that working conditions are not adequate in the workplace and for that matter they found it difficult in performing their duties.

In the same way, 12 (7.7%) of the respondents reported that lack of motivation in the university is one of the challenges they face. Motivation is a force to achieving some end state. According to them those factors that would urge them to give out their best is not available.

Another problem mentioned by the respondents was poor job description. Nine (5.8%) of the respondents were of the view that the inability of the management of the university to clearly specify or defined their task poses a problem to them in the course of performing their duties. Commenting on the issue, a task which is clearly defined makes it easier for employees to accomplish within a specified period of time as compare to a task which is not clearly defined. To be able to achieve institutional goals, management should be in a position to clearly define the tasks that are to be performed by their employees.

Again, six (3.9%) of the respondents mentioned poor communication flow as a problem they face in the course of performing their duties in the university. Communication is the blood flow of every organization. It could be between superiors and subordinates and among co-workers of the same rank. Where employees in an organization are not informed and do not know the policies of the organization, it becomes difficult for them to understand the policies of the organization and what it intends to achieve.

Another problem mentioned by the respondents was favouritism and

nepotism. The respondents were of the view that in the course of performing their duties in the university they encounter the problem of favouritism which sometimes makes them frustrated. Six (3.9%) of the respondents were of that view. Commenting on the issue, when employees in an organization are not equally treated in the same way with their co-workers in terms of how they are supervised, how tasks are assigned to them and the kind of relationships that exist between them and their superiors, it is likely to affect their performance and hence would not be able to perform to their expectations.

Again, five (3.2%) of the respondents mentioned that they are not involved in the decision making process of the university, which according to them poses a problem in the course of performing their duties in the university. Besides, four (2.6%) of the respondents mentioned that lack of respect in the university was the problem they face in the course of performing their duties in the university. Commenting on the issue, looking down upon the position and the duties of employees in an organization could pose a serious problem to employees and negatively affect their performance in the organisation.

Another problem mentioned by the respondents was the issue of bureaucracy in the university. Bureaucracy in a business sense is the complicated and annoying system of rules and processes in an organisation. The research conducted recorded that four (2.6%) of the respondents stated that the rules and procedures involved in carrying out their duties are very difficult and annoying and hence affect their ability to perform to achieving organizational goals. An

example to support this issue is that when in an organisation one needs a material to carry out a duty and at the same time the person has to follow a lay down procedure which would take a long time before the material is issued out. Such a situation is likely to affect the goals of the organisation.

Again, the research conducted shows that four (2.6%) of the respondents considered poor inter-personal relationships as the problem they face in the course of performing their duties in the university. Inter-personal relationships could be seen among employees and their superiors or among co-workers. Where there is good inter-personal relationships, workers freely give out their best to work to achieve institutional goals. The table also indicates that three (1.9%) of the respondents mentioned poor supervision as the problem they face in the course of performing their duties in the university.

**Research Question FIVE: What is the perception of senior staff of the University of Education, Winneba on how job satisfaction could be promoted?**

Respondents were given the chance to briefly offer suggestions that could contribute to the promotion of job satisfaction among senior staff in the University of Education, Winneba. These suggestions are presented in Table 19

**Table 26****Perception of Senior Staff on how Job Satisfaction could be promoted**

Suggestions	Frequency	Percentage
Increase in salary and other benefits	47	30.3
Provision of accommodation for senior staff	31	20
Provision of adequate working conditions/equipment	26	16.8
Staff involvement in decision making process	22	14.2
Increase in opportunities for further training and development	16	10.3
Effective communication flow in the university	13	8.4
Total	155	100

From Table 26, 47 (30.3%) of the respondents expressed the view that an improvement in salary and other benefits would go a long way in improving job satisfaction among senior staff of the University of Education, Winneba. By improving the salary and fringe benefits, respondents were of the view that salary should be reviewed upwards at least to be at par with what their colleagues with the same qualifications receive in other establishments like the financial institutions and other private organizations. Majority of the respondents who made this suggestion contended that there should be adequate allowances in the university to raise the salary of the senior staff. This suggestion was made in view of the least satisfaction respondents had with their salary and fringe benefits that they receive in the university.

Another suggestion made by the respondents was the issue of accommodation for senior staff of the university. Table 26 reveals that 31 (20%) of the respondents were of the view that provision of housing facilities to house senior staff of the university is a sure way of improving the job satisfaction level of respondents. To them, the few facilities that exist should be renovated. Again, they contend that efforts should be made by the university authorities to put up more houses to meet the increasing number of senior staff in the university.

It was also suggested by respondents that there should be an adequate working conditions, materials and equipment in the university. The respondents were of the view that if management of the university is able to provide a conducive working environment and adequate materials and equipment that would enable them carry out their duties with less difficulty, they would be motivated to work hard to achieve institutional goals. The table shows that 26 (16.8%) of the respondents were of this suggestion.

Another suggestion made by the respondents was the issue of senior staff involvement in decision making process in the university. From the Table, it is seen that 22 (14.2%) of the respondents made this suggestion. Commenting further, respondents were of the view that a greater number of senior staff should be represented in most management meetings or committees where decision are made so that they could be part in the decision making process of the university.

Furthermore, respondents suggested that there should be an improvement in the opportunities available to senior staff for further training and development.



Further training and development would enable them to acquire new skills so that they would be able to improve on their performance in the workplace. This would help them to be abreast with current issues relating to their work. Table 26 depicts that 16 (10.3%) of the respondents made this suggestion.

Another suggestion given by the respondents was that there should be an effective communication flow in the university. Respondents were of the view that if policies and decisions made by management are communicated to them, they would be able to know the policies of the university and work accordingly to achieve its objectives. Table 26 shows that 13(8.4%) of the respondents made this suggestion. This suggestion was made in view of their least satisfaction with the flow of communication in the university.

### **Summary of Analysis**

The analysis of data on the study “an investigation into job satisfaction among senior staff of the University of Education, Winneba” has come out with quite a few interesting observations. The study revealed that senior staffs of the University of Education, Winneba were highly satisfied with factors such as nature of their job, accomplishing a given task, inter-personal relationships with their head and co-workers, recognition of their efforts by their superiors and opportunities for creativity and innovativeness. Others include the level of responsibility their job gives them, acquiring new skills while on the job, opportunities for promotion in the university, their level of participation in decision making process and flow of communication in the university.

The study however shows that senior staffs of the university were least satisfied with the opportunities for further training and development in the university, their present salary and fringed benefits attached to their job. Again, the study shows that senior staff of the university generally agreed on their perception that job satisfaction leads to high performance in the university. The study however shows that there is no significant difference in the views of male and female senior staff of the university with respect to their job satisfaction, even though the study shows that there was a significant difference in the views of respondents in terms of their age, rank and working experience and level of job satisfaction in the university.

The respondents also identified the following as the problems they face in the course of performing their duties in the university; lack of advancement, inadequate working materials/ equipment, lack of motivation, poor job description and poor communication in the university. The rest are favouritism and nepotism, lack of involvement in the decision making process, bureaucracy, poor interpersonal relationships and poor supervision style of their heads. The suggestions given by respondents on how job satisfaction could be improved among senior staff of the university include increase in salaries and fringe benefits, provision of accommodation, provision of adequate working conditions/working materials and equipment, staff involvement in decision making process, improvement in opportunities for further training and development and effective flow of communication among senior staff of the university.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This chapter deals with the summary of the research findings, conclusions, and recommendations. In addition, the chapter offers suggestions for further research.

#### **An Overview of the Study**

The study sought to investigate into job satisfaction among senior staff of the University of Education, Winneba. The study sought to find out;

1. The factors that promote the level of job satisfaction among senior staff of the university
2. The perception of senior staff on how job satisfaction affects performance
3. The personal characteristics of respondents and their level of job satisfaction in the university.
4. The challenges senior staff faces in the course of performing their duties in the university.
5. The perception of senior staff on how job satisfaction could be promoted.

The design used for the study was the descriptive survey. The cluster sampling procedure was used for the three campuses of the university. A sample size of 155 was selected from a population of 255 senior staff of the university.

This was done through the use of stratified technique with proportional allocation. Simple random technique, using the lottery method was used to select the respondents from each stratum. Questionnaire developed by the researcher with the assistance of the supervisors, was the main instrument used in the study. The questionnaire was made up of 29 closed-ended and open-ended items. The first part of the questionnaire sought to find out the demographic data of respondents while the second part was meant to solicit information on the main research questions.

The questionnaire was pre-tested at the University of Cape Coast. This helped the researcher to revise and edit the questionnaire used in the main study making it more specific and effective in eliciting the needed responses. The researcher administered the questionnaire to the 155 respondent and the return rate was 100%. The descriptive statistics such as percentages, mean, standard deviation independent sample t- test and ANOVA were used where applicable.

### **Summary of the Major Findings**

The major findings of the study were:

**Research Question One:** what factors promote the level of job satisfaction among senior staff of the University of Education, Winneba? It was found that the factors that affect senior staff's level of satisfaction in the university ranged from the most to least. We can therefore put these on continuum; the nature of their job, the rate at which they accomplish a given task, inter-personal relationships (with co-workers and superiors), recognition of their efforts by the

superiors, opportunities for creativity and innovativeness, supervision style of their head and the rate at which their task are clearly defined. The rest are the level of responsibility their job gives them, acquisition of new skills on their job (through in service training and education), opportunities for promotion, their level of participation in the decision making process, flow of communication in the university, opportunities for further training and development, their present salary and fringe benefit attached to their job.

**Research Question Two:** What is the perception of senior staff of the University of Education, Winneba on how job satisfaction affects performance? It was revealed that majority of the senior staff of the university generally perceived that, job satisfaction greatly affect performance positively.

**Research Question Three:** what is the difference between personal characteristics of respondents and their level of job satisfaction in the university? It was found out that there was no significant difference between the sex of respondents and their level of satisfaction in the university. However, the study found out that there exists a significant difference in terms of respondents' age, rank and working experience and their level of job satisfaction in the university. The study also found out that there was a significant difference on the views of respondents on their perception of job satisfaction on performance in terms of their sex, age, rank and working experience.

**Research Question Four:** What challenges do the senior staff of the University of Education, Winneba face in the course of performing their duties? It was found

out that the majority, 89 (57.4%) of the respondents face problems in the course of performing their duties in the university and some of these problems were; lack of advancement; inadequate working conditions and materials/equipment; lack of motivation; poor job description/specification and poor communication flow in the university. Others include favouritism and nepotism, not involving senior staff in the decision making process, and lack of respect. The rest are rigid bureaucratic procedures, poor inter-personal relationships and poor supervision.

**Research Question Five:** what is the perception of senior staff of the University of Education, Winneba on how job satisfaction could be improved? The study brought to light that majority, 89 (57.4%) of the respondents perceived that job satisfaction can be improved through: Provision of housing facilities for senior staff; Increase in salary and other allowances in the university; Provision of adequate working conditions, materials/equipment; Staff involvement in decision making process; Increase in opportunities for further training and development; Effective communication flow in the university.

### **Conclusions**

The results of this study corroborate most of the research findings cited in the study, and at the same time, refute some others. From the findings of the study, the following conclusions are drawn:

1. Job satisfaction of senior staff of the University of Education, Winneba was generally high.
2. Senior staffs of the university were satisfied with the nature of their job, the rate at

which they accomplish a given task and inter-personal relationships that existed in the university.

3. Senior staffs of the university were also satisfied with the recognition accorded them by their superiors. This helps to boost their morale and encourage them to work harder.
4. In spite of the fact that satisfaction was generally expressed, low satisfaction was expressed with regard to their salary, conditions of service attached to their job, opportunities available for further training and development, their involvement in decision making process and the flow of communication in the university.
5. Moreover, the study confirmed the popular assertion that job satisfaction leads to high performance.
6. Job satisfaction does not necessarily lead to low turnover rate in the university and that other factors come to play.
7. There was no significant difference between respondents' gender and their level of satisfaction.
8. Senior staff would tend to develop themselves to acquire knowledge in their field of work so as to keep themselves more abreast with time in order not to become static in the face of a changing modern world. When senior staff developed themselves, it makes them competent and helps them to perform their duties with less difficulty hence, bring about some form of satisfaction as far as their job is concerned.
9. Finally, most of the senior staff of the university faced problems in the course of

performing their duties. Suggestions such as provision of housing facilities, improvement in salaries and other allowances, provision of adequate working materials and equipment were stated as means of promoting job satisfaction in the university.

### **Recommendations**

The findings from the study and the conclusions provide basis for a number of recommendations for consideration. The following recommendations were made:

1. The Federation of Universities Senior Staff Association of Ghana (FUSSAG) (now a registered association of the Trade Union Congress) should make efforts to ensure that senior staffs' salaries are improved and well spelt out to encourage the senior staff to work harder. This way, they would concentrate all their time, energy and efforts in improving their performance in the university.
2. Management of the university should seriously look into the conditions of service and other allowances of the senior staff. These packages should be attractive enough to increase job satisfaction especially among senior staff of the universities. These can be in the form of most immediate pressing need of senior staff such as accommodation, car loans, clothing allowance and free medical care for immediate family members of senior staffs.
3. It is also recommended that working materials such as computers, printers and equipment in the work place should be adequately provided by management to help senior staff to function effectively.



4. It is also recommended that tasks assigned to senior staff should be clearly defined by head of department. When a given task is clearly defined, it becomes easier to carry out thereby enhancing their job satisfaction level.
5. Communication in every organization is very important. In fact, it is the blood flow of every organization. It is therefore recommended that a proper and viable communication system in the university come to play, as this is lacking in terms of communication and feedback. Thus, communication should flow and be effectively managed by the university authorities since it is the means through which policies of the university could be understood.
6. Senior staff improves on their skills through in-service training and education. It is therefore recommended that management of the university organise regular workshops and seminars for senior staff to enable them become abreast with current issues pertaining to their work. This would increase their level of satisfaction with their job.
7. Finally, it is recommended that management of the university improve upon the involvement of the senior staff in the decision making process in the university. In this sense, senior staff would feel satisfied because of the fact that they are recognized as being part of the decision making process of the university.

### **Suggestions for Further Research**

The following suggestions are made for further research:

1. The study should be replicated by other researchers in different institutions using a larger sample size.

2. A comparative research could be conducted into job satisfaction among senior staff in private and public universities in Ghana to give a general picture of the situation.
3. Research could also be conducted into the relationship between job satisfaction and labour turnover.

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## APPENDICES

### APPENDIX A



UNIVERSITY OF CAPE COAST  
FACULTY OF EDUCATION  
INSTITUTE FOR EDUCATIONAL PLANNING AND  
ADMINISTRATION

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University Post Office  
Cape Coast  
Ghana

January 7, 2010

Our Ref. EP/ EP/90/Vol.3/26

The Registrar  
University of Education  
Winneba

#### LETTER OF INTRODUCTION

The bearer of this letter, **Isaac Adom-Konadu** is a graduate student of the Institute for Educational Planning and Administration of the University of Cape Coast. He requires some information from your outfit for the purpose of writing a Thesis as a requirement of M.Phil Administration in Higher Education degree programme.

We should be grateful if you would kindly give him the necessary assistance to enable him collect the information he requires from your outfit.

While anticipating your cooperation, we thank you for any help that you may be able to give.

Mr. Y. M. Anhwere  
Assistant Registrar  
For: Director

## APPENDIX B

### QUESTIONNAIRE ON JOB SATISFACTION AMONG SENIOR STAFF OF THE UNIVERSITY OF EDUCATION, WINNEBA

This questionnaire is meant to elicit information on job satisfaction of senior staff of the University of Education, Winneba.

This exercise is purely for academic purpose. Your candid and objective response, undoubtedly, will contribute a strong empirical basis for either raising or maintaining the level of job satisfaction in the administration of university institutions. Confidentiality is therefore assured.

Thank you.

Please write or tick ( ✓ ) the appropriate response to each item.

#### SECTION A

##### DEMOGRAPHIC DATA

1. Gender      Male [    ]                      Female      [    ]
2. Age Range  
    Below 25    [    ]  
    26 – 40     [    ]  
    41 – 60     [    ]  
    Above 60    [    ]
3. What is your highest academic qualification?
  1.    [    ]      MSLC/BECE

- 2.    [    ]    WASSCE/GCE “OL”
- 3.    [    ]    GCE “AL”
- 4.    [    ]    Diploma
- 5.    [    ]    Commercial/Vocational/Technical
- 6.    [    ]    First Degree
- 7.    [    ]    Second Degree

4.    Please, what is your present rank?

      Please Specify .....

5.    For how long have you worked in the university?

      1 – 5 [    ] 6 – 10 [    ] 11 – 15 [    ] 16 – 20 [    ] 21 – 25 [    ] 26 – 30 [    ]

6.    For how long have you been in your present position?

- 1.    [    ]    less than 5 years
- 2.    [    ]    5 to 10 years
- 3.    [    ]    10 to 20 years
- 4.    [    ]    20 – 30 years
- 5.    [    ]    over 30 years

## SECTION B

### JOB SATISFACTION LEVELS

In this section, please select the response that is most appropriate to you by indicating your level of satisfaction with the item.

Items	RESPONSES			
	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
7. Nature of my job				
8. Rate of accomplishing a given task.				
9. Opportunities for creativity and innovativeness				
10. The opportunities for promotion in the University.				
11. Acquisition of new skills on my job. (through In-Service Training and Education)				
12. My present salary				
13. Level of responsibility my job gives me.				
14. Flow of communication in				

the university.				
15. Recognition of my efforts by my superiors				
16. Interpersonal relationship with other co-workers.				
17. My relationship with my head.				
18. Clearly defined tasks				
19. Level of participation in decision making process.				
20. Supervision style by my head				
21. Opportunities for further training and development in the university.				
22. work environment				

## SECTION C

### PERCEPTION ON HOW JOB SATISFACTION AFFECTS

#### PERFORMANCE.

Instruction: Please read the item carefully and tick (✓) the response which best expresses your opinion about each statement.

**Key:** Strongly Agree (SA), Agree (A), Disagree (D), or Strongly Disagree (SD).

Items	S A	A	D	SD
22. Job satisfaction leads to high productivity.				
23. Adequate rewards lead to high productivity.				
24. the skills I have acquired on my job leads to high productivity.				
25. Job satisfaction leads to a low turnover rate in the university.				
28. Poor conditions of service in the university leads to industrial unrest in the university.				
29. Job satisfaction leads to increase senior staff morale in the university.				

**SECTION D**

**CHALLENGES STAFF FACES IN THE COURSE OF PERFORMING  
THEIR DUTIES.**

30. Are there any challenges that you face as a senior staff in the university?

Yes [     ]                      No [     ]

31. If Yes give some key challenges that you face as a senior staff of the  
university

.....  
.....  
.....

**SECTION E**

**PERCEIVED SUGGESTIONS ON HOW JOB SATISFACTION CAN BE  
PROMOTED**

32. Please give some suggestions that in your view will improve job satisfaction  
among senior staff of the university.

.....  
.....  
.....