UNIVERSITY OF CAPE COAST

JOB SATISFACTION AMONG TEACHERS OF PRIVATE AND PUBLIC

BASIC SCHOOLS IN THE HO MUNICIPALITY OF THE VOLTA REGION

OF GHANA

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2011

DECLARATION

Candidate's Declaration

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

Signature:……………………….. Date:…………………………………..

Name : Winfried Hayford Yao Azornu

Supervisor's Declaration

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

Supervisor's Signature:……………… Date:…………………………….

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ABSTRACT

The purpose of the study was to delve into factors which influence job satisfaction among teachers in both private and public basic schools within the Ho municipality of the Volta Region in Ghana. Methods applied were descriptive survey, and the purposive and random sampling to select respondents for the study. In all, 200 teachers were involved. Questionnaire was used to collect the data which was analyzed by simple percentage and represented in tabular forms.

The study revealed that the private school teachers were more satisfied with the work environment than the public school teachers. Teachers from both private and public basic schools were very satisfied with the administrative roles of their heads.

Private school teachers were not satisfied with job security, factors which serve as guarantee for their future and retirement benefits, and students' participation in co-curricular activities. Public school teachers were not satisfied with working materials at their disposal, students' participation in class exercises, and parental support for their wards.

It is recommended that the Ghana Education Service and other stakeholders in education should provide the basic learning materials to enhance the work environment of the public basic school teachers. The private school administrators should involve the staff in decision making and also harness other potentials of students for holistic development.

ACKNOWLEDGEMENTS

DEDICATION

To the descendants of Messrs Christopher Miensah Azornu and Benony Yawo -

Bokuie Sulley, both of blessed memory.

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CHAPTER ONE

INTRODUCTION

Background to the Study

Schools are established as places of learning with the primary aim of teaching and learning to become effectively operative. It is a place for knowledge acquisition, skills development and dissemination of knowledge. Schools also serve as the genesis for formulation of concrete ideas for the fundamentals of a nation's socio-economic developments, as well as the exploitation, management and preservation of our natural settings. The teaching and learning helps to develop the individual child morally and socially within a cultural setting. It can also be said that it is a place where teachers guide pupils to utilize their heads, hands and hearts effectively and efficiently. Schaefer (2005) posits that the most basic manifest function of education is the transmission of knowledge and that schools perform both manifest and latent functions.

Mankoe (2006) says "The main aims of the school are to provide cognitive, affective and psychomotor skills to the youth so that they can participate effectively in the socio-economic development of their country" (p.1). From this perspective one can say that the school is an organization in which people of special caliber are needed. Success of such an organization depends largely on the quality of the employees and in this wise, the teachers who are the personnel. It is therefore apparent that, schools are inevitably

involved in the business of development and transmission of values. To this assertion Schaefer (2005) maintains that schooling exposes each generation of young people to the existing beliefs, norms and values of their culture.

Mankoe (2006) in support of Schaefer posits that, every modern community establishes a school to transmit its culture to the rising generation. Transmission of this culture hinges on success of the type or system of education, the role of teachers by producing qualified and acceptable people to serve the future manpower needs of the country. This belief is ascertained by Asiedu Akrofi (1978) who posited that what the citizens of a country become is dependent upon the sort of education offered them. The Ministry of Education and the Ghana Education Service, conscious of this and the human resources needs of the teaching industry realized the need to train teachers to teach hence the large number of trained teachers turned out from our teacher training colleges annually. Government spends much money paying allowances to these teacher trainees before they graduate into fully fledged trained teachers. Unfortunately, some of them on completion of their training find their ways out of the service. Others may decide to accept postings or refuse on grounds of either ill-health or unwillingness to teach in a particular type of community and consequently join the wagon of private school teachers. All these serve as a drain on the Teacher Education Division, since the amount spent on them does not fulfill or meet the purpose for which they were trained.

Since pre-independent era, government attaches much importance to education and for that matter, the largest percentage of state budget on social services go into education. For instance from 1928 to 1933, government expenditure on education was £663,923(Graham 1971:160). Between 1944/45

fiscal years, £347,564 and £6,325,672 was government expenditure on education (McWilliam and Kwamena- Poh 1975, p78). From the Economic Policy and Budget Allocation (2003, March 4), the budgetary allocation to the Ministry of Education stood at 2775.9 billion cedis, representing 68.2% of the Social Services Sector allocation. Essah–Heinoo (2007) identified that between 1992 and 1994, the government under the regime of President Rawlings instituted the Best Teacher Award to help boost the morale of teachers. It was also to further motivate teachers for higher performance, restore respect and dignity to the teaching profession. Criteria for the selection and consequent award came under criticism as teachers who spent less than ten years in the Service are often selected for the prestigious award to the neglect of teachers who spent three or more decades and are still in active service. In 1998, the Price Water House Company was contracted to come out with a Report for Universal Salary Structure for all workers in the country. By this report, teachers' salaries were to be consolidated with a good package to improve the lot of teachers. Also, by 2001 teachers' salary level had improved with corresponding salaries; for instance, junior teachers' salary scale was raised from level 9 to 11.

It would be recalled that under the regime of President Rawlings, government put up residential accommodation for headteachers and headmasters of deprived basic schools. This was to motivate them to give out their best and ensure proximity to the school compound. Despite the entire huge amount being pumped into education, teachers' agitation for better condition of service and remuneration keep hitting the headlines every now and then. It must however be noted that teachers' agitation for better condition had its root in the

colonial era or since the advent of formal education in the then Gold Coast now Ghana. When the economy of the nation could not yield the expected income in the 1930s, teachers' salaries suffered for no apparent cause of theirs. Mission school teachers had their salaries cut from £110-£180 range to £71-£155 and government teachers had their salary slashed from £98-£72. In 1934 their starting salary was brought down to £48 (Mc William & Kwamena-Poh, 1975, p70). It is also evidential that teachers' agitations were and are still as a result of government's inability to peg teachers' salaries at par with their counterparts with the same qualifications and experience in other jobs; also, fringe benefits enjoyed by their colleagues in other establishments are never paid to teachers.

History however seems not to agreed enbloc with these assertions. For example the colonial government of Sir Gordon Guggisberg (1919-1927) with the 1925 Educational Ordinance, fixed a minimum salary of £110-£180 per annum for mission trained teachers. In 1960, pupil teachers were paid between £144 and £180, while a new grade of Principal Teacher was created with salary range of £G900 (p.97). This was as a result of the recommendations of the Erzua Committee which was formed before the Accelerated Development Plan of Education in 1951. In his bid to promote effective teaching, Gordon Guggisberg closed down 150 supposed "bush" schools and opened a particular register for qualified teachers.

Teachers' reaction to this state of disparity was the result of mass resignation from the teaching service to join other professions. It is recorded that between 1956 and 1960, nearly 3,000 teachers resigned to take up other jobs. The state of affairs continue to worsen as confirmed by a survey conducted by the Ghana National Association of Teachers (GNAT) that,

between 1966 and 1975, 600 graduate teachers left the service. Between January 1978 and November that same year, 238 graduates resigned and from 1978 to 1980 the figure rose to over 1,000.

Further research findings were, (Antwi 1992) identified and quoted a Ghanaian Times report of 2nd November, 1978 that, "between August 1977 and September 1978, 4,000 teachers left the teaching service to seek employment in other countries. The number of University graduates who offered their National Service in schools was about 70% however, 90% of them opt out on completion of their National Service." If things were fine with teachers, they would have remained in the service. This spate of resignation may raise questions as to why teachers are continually leaving and professionals of other departments are not joining the teaching service? Is it fair that teachers should vacate or abandon their purpose- trained profession for another? These questions found solution in Antwi (1992) that, the frustrations encountered by teachers in the economic, academic, political and social spheres as some of the factors. Socio-politically, there was the feeling of not belonging to the country, and those who remained spent working hours chasing after the necessities of life. Between 1974 and 1984 thus a decade, the teacher percentage declined from 84.4% to 59.49%. This decline automatically may have some telling effects on the performance of teachers who did not leave for any other job.

The most important factor which ensures seriousness and commitment to any human endeavour is the gratification derived from it. Therefore dissatisfaction could lead to abysmal performance or total neglect of assigned duties and mediocrity of output is assured. Teachers' demand allegedly could

have gone beyond salary and it is quite clear that apart from salary, job satisfaction in general could be a remote cause.

Historically, the problem of job satisfaction among teachers in Ghana dates as far back as 1773. During this period according to McWilliams Kwamena- Poh (1975), the conditions under which one of the pioneer teachers Philip Quarcoe worked was nothing to write home about. The Missionary Society which appointed him abandoned him and was naïve about his salary. The report also revealed that Philip Quarcoe was mostly paid in goods and not money. At the time of his death at age 75, the Missionary Society owed him £300 in arrears. The fact that Joseph Smith another teacher was paid £54 per annum in the middle of the 19th century supports the argument that the role of teachers is never appreciated by their employers.

It is believed that job satisfaction is the fulfillment or gratification of certain needs of the individual that are associated with his or her work. Throwing more light on job satisfaction, Afriyie Amoako (2007) says, "It is an individual's general attitude to his or her job…Job satisfaction represents a person's evaluation of his or her job and work content" (p.7). When the above conditions such as fulfillment of gratified favourable working conditions which would lead to teacher development, security, general attitude and personal evaluations are met, then the teacher can enjoy his work and claim all requirements to job satisfaction are met hence production would be at its peak.

These requirements seemed missing if not totally then partially in the Ghana Education Service and the consequent exodus of teachers to seek satisfaction in other departments. For instance, Mc William described and attributed resignations and shortages of teachers to unattractive pay. Similarly,

the Brong Ahafo Regional Secretary of the Ghana National Association of Teachers (GNAT) Mr. Kwaku Asante Nketia bemoaned the neglect by government to motivate teachers adequately. He stressed , "I want to observe that the greatest single factor which serves as a demotivator in teaching is, perhaps, low salaries coupled with the absence of virtually any incentives: mortgage loan, educational scholarship for teachers' children and foreign travels"(Apratwum – Mensah, 2007). Low level of satisfaction could have resulted into rapid employee turnover, absenteeism and tardiness among others. Further, provisions of logistics in the public schools are woefully inadequate as compared private schools where amenities are adequately provided.

These factors people feel greatly affect students' academic performance also. Teachers often face the brunt of people when students failed to excel in their examinations. Such people never take into consideration conditions under which teachers teach and the roles students and parents ought to play.

The success of education in Ghana should be the concern of all stakeholders with teachers as the forebears who could help reduce ignorance, poverty and superstitious beliefs. This makes the communities see teachers as focal persons to substantiate the slogan that, "all professionals can boast but the teacher taught them all". Truly, the teaching profession is a noble one yet; the question of job satisfaction is still in the balance. Since personal views are important to determine how satisfied one is, at a particular job, it is imperative for the Ghana Education Service (GES) to pay attention to policies of employee recognition and strategies. It behooves employees also to eschew lateness, make judicious use of contact hours, and maintain teaching and learning materials at their disposals.

Finally, the question on constituents of job satisfaction brings into focus, Hertzberg's two factor theory which identified two factors responsible for job satisfaction as satisfiers and dissatisfiers. In the teaching profession, these factors could be seen as negligible in the Ghana Education Service, yet they are the most important to be addressed and interpreted appropriately at the grassroots.

Statement of the Problem

Enough evidence has shown that several attempts were made to find solution to job dissatisfaction among employees nationally but was not fully successful; as such the aim of this project is not to find a lasting solution. In Ghana, over the years, governments could not address issues of job dissatisfaction especially among teachers and other educational workers. Efforts to satisfy teachers compelled government to design various incentive packages. Among them are the Best Teachers' Award, accelerated promotion for teachers in deprived areas of the country, study leave with pay and promotion, provision of decent accommodation for heads of the public basic schools in some deprived and rural areas.

In spite of such commendable efforts by successive governments to promote job satisfaction and morale among teachers, there is still the impression that, teachers' salaries and conditions of service are inadequate and poor. This is characterized by the evidence of teachers' high turn over rate annually and the numerous strike threats and actions especially within the public sector. Mr. Bhagwan E. Khub Chandani in his call for appropriate reward for teachers said, "I consider their work as very selfless and l think more recognition should be given to them. Our future leaders are going to come from

schools. Teachers are the ones who will train the future leaders for honour."
(Yeboah, 2007).Teachers in the public basic schools in particular, keep
complaining of low remuneration, unattractive conditions of service among
others as compared employees of other departments, despite the tremendous
efforts of governments to create a conducive work environment for teachers.

Within the Ho Municipality of the Volta Region in Ghana, there appears
to be a clear cut disparity in the delivery of quality education between the
private basic schools and the public basic schools. It is inferred that private
basic schools tend to perform better than the public basic schools academically.
This inference is informed by the Basic Education Certificate Examination
(BECE) results.

Does it follow that, teachers in the private basic schools are more
satisfied with their job and job related conditions hence the better performance
of their pupils? Indeed one cannot simply jump to conclusion through mere
cursory observation and reliance on the media. It is therefore appropriate to
conduct a systematic study into the issue in order to affirm or refute that the job
satisfaction derived by the private school teachers and the low performance of
the public schools is due to job dissatisfaction.

Purpose of the Study

The main purpose of the study was to investigate into the factors that
promote job satisfaction or dissatisfaction among teachers of both private and
public basic schools within the Ho Municipality. The study sought to
specifically find out why the public basic school teachers tend to complain
more on low remuneration and conditions of service more than the private basic
school teachers. Very often the private schools are staffed with untrained or

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non-professional teachers with a few retired teachers yet their results are always better than the public schools. It also found out if parents and students contribute to teacher job satisfaction in both private and public basic schools. Factors contributing to these phenomena are to be looked into with the general administration procedures in both private and public basic schools within the Ho municipality.

Research Questions

As a guide to the study and to make the research meaningful the following research questions were raised.

1. What environmental factors promote job satisfaction among private and public basic school teachers within the Ho Municipality?

2. What administrative factors promote teacher job satisfaction?

3. Are there differences in job security between the two categories of teachers?

4. In which ways do students contribute to teacher job satisfaction?

5. What are parental contributions to teacher job satisfaction?

Significance of the study

The study is significant in the sense that it will contribute to good and effective educational practices within the Ho municipality since heads of the schools used for the study would be provided copies for library use. It would also contribute to knowledge and theory which would eventually serve as a prerequisite to job satisfaction in all sectors of basic education within the Ho Municipality.

Moreover, stakeholders and educationists who are the policy makers could also use the study to formulate and implement educational policies that could promote job satisfaction, foster a better employee-employer relationship

with regard to educational administration. Findings from the study could be published in journals as means of disseminating information.

Above all the study would lead to the provision and delivery of quality education to the benefit of teachers and students as well as educational administrators within the municipality.

Delimitation

This study was confined to recognition, school environment, remuneration and benefits, opportunities for professional advancement. The rest are students' behaviour, interpersonal relationships, work itself, the community and parental roles. These factors were given prominence because they serve as cogent indicators that help in determining the level of job satisfaction among teachers in both private and public basic schools within the Ho Municipality.

But for the sprawling nature of the municipality, the research would have covered all basic schools where the instrument would be administered. The constraint of time, finance coupled with the above restraints compelled the research to be limited to schools listed in appendix (A)

Limitations

Collection of data for the study was through the questionnaire. It was clear that some of the respondents in the private basic schools were not willing to answer the items since they were not professional teachers. Again some also felt they were no longer in the main stream as teachers therefore their responses would reveal their inadequacies. In the public schools, some of the respondents declined to respond to the administrative strategy of their heads. For, they felt it would serve as a betrayal.

Organization of the study

The study is made up of five chapters. The first chapter which is the introduction is made up of background to the study, statement of problem, significance of the study and research questions. The rest are delimitation, limitations, and organization of the study. Relevant literature on the study was reviewed in chapter two, dealing with ideas of some researchers and authors on similar study. Embodied in the third chapter are, description of the research design, population, sample, sample selection, data collection instrument, pilot-testing of instrument, procedure for data collection and data analysis plan.

Chapter four deals with analysis of the data collected with its relevant findings. Summary of major findings, conclusion and recommendations are what could be found in chapter 5.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviews related literature on theoretical perspective and imperical findings and conclusions of some researchers, authors and educators. Relevant areas reviewed were:

1) Job satisfaction

2) Determinants of job satisfaction

3) The concept of motivation

4) Consequences of teacher job satisfaction and dissatisfaction

5) Teaching as a profession in Ghana

6) School climate and leadership

7) Morale among teachers

8) How teachers can raise and preserve their morale

9) The role of school administrators in influencing teacher morale

10) Link between job satisfaction and morale

11) Students' contributions to teachers' job satisfaction.

12) Parents' contributions to teacher job satisfaction

Job Satisfaction

The concern for what constitutes job satisfaction has been in the worker-manager or employee-employer domain over centuries. Several attempts have been made to find solution but just as we are confronted with new challenges, so remain the issue of job satisfaction. Researchers shall continue to make frantic efforts by postulating new dimensions, inasmuch as human nature and individual

differences can not be wiped off so shall the issue remain. In spite of this canker, employers and employees shall remain to coexist irrespective of their differences on what goes into job satisfaction.

Schaefer (2005) posits that, job, work, occupation, gig, stint, position, duty or vocation-it is what we do for a pay. From this assertion, it is obvious that job is interchangeably used with work.

The Oxford Advanced Learners' Dictionary of Current English, (Hornby 2002), defines job as "work for which you receive regular payment: a particular task or piece of work that you have to do: or a responsibility or a duty" (p.642). It is also multidimensional and made up of array of factors that operate concurrently to determine an employee's attitude towards his paid job. This generally brings out some aspects of the general behaviour of the employee. In other words, when job satisfaction is seen to be attitudinal, then it is quite clear that it has to do with the feelings employees display covertly or overtly towards their chosen professions. From these definitions the expression of "feelings" tells the volume of emotional state of the employee as regards job satisfaction. These feelings could be seen as affective responses to various aspects of job satisfaction.

The feelings are also associated with the individual's perception of the differences between what is expected as fair reasonable return on what is actually experienced. Nnadi (1997) postulates that job satisfaction is composed of the reaction, attitude or perception of the individual to work. These are what the work should be. The employee is concerned about the content and the context as well as the end result. He is satisfied if he believes what the job is, what actually

i.e. Volume, but may become disillusioned and dissatisfied when he finds that the job is below his expectations.

Bootzin, Bower, Zajonc and Hall (1986) in affirming the state of a satisfied worker made it clear that, common sense holds that a happy worker is a productive worker.

In support of Bootzin et. al., Mcshane and Von Glinow (2000) say job satisfaction represents a person's evaluation of his or her job and work context. Job conditions and the environment in which job takes place also contribute immensely to job satisfaction. Hellriegel, Slocum, and Woodman (1998) posit that it is the feelings about various aspects of the worker's job setting and worker's expression of happiness could vary as regards job satisfaction.

Nnadi (1997) corroborates this fact by identifying various sets which constitute job satisfaction. Factors identified are economic rewards, social rewards, company policy and its implementation or administration. The rest are interpersonal relationships, working conditions, achievements, recognition, work itself and advancement. From the few constituents of job satisfaction so far identified, it would be quite arduous for any employer to meet all these demands at a go. So could it be that which of these conditions make the employee satisfied would be very difficult to determine. It is however not surprising when the organizational psychologists postulate that the modest association between job satisfaction and task performance is that, "general attitude do not predict specific behaviour very well." Kreitner and Kinicky (2001) identified that job satisfaction is not a unitary concept. Rather, a person can be relatively satisfied with one aspect of his job and be dissatisfied with one or more other aspects. For example

Mcshane and Glinow, believed that, people have unique values and experiences and as such react too differently to the same level of job satisfaction.

The fulfillments of these conditions are signs or gratification of needs of the individual which are associated with his work. From these assertions, it is obvious that job satisfaction is the pleasure or positive emotional state resulting from the appraisal of the employees' job.

In other words, job satisfaction is a function of employees' attitude towards their work. Those who feel satisfied continue to remain loyal, committed and keep on striving for recognition, and at the same time indirectly appealing to the employer for formal recognition.

If according to Schaefer (2005) job satisfaction is one measure of the equality of life in the organizations, then, this measure need to be defined as to what level the teacher and other employees could accept. Schaefer however, did not see how a segment of the need could be satisfied without others. He therefore argued that, "Job satisfaction will vary directly with the extent to which those needs of the individuals which can be satisfied are actually satisfied" (p. 108). Satisfaction is however defined as "the good feeling that you have when you have achieved something or something that you wanted to happen did happened; the act of fulfilling a need or desire"(p. 104).

Job satisfaction could therefore be said to be the desire of an employee to meet his social, economic, health and other needs. This brings to mind the relationship between job satisfaction and physical health and according to Schaefer (2005) in 1995, 45 percent of absent workers cited personal illness as a reason but by 1998, only 22 percent gave that reason.

Determinants of Job Satisfaction

Several factors may contribute to job satisfaction among employees. They may be economical, social prestige or recognition, emotional satisfaction, psychological or any form of reward by employers.

Schaefer (2005) asserts that, people with greater responsibility for finished products such as white-collar professionals and managers experience more satisfaction than those with less responsibility. This is affirmed by the fact that both women and men working in blue-collar jobs with repetitive nature of work can be particularly unsatisfying. Gibson (1991) believes that job satisfaction is the attitudes that workers have about their work as a result of their perception of the work. From this perception it could be said that workers' attitudes could be influenced by the environment. These may be the style of supervision, workplace policies and their implementation, group or union affiliations, fringe benefits and the conditions of service.

Schaefer (2005) on job satisfaction in Japan revealed that, the employee relationship was paramount. Companies even operated reception halls, gymnasiums and swimming pools, mortgage-lending institutions and cultural programme for the benefit of their workers. Bame (1991) on relationship between teachers and their supervisors reported that relationship between teachers and their supervisors is one of the determining factors. He argued that in Ghana, teachers have mixed feelings and attitudes towards the supervisory activities of the Ghana Education Service, despite the fact that teachers acknowledge the importance of various aspects of the roles these supervisors play. Teachers on the other hand feel supervisors are to play the role of

facilitators who could correct through suggestions as resource persons rather than finding faults as witch haunting.

In the words of McWilliams and Kwamena-Poh (1975) it made the teachers and inspectors enemies instead of workers in the same field. Conversely, Ankomah writing on a research into job satisfaction in some basic schools in Cape Coast identified administrative practices that focus on clear vision, participation in decision making and management duties, clear commitment to staff development, provision of teaching and learning resources, staff motivation and formal or informal reward systems as factors which promote job satisfaction.

Another study by Ankomah and Aamoako-Essien in the Accra metropolis on the level of job satisfaction in private and public basic schools concluded that, teachers in the private basic schools are highly satisfied with factors such as work environment, recognition, and personal relationship.

However, the teachers expressed low satisfaction with respect to factors such as remuneration and benefits and opportunities for professional development. Schaefer (2005) says high wages give workers a sense of accomplishment apart from the task before them, while patterned conversation and horseplay of workers reduce the monotony of their work days. This assertion of Schaefer may not be the same every where. For instance, a teacher in either public or private basic school with higher wages may still be dissatisfied when he spends several hours at work to the neglect of his health and family needs. Ankomah and Amoako–Essien citing Bame (1991) posit that job satisfaction is perceived to be a multi–dimensional phenomenon which works together to influence one's attitude towards one's performance. He further argued that job

satisfaction among teachers in Ghana ought to do with the fulfillment of the personal needs of teachers in a school organization; the lack of it brings about dissatisfaction

Greenberg and Baron (1995) found out that between 80% and 90% of people are relatively satisfied with their jobs. They argued that even though the general level of job satisfaction is quite high, the positive attitudes are not true reflection of all people and all aspects of their job. This brings into focus the need to consider individual differences with regards to peoples' attitude towards their work. In relation to teachers, some may be satisfied with portion of their conditions of service while other group may be dissatisfied with the same portion. It must be noted that job satisfaction as a general attitude depends on the mentality of the employee towards his job or profession. Rue and Byars (1990) in a study revealed that organizational commitment is attained as a result of individual satisfaction. It therefore behooves that if the individual is dissatisfied his response to duty would negatively affect the organization.

It is therefore apparent that factors which promote job satisfaction may include fringe benefits, overall salary system, status, flow of communication, enhanced degree of interaction and cooperation. Further, these factors may at times affect individual's satisfaction and decisions to perform for, these are extrinsic satisfiers.

One of the variables which determine job satisfaction or dissatisfaction is the perceived needs of employees. Bame (1991) in a study posits that the fulfillment of these needs could go a long way to generate a long term job satisfaction. On the other hand when these personal needs are denied employees and for that matter teachers may become dissatisfied with their job.

Bame (1991) in support of the need assertion that individual workers whose needs were relatively stronger than the potential of their occupation for satisfying those needs would be more likely to be frustrated and therefore less satisfied with the occupation. He went on that employees would rate high their satisfaction where perceived needs adequately meet expectation and demands of employees.

In a related research, Bame (1991) identified commitment to work as a variable of job satisfaction and said the degree to which a person is identified psychologically with his work or the importance of work in his total self – image. Bame (1991) called this level of internalization as "Protestant Ethic." Bame (1991) citing Hertzberg, Mausner and Synderman (1959) from a study at Pittsburg area in the USA in 1958 discovered five factors as strong determinants of job satisfaction. These are achievement, recognition for achievement, work itself, responsibility and advancement. These factors they classified as intrinsic factors.

The Concept of Motivation

Peretomode (1992) sees job satisfaction as a concept which is closely related to motivation. This makes many people think that motivated employees are synonymous to satisfied employees. Motivation according to Cole (1993) is a process whereby alternative forms of behaviour are chosen to help them achieve their personal goals. Motivation therefore could simply be referred to as behaviour caused by some stimulus but directed toward a desired outcome. Mullins (2007) affirms this by saying that "motivation is the driving force within individuals by which they attempt to achieve some goal in order to fulfill some need or occupation" (p.250). For example, psychologists are of the view that

many different motives such as needs for order, understanding and economic independence guide behaviour.

Economically, Reboree (1982) on motivation identified that, money does have a potential to motivate if individuals are seeking to maintain or improve their standard of living. He went on that money is important to employees regardless of the job in the organization or the amount of salary that the individual earns. In addition it has a great deal of symbolic value in our society. This assertion is however refuted by Mullins (2007) that, "motivation is based on values rather than financial reward" (p.255). Adequately remunerated worker is motivated both intrinsically and extrinsically. The intrinsic motivation and satisfaction derived from successful completion of a task makes the worker find similar and improved means to approach a given task under a similar prevailing working environment. Since intrinsic motivation is limited to personal experience, it would be difficult for employers to satisfy and motivate workers accordingly. It is therefore cogent when Mullins (2007) posits that for employers, there may be difficulties in motivating staff both in the longer term as well as in the short run. This he attributed to the complexity of motivation and the fact that there is no ready-made solution or single answer to what motivates people to work well. McClelland (1988) opines that motivation is the process of activating and sustaining behaviour and directing it toward a goal. This process therefore is the degree of readiness of an organism to pursue some designated goal, and implies the determination of the nature and focus of the forces including the degree of readiness. He went on that achievement motivated people are not gamblers. They prefer to work on a problem rather than leave the outcome to chance; for gamblers seem to choose the big risk because the

outcome is beyond their power and the conservative individual chooses tiny risks where the gain is small but secured. Again McClelland identified that achievement motivated people though do not reject rewards; they are more concerned with seeing the job done successfully. They view monetary rewards as primary as compared their gains. This behaviour he claims is due to the habitual time they spend thinking about things better.

McClelland's concept of motivation is therefore linked to Hertzberg's motivation hygiene theory that people with high achievement motivation tend to be interested in the motivators (the job itself). According to Hoy and Miskel (1987) motivation is the complex focus drive needs, tension states or other mechanisms that start and maintain voluntary activity directed towards the achievement of personal goal.

Motivation and job satisfaction may appear to be synonymous; however, research has shown that they are two different things. Gibson, Ivancevich, Donnelhy and James (1976) identified that the two terms are related but not synonymous. They see satisfaction as one variable or a constituent of motivation. To them motivation primarily is a goal directed behaviour while job satisfaction refers to fulfillment required by experiencing various job activities and rewards. From this assertion it is possible that a low level income employee may not feel motivated but would be satisfied with his job. On the other side of the coin, a highly motivated employee may turn to be dissatisfied with every aspect of his job.

If the primary concern of motivation is with the individual's desires and fulfillment in working situations, then, satisfaction becomes an end due to the attainment of goal. This further ascertains the individual's affective or intrinsic

working situation. In education, teachers always use rewards to motivate students to learn, find satisfaction in learning activities which eventually leads to mastery of problem solving techniques. This makes well motivated students or pupils maintain and mostly improve upon their performance. Though there would be regression at times as a result of a variable, they quickly find solution to avoid downward trend of regression. The tendency for the well motivated student to maintain and improve upon his performance serves as a spill over of the teachers' satisfaction and motivation towards his job.

It is a truism that the behaviour of well motivated teachers would differ drastically from that of demotivated teachers. To maintain this idea, we can say that teachers who are well motivated either by the satisfaction from their work environment, security and social needs would definitely perform differently from those who are not. Approved performances also precipitates motivation which is a process of behavioural choice directed toward goals. Workers' decision to perform therefore is as a result of balanced job satisfaction. However, the level of job satisfaction depends on the mentality of the individual be it positive or negative. Since it is the individual who determines and accepts the level of motivation and satisfaction at his job the private or public school teachers' level of job satisfaction and motivation can only be ascertained on individual basis.

Consequences of Teacher Job Satisfaction and Dissatisfaction

Bame (1991) identified that consequences of teacher retention and drop-out enthusiasm or indifference, cooperation or the lack of it among teachers are some of the consequences likely to emanate from teacher satisfaction and dissatisfaction. Analyzing the consequences, the study revealed teachers' plan to remain or leave teaching, commitment to teaching, and teachers' transmission of

values coupled with both negative and positive attitudes about teaching to their pupils and absenteeism cannot be ruled out. This assertion has been buttressed by the fact that, one of the actions these dissatisfied teachers are more likely to take, all other things being equal, is to leave the teaching service (Bame, 1991).

Further, dissatisfied teachers would leave the teaching profession when their perceived alternative jobs which they can secure after leaving the teaching profession is more lucrative and rewarding. Thus automatically, level of satisfaction would definitely be far better than the former job. An alternative to dissatisfied teachers performance according to Bame (1991) is that, dissatisfied teachers who remain in teaching may reduce their dissonance created by their dissatisfaction. According to Gibson et.al (2000, p.108) such behaviours among workers are termed "citizenship behaviours" which include showing untrained colleagues how to complete a job when he's not felling well, making positive comments in the community about the organization, working extra hard to deliver promised goods and services, and not complaining when management does not provide resources as promised.

Schaefer (2005) posits that amount of formal schooling required for teaching remains high, and the public has begun to call for new competency examinations. Teachers' salaries are significantly lower than those of many professionals and skilled workers. That the overall prestige of the teaching profession has declined in the last decade. Consequently many teachers have become disappointed and frustrated and have left the educational world for careers in other professions.

Teachers as role models were asked by Bame, if they pass on their attitudes and values about teaching to their pupils – the potential future teachers.

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He went further to ask, "What kinds of values and attitudes do dissatisfied teachers who plan to leave the service transmit to their pupils?" Bame (1991) distributed questionnaire to 1067 respondents on how teachers share their ideas on opinions about elementary (now basic) teaching as a career with their pupils. Out of the 1067 respondents only 41% answered in the affirmative. The study revealed that teachers as respondents to the questions had four different opinions viz, 71% representing 172 responded that, "Teaching is good and secure pupils should choose it as a career." The second category opined, "Teaching is not respected nor money – yielding, pupils should ignore it." This was 10.8% which was equivalent to 26 respondents. 3.7 representing 9 respondents had this to say," Teaching is important for the well – being and progress of a nation." The last category encouraged pupils to learn hard and behave well so as to become good citizens. While the first and second categories dealt with specific issues related to the teaching profession, the third and fourth categories were neutral with regards to the teaching profession.

Bame (1991) analyzing the response of his respondents identified that roughly 75% of teachers who planned to remain in teaching and thus presume to be satisfied advised their pupils to choose teaching as a career, while the second category advised their pupils to choose teaching as a profession. Noticeable effects of dissatisfaction only manifested in the negative attitudes and values about teaching which more dissatisfied than satisfied teachers transmitted to their pupils. It is interesting to note that while 4.4% of teachers interviewed planned to remain in teaching, they on the other hand advised their pupils not to choose teaching as a career. Obviously the 10.8 % who were dissatisfied with teaching and planned to leave it, advised their pupils against teaching as career. The future

of the profession is at risk as these negative values could easily permeate into society to pollute the minds of those who are ready to take teaching as a profession to divert their interest to other satisfying profession. Bame (1991) affirms that, dissatisfied teachers are not only potential drop – outs; as compared with satisfied teachers, more of them are likely to be transmitters of negative values and attitudes about teaching to the pupils they teach.

Schaefer (2005) opines that, teachers are employees of formal organizational bureaucratic structures and there is an inherent conflict in serving as a professional in bureaucracy. It follows that the principles hierarchy must be adhered to whereas professionalism demands individual responsibility of the practitioner. Schaefer further sees conflict as a dissatisfier as teachers experience all positive and negative consequences of working under bureaucratic systems. Among other things discovered are demands on their time, inherent conflicts in serving as instructors, disciplinarians and an employee of a school district.

Burn out is one result of these stresses and 20% of new teachers quit the profession within three years (Schaefer 2005). Schaefer raised the question "Given these difficulties, does teaching remain an attractive profession in the United States?"(p.385). Schaefer (2005) further posits that in 2002, 5.7% of first year college students indicated that they were interested in becoming elementary school teachers and 4.3% high school teachers. Although these figures reflect a modest upturn in the appeal of teaching in recent years, they are dramatically lower than the 13% of first year male students and 38% of first year female students who held these occupational aspirations in 1968. Schaefer (2005) also identified that, "economic considerations enter into students' feelings about the attractiveness of teaching".(p.385)   These findings were affirmed that while

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workers with professional responsibilities and educational qualifications earn salaries ranging from $52,000 to $57, 000 teachers of similar qualification in public elementary and secondary schools earn $43,250.

The status of any job is reflected by several factors, such as level of education required, financial compensation and the respect accorded the occupation in society. The teaching profession according to Schaefer is "feeling pressure in all three of these." This was corroborated by the "Prestige Rankings of Occupations" by Schaefer (2005) where the High School teachers ranked 9th out of the thirty- eight different professions.

Another consequence identified is the role played in the process by satisfaction and the relationship between teacher satisfaction and absenteeism. Bame (1991) citing Bayfield and Crockett (1955) says teachers who show a disposition of dissatisfaction often absent themselves from school as psychologically based rationale for the relationship between dissatisfaction and absence and dropout. According to Bame organisms generally tend to avoid situations that are punishing to them and tend to be attracted to situations that are rewarding to them.

Fiest and Fiest (1998) described punishment as a negative reinforcement and also identified two effects of reinforcement that, "it strengthens the behaviour and it rewards the persons"(p.272). Therefore teachers who are dissatisfied and feel being punished may see the teaching profession as a demotivated profession.

According to Bame (1991) in order to find the relationship between satisfaction and absences, they intercorrelated the teachers' scores on the question "quite often l feel like staying home instead of going to school"

(strongly agree, agree, disagree, strongly disagree) with their job satisfaction indices. The result in relation to Ghanaian teachers according to Bame, "teachers who are satisfied with teaching are inclined not to be absent from school often as are teachers who are dissatisfied with teaching." Corroborating the effect of teacher absenteeism and job satisfaction, Bame (1991) posited that "we have substantial empirical evidence to conclude that dissatisfied Ghanaian teachers are likely to absent themselves from school more often than satisfied teachers."

Teaching as a Profession in Ghana

A profession is a type of job that needs special training or skill especially one that needs a high level of education such as the medical, legal, caring and teaching. Teaching as a profession goes with several stages of education with assessments which mostly culminates in certification under the tutelage of professionals in teacher training colleges. This is corroborated by Adentwi (2000) that, a teacher is a person who teaches especially in a school. To teach is to impart knowledge to someone with the use of communicable skills. Akinpelu (1987) posits that teaching is the concise and deliberate effort by a matured or experienced person who imparts information, knowledge and skills to an immature or less experienced person with the intention that the immature person would learn or believe what he is taught on good grounds.

In Ghana, the genesis of formal education dates back to the castle schools established by the European slave traders to give formal education to their mulato children. In 1529, the first or real attempt to make these children "learn and to write" (in Portuguese) was made with numerous strings attached to the mode of payment (McWilliam and Kwabena – Poh; 1975). This was followed by the missionaries in their effort to proselytize Ghanaians (the Gold Coasters). The

effort of the missionaries yielded positively though not on any large scale. The first product Philip Quaque, became the first Ghanaian teacher in 1766 and worked as a missionary, catechist and school master to the Negroes.

Another Ghanaian who was a pupil of Philip Quaque, Joseph Smith of Cape Coast was described as a notable master when he was appointed in 1892. He received support from the governor George Maclean. Their effort was seen as the final establishment of the school as an educational force. They were also credited for laying the firm foundation of Cape Coast's reputation as an educational centre. Teachers according to Bame (1991), occupy such central point and vital position in any educational system that their attitudes and problems have been of paramount interest not only to educational authorities and practitioners but to many researchers. In spite of this laudable commendation, the teaching profession in Ghana as identified by Bame (1991) was ranked eighteenth in terms of prestige among twenty – five occupations. This may appear to be on the contrary with regards to the human capital theory that education raises the productivity and income of workers by providing the specific knowledge and skills and developed their capability, changes beliefs and attitude towards work and society.

A presidential message delivered to parliament by Mr. Dowuna - Hammond on December 6, 1960 on behalf of the then president Dr. Kwame Nkrumah succinctly portrayed the teaching profession in Ghana at the time as follows. "Difficulty in recruiting to the teaching service and even the greater difficulty in retaining teachers, have, for sometime past been matters of serious concern. There has been a constant drift of teachers from the teaching service for some years now. From 1956-1960, the service lost four thousand one hundred

and thirty one certificated teachers. Of this number, eight hundred and ninety –
six left on retirement, two hundred and forty- five transferred to other
departments, and the remaining two thousand, nine hundred and ninety resigned
to take other jobs.

The Hollander Report showed that the wastage from the teaching service
has been approximately 8.7 per cent over the past four years. This is by far the
highest rate of wastage in any category of employment in the country (Bame
1991).

School Climate and Leadership Styles

One of the most important determinants of a prevailing school
atmosphere and consequent relationship among staff and leaders of the school is
the school climate. The head of the school may not determine the school
atmosphere yet, his unapproved leadership style may have some negative effects
on the climate. Where people (teachers) work under able leader, they become
happy and consequently give out their best. Six major types of organizational
climate was identified by Asiedu-Akrofi (1978) viz. the open climate, controlled
climate, the paternal climate, the familiar climate, closed climate, and the
autonomous climate.

A situation where members of staff are aware of what goes on in the
school is what is classified as open climate. This type of climate breeds high
sense of satisfaction with the desire of working hard, since decisions are taken
collectively for the betterment of both students and staff. He posits that every
teacher for that matter feels satisfied with his work and personal contribution to
the general life of the school. No decision is dictated by the headmaster, rather

there is group action. He further pointed out that the headmaster is at liberty to suggest lines of action independent of the staff without suspicion.

The controlled climate is a school climate in which the headmaster's concern is all about school achievement. All activities are directed towards attainment of goals. He becomes engrossed in the achievement to the neglect of welfare of both students and teachers. Prominence is given to result oriented activities over teachers' satisfaction. He stated explicitly that, "Good results are often achieved in the school but people are kept so much on their toes that they are freer and more like themselves only when they have left the school premises." In effect, teachers cooperate well in such circumstances, but do not feel happy.

Explaining the paternal climate, Asiedu – Akrofi (1978) described the head of the school as a person who is on the average older than the teachers. Teachers in this type of climate are free to do whatever satisfies them but cannot influence the headmaster's decision. He went on that, "the headmaster listens to their suggestions but does not apply them since he knows all the answers to the school's problems. Decision making tends to be the monopoly of the headmaster." Teachers within this type of climate he says get dispirited due to suppression of their initiatives, and co-operation is very low. Students tend to look up to the headmaster for everything and discipline suffers, school work is done in sixes and sevens.

The other climate is the closed type. In this type of school climate, teachers are not involved in decision making hence they tend to be apathetic. Such attitudes are the consequences of the headmaster's obduracy to open up. Consequently, indiscipline gains ground both among teachers and students since

none of the staff is prepared to cooperate with the head in the administration of the school.

The fifth aspect of the school climate is the autonomous climate which is based on consensus of staff, students and the head of the school. Group leadership plays prominent role in causing things to happen and it could be linked to the open climate. According to Asiedu – Akrofi (1978) people feel satisfied with their performance and out put of work with appreciable high level of cooperation among the staff. The role of the head of the school is very paramount in this type of climate.

The school climate in which every teacher satisfies his personal needs at the expense of the task set by the school is the familiar climate. The head of the school is indifferent to the main purpose of the school; as a result, teachers do not see the need for sustaining set goals. In this type of climate, parents and students suffer as they become losers. Assessing this type of climate Asiedu – Akrofi identified the following implications:

1) The school climate highlights the important position of the head of the school as the most important administrative officer in the school.

2) The head directs and focuses the attention of the staff and students on the institutional goals of the school.

3) The head also takes the welfare of his teachers into consideration since they are human beings as him.

4) The head solicits the co-operation of all to achieve the aims of the school.

The Douglas County School District (2002) conducted a research which revealed that teachers generally have positive perceptions about the District, their

colleagues and the work environment. From the data majority of the respondents rated various aspects of their school environment as very good or excellent. The study went on that when responses included 'sometimes' the percentage went even higher. This is buttressed by the 91% of respondents who said they sometimes receive recognition or praise from their colleagues and administrators. From the research less than 3% of the respondents felt that almost all aspects of the work environment needed a great deal of improvement. However the following five areas were identified with emphasis as of interest than other areas:

i) Of the respondents (83%) claimed that aspects of their environment were very good in terms of personal security. With regard to ability to meet students' needs 78% responded very good or excellent.

ii) Two – thirds felt morale among staff; communication, materials, equipment and staff development were very good or excellent.

iii) "My building instructor or head of department supports in my work and feel that l am a vital part of this organization", was the highest as 90% of the respondents agreed on that statement.

iv) On standard of students' performance, 83% graded it as on target, and 71% felt classroom record keeping demand on their daily workload was too high.

v) In the Douglass County research 50% of the respondents felt class size was.

Fordham (1992) attributed limited educational effectiveness in developing countries to failure of educational policies or their implementation to provide the needed minimum supply of learning inputs. The inadequacies compelled schooling to take place under conditions that are significantly less

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favourable than those in developed countries. Fordham asserts that positive educational environment prevails in countries where children go to school in well – equipped buildings, have 900 hours of learning time per year, $52 of non – capital material inputs, a curriculum that is carefully planned, a teacher with 16 years of education and pupils teacher ratio of 20:1. Comparatively, Fordham (1992) assess classroom conditions in developing countries as generally poor, inadequate or poorly maintained facilities with instructional materials in short supply.

Fordham further pointed out that most countries are faced with perennial shortage of classrooms in the urban areas where over fifty – five pupils are crammed into rooms built for 50% of the number. He complained that such conditions are not only demoralizing for teachers, it also discourages professional commitment.

Morale of Teachers

It is believed that the enthusiasm and interest displayed by professionals, towards attainment of set goals, either by the individual or group goes a long way to sustain cordial relationships. Duodu (2001) posits that, the employee – centered leadership which places emphasis on the human aspect of subordinates – job satisfaction leads to high morale among employees. It also promotes cohesiveness and effective work groups which consequently gives high performance goals.

Mendel (1987) is of the view that morale consists of the feeling, state of the mind, mental and emotional attitudes. In summary he says, the morale of teachers can have far reaching implications for students' learning, health of the organization and the health of the teacher.

According to Bentley and Rempel (1980) morale is viewed as the professional interest and enthusiasm that a person displays toward achievement of individual and group goals in a given job situation. Miller (1981) maintains that, there is a high correlation between teachers' morale and learning attitude of children. This is ascertained by the fact that teachers' morale creates pleasant environment for students to learn. In support of Miller's assertion, Ellenberg (1972) affirms that where morale was high schools showed an increase in students' achievement.

Schaefer (2005) in a related research among teachers on job satisfaction in America indicates that teachers identified more administrative support and leadership, good student morale behaviour positive school atmosphere and teacher autonomy as working conditions associated with higher teacher-job satisfaction. Irrespective of who employs the teacher, the teacher's background, demography of the school or level being taught; the report affirms favourable workplace conditions were positively related to teacher job satisfaction. The study concluded that teachers in any school setting with adequate parental support are more satisfied than schools in which such supports are completely missing.

How Teachers can Raise and Preserve their Morale

Mankoe (2002) identified three salient basis upon which morale of organizational workers thrive.

These were:

a) The extent to which organizational goals and individual needs are met.

b) The compatibility of bureaucratic expectations and personal needs, (Sense of belonging)

c) Rational, logical and bureaucratic organizational goals (sense of rationality)

Stenlund (1995) reported that the consequent effects of stress on morale are emotional and physical fatigue which further reduces work motivation, one's involvement and job satisfaction. According to Blasé and Kirby (1992) principles are considered as factors which strengthen teacher morale. They further argued that effective principle acts as guidance for teachers' instructional time, guide teachers and students on disciplinary issues which eventually permit teachers to come out with acceptable disciplinary codes to support teachers' drive in enforcing policy.

Lumsden (1998) opined that although teachers can independently preserve this professional morale, they need to be nurtured, supported and valued by the broader school community. From this perspective one can say that with adequate logistic to work with, coupled with communal support the inspiration and enthusiasm of the teacher cannot wane.

For Miller (1981) teacher morale can have positive effect on pupils' attitude and learning. He further indicated that raising teacher morale level is not only making learning pleasant for students. This creates an environment that is more conducive to learning. The relationship between morale and achievement is supported by Ellenberg (1972) that where morale was high, schools showed an increase in students' achievement. Lumsden (1998) indicated that teacher morale drops almost gradually and it is difficult to perceive that teachers may not be fully aware of the decline. In a suggestion, he intimated that should teachers be encouraged, they must first recognize their diminished status. As a step to renewal, he opines that teachers must revisit the case of teaching, looking again

at vocational venture. On the other hand he feels that when the reassessment is coupled with renewal, it can often lead to encouragement.

The Role of School Administrators in Influencing Teacher Morale

The administrator, according to Duodu (2001) performs executive duties and works with human beings to achieve set goals within a set framework of time. He further asserts that, school administrators spend a considerable amount of time working with various groups in different settings. These groups differ in many respects particularly in size and degree of organizational structure and purpose.

Nevertheless they all posses certain common characteristics which the administrator needs to recognize. It is quite obvious that failure of the school administrator to recognize or identify strategies to boost teachers' morale could have negative impact on the teaching profession. According to Machr, Carol and Timothy (1983) people are more interested personally if their work has meaning and significance in contributing to a higher purpose or goal. Thus, to them when teachers' sense of self-determination and purpose are supported, teachers in turn relate to students in a qualitative manner. When teachers are involved in decision making of school policies, acknowledging their expertise by administrators, helps to sustain and boost their morale. Duodu (2001) on human relations theory affirms that the attention paid to workers and their involvement in activities of the organization could bring about increased productivity on the role of educational administrators, Mordedzi (pp. 99 - 107), states that, educational administrators are managers of educational institutions who need good management techniques to carry out their tasks, encourage harmony and ensure effective performance. He went on that they plan and take decisions, set

educational goals and develop strategies to attain the set goals. The educational administrators take decision on material, monetary and human resources. Another major role is to plan educational programmes to enhance teaching and learning which helps them to gain a competitive edge in an increasingly complex educational environment.

Further, teachers can take steps individually to preserve their professional morale. They also need to be nurtured by administrators with support from the school community (Lumsden 1998). Placing Lumsden's argument into perspective it is obvious that should teachers get what it takes to be inspired and motivated, the enthusiasm in the classroom shall remain high to promote healthy morale of teachers and students.

In conclusion, one can say that Duodu (2001) is right by saying that the employee – centered leadership is a prime aspect of promoting employee morale. This is further explained that such leadership places emphasis on the human aspect of subordinates' job satisfaction and high morale. They are also to develop cohesive and effective work groups which are then given high performance goals.

The Link between Job Satisfaction and Morale

Morale is closely related to job satisfaction as such, leaders hold the key to employees' attitude, job satisfaction and high morale, (Mankoe 2002). This is supported by Duodu (2001) that the function of organizational leadership is to influence the group toward achievement of group goals; and leadership which derives its strength from the willingness of others to follow is the art of inducing or influencing others to work willingly as an attribute of job satisfaction and morale derived from employees' task performance.

Mankoe (2002) identified the following interrelated skills which every leader should possess in order to sustain morale and to promote job satisfaction among workers.

i. Better quality of leadership precipitates higher teacher morale; thus, school administrators with better qualities definitely have strong influence on teacher morale.

ii. To enhance job satisfaction and teacher morale, participatory decision making especially on instructional issues should be given priority over other issues.

iii. The quality of communication processes relate to overall teacher job satisfaction. This calls for clarity on employees' scope of work by the administrator. Employees' positive contributions in relation to set goals of the school and how they are judged serves as a positive link to staff job satisfaction and morale.

iv. Heads and administrators serve as role models hence the need for them to impart positive attitudes to teachers by means of providing favourable and appreciable values themselves. For instance giving teachers the required   attention and admirations, commending them for good work done and demanding new methods for consideration.

v. It is also required of the administrator to handle negative attitudes discreetly, impersonally, and avoid any show of emotion or upset.

vi. Administrators are to eschew preconceived or prejudice notion when dealing with teachers' attitudes and behaviour. They need to deal with such issues with reality and acceptance, for attitudes and behaviour are very difficult to change over night.

vii.   School administrators are at liberty to seek assistance from psychologists when they are dealing with teachers who are always 'fixed' to the status quo while a change is inevitable

viii.   To understand how employees feel about their organizational structure supervisors are to conduct attitudinal survey in order to maintain accepted values and correct or discard negative aspects of the organization.

ix.   It would be incredible for any administrator to please all employees at a time. Those who tried it end up sacrificing aspects of their leadership qualities. To maintain equilibrium, administrators are advised to make rules together with their employees. This makes enforcement of the rules easier as employees are eager to do better.

x.   It is believed that employees do not enjoy pay while they work. It is rather during vacations and retirement. This substantiates the fact that, good pay rates are important but not adequate to boost morale of many employees.

xi.   Administrators' success and leadership style lies in trying to adjust the employee to work and working relationships to satisfy these motivational needs. They are therefore required to appeal to workers' needs for respect, challenge and interesting work.

xii.   Satisfying employees' desires also enhances job satisfaction and high morale.

xiii.   Administratively there is a high degree of competition for praise, popularity and recognition. However there is no need to compete too

hard or too little, unfairly, or you won't win much cooperation from other supervisors

xiv.   To attract competitors to your department, create room for workers to upgrade themselves to attain their goals. This also affords you the opportunity to win friends among other supervisors.

 xv.   See to your own business and allow other supervisors to go about their work. This limits the rate of dispute among employees.

xvi.   Finally, administrators are to cooperate with their employees to enable employees cooperate with them. To get adequate assistance, judge employees by their success to promote assistance.

xvii.   A good administrator who cooperates with the staff helps the staff to be satisfied from their task   performances hence morale becomes very high. This when done leads to attainment of enduring organization that will thrive most efficiently (2002, pp. 54 – 56).

Students' Contributions to Teachers' Job Satisfaction

For effective teaching and learning to take place in any educational institution, there is the need to develop good interpersonal relationship. This ought to do with the head and teaching staff relationship, the head and non-teaching staff relationship, and the head students' relationship should be cordial. Others should be the teaching and non-teaching staff, teachers and students and non- teaching staff and students, (Duodu 2001).

From this chain of relationship it is pertinent that nobody is independent and for that matter students as learners have crucial roles to play in teachers' job satisfaction. Their contribution must be understood as preparation towards

eradication of illiteracy, poverty, ignorance, unemployment, inequality, diseases and squalor, (Mankoe, 2006).

According to Duodu (2001) character formation and habit acquisition underline the patterns of behaviour pupils and students put up in educational institutions. The teacher however, derives a lot of motivation and enthusiasm from students' active participation in course planning which also improves teacher-learner relationship. Agyeman (1986) says the importance of the teacher- learner relationship in the classroom lies in the fact that it has a direct bearing on the personality development and achievement of the learner.

Another area where students contribute greatly to teacher job satisfaction is the response teachers get from students' performance with regards to assignments and class contributions. Kaye (1970) corroborating cordial relationship between teacher and the learner says, a more direct participation in course planning by students has been achieved by staff – student working parties. These parties are often adhoc in nature and they convened for specific purpose. A research conducted by an Education
Consultative Committee revealed that majority of items tabled by the student members tend to begin from complaints about the course and their contributions are by no means limited to criticism. Kaye went on to say that tutors use the committee to find out students' opinion, various proposals, and sometimes the students' representatives are asked in advance of a meeting to conduct a survey of students' opinion on proposed major change.

In a study by the Education Consultative Committee, it had been revealed hat students' contribution to teacher job satisfaction is a component of student – staff relationship which enabled the Education Department adjusts to its course

in meeting students' demand amicably. Mankoe (2002) also identified that the use of student committees, durbars and the suggestion boxes promotes a healthy staff – student relationship.

However, their contribution according to Duodu (2001) may be hampered by the teachers' attitude. He went on that the attitude of a teacher in a class goes a long way, not only to determine pupils' interest in a particular subject but also the number of times he goes to school. Stenlund (1995) also posits that teachers have clearly identified students as the primary central factor that has impact on both professional enthusiasm and discouragement. Assessments given to students serve as a guide to assess progress of lesson and how best students understood the lesson. This affords teachers the opportunity to device remedial means to make students improve upon their academic performance. Thus to say assessments are key to evaluating students' performances.

Parents' Contribution to Teachers' Job Satisfaction

Parental role in a child's formative years in education serves as the bedrock upon which the child's academic performance thrives. This is informed by concern of parents to take up responsibility of rearing and educating their children. Mankoe (2006) advised that achievement of broader goals of education must be viewed a shared responsibility of the community. Parents are part of the community therefore, through the efforts, expectations and support of various agencies affecting education, the school strives to develop the intellectual curiosity, understanding of the role of the family and commitment to the careful use of natural resources.

According to Fordham (1992), parents do so because they recognize their children's needs and the urgency of meeting these needs. Fordham further

identified that parent's involvement gives them the opportunity to learn and adjust to change. Fordham citing a study in Columbia indicated that the involvement of the community enabled families to take on educational responsibilities through parents' improved understanding of child development and what they could do to influence it through locally made learning materials

Parents according to Forojalla (1993) regard education for their children as the royal road to good job and upward social mobility. He emphasized that when parents send their children to school they value the custodial functions of schools in looking after their children while they go to work. Parents also expect schools to perpetuate their own cultural tradition and social values but in the main. It is thus, obvious that parents are indispensable among agents that promote relationship and job satisfaction for teachers.

On the other hand, the role of parents in teacher job satisfaction is best achieved through a dynamic and focused – minded Parents Teacher Associations and the School Management Committees which keeps itself abreast with modern school and child psychology. McClelland (1988) views the role of parents as a new dawn in educational methods thus, more and more parents' associations are inviting principals, inspectors, counselors, and teachers to attend meetings and explain what goes on in schools to them.

The influence of parents on the relationship between teachers and students is emphasized by Sadker and Sadker (1997) that education does not start and stop at the schoolhouse door. They affirmed their finding that children spend 87% of their time outside of school, mostly under the influence of their parents; as a result, parents must have a greater role in the education of their children. Sadker and Sadker , went on that public opinion polls show that many parents

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want to become more actively involved in their children serves as means of building important and effective school / family relationship.

In this chapter the various literature in relation to job satisfaction were reviewed by the researcher. Among other things the research revealed that job satisfaction actually represents a person's valuation of his/her work within a well defined work environment. This motivates and spurs the worker on to higher productivity. In other words, a blend of motivation and job satisfaction are the basis of increased productivity. Invariably, when favourable working conditions are not provided by employers workers become dissolutioned hence low productivity and they perceive their job as a second class profession.

CHAPTER THREE

METHODOLOGY

In this chapter, the method used in carrying out the study has been discussed. Sub-topics covered include, research design, population, sample, sampling technique, data collection instrument, data collection procedure and plans used to analyze the data.

Research Design

With the following advantages identified by Fraenkel and Wallen (2000) the researcher chose the descriptive research method.

a) Numerous people produce responses within a short period of time

b) It seeks to explain respondents' behaviour and perception based on the information obtained with meaningful picture of events

c) It can be used with greater confidence with regard to particular questions which are of special interest and value to the researcher.

d) Follow-up questions are easily asked to make room for detailed explanation of ambiguous items.

e) Responses obtained from respondents are easily analyzed.

According to Ary, Jacobs and Razavieh (1990) descriptive research studies are designed to obtain information concerning the status of current phenomena. Best and Khan (1993) also posit that descriptive statistical analysis limits generalization to the particular group for which conclusions can not be extended to other groups. With this assertion it is obvious that descriptive

surveys only focus on confirming the status of a well defined population in relation to certain variables.

In spite of these merits Fraenkel and Wallen further identified some demerits such as inaccurate response from respondents as a result of ambiguity from the researcher. Another demerit is that the descriptive survey may delve into the privacy of the respondents which may compel them to give inappropriate responses.

For the fact that these demerits are identified, the descriptive survey technique was chosen as the most appropriate technique for the study of job satisfaction among teachers within the Ho municipality in the Volta Region of Ghana.

Population

The research involved teachers in both private and public basic schools within the Ho Municipality in the Volta Region of Ghana. All the eight private basic schools in the municipality were chosen in addition to other public basic schools. These schools were used as accessible schools which, however, have the characteristics of other basic schools within the Ho Municipality. List of the schools used could be found under Appendix A

Sample and Sampling Procedure

The purposive sampling was used. The use of the purposive sampling was to ensure that teachers who have had at least one year teaching experience in the municipality answered the questionnaire. Again it was used to prevent heads of the respective schools from participating because aspects of the questionnaire had to do with assessing them, and also to do away with conflict of interest. In selecting the respondents the researcher wrote "yes" and "no" on pieces of paper

as charade for respondents to pick. Those who picked "yes" were made to answer the questionnaire.

Validity and Reliability of Instrument

To ensure the validity and reliability of the instrument, the instrument were scrutinized by the researcher's supervisor and colleagues. In addition the questionnaire was field tested in the Adaklu – Anyigbe District. The district was selected because it was considered as sharing similar characteristics with the sampled municipality for the actual study.

Instrument

The foundation of survey research according to Fraenkel and Wallen (1993) is to elicit responses from a large group of people by administering questionnaire devoid of ambiguity. Based upon this a well designed questionnaire was administered to gather information from the respondents. The suitability of this instrument was based on the fact that, all the respondents were literate who did not need any further explanation or interpretation. The questionnaire was divided into two sections viz. (A) bio-data; (B) factors affecting job satisfaction among teachers. The development of the questionnaire was derived from factors which constitute the related literature review. The first part of the questionnaire is to elicit information on sex, age and teaching experience of respondents.

The second part of the questionnaire contained 29 items on which respondents were to respond on working environment, school administration, professional development, school/community relationship, rewards and incentives and students' performance.

They were to use a 4-point Lirkert Scale weighed as follows:

Very satisfied   -   4

Satisfied   -   3

Dissatisfied   -   2

Very dissatisfied   -   1

Pilot-Testing

The Ho Kpodzi E.P. Junior High School in the Ho Municipality was used to pilot test the data collection instruments in the first week of December, 2008. The study revealed few inadequacies in the items which were not necessary to be included hence their deletion. Some of the items deleted were on ranks, salary, date of first appointment and previous schools in which respondents had taught before. It was due to their contributions that the researcher was able to re-frame some of the items to be developed into the current form for use.

Data Collection Procedure

The questionnaires were personally distributed to respondents after the researcher procured an introductory letter from the Director of the Institute for Educational Planning and Administration, Faculty of Education, University of Cape Coast. To establish the authenticity of the researcher's request for assistance from the respondents he submitted to the heads of the various schools visited copies of the introductory letter. To ensure a high return rate the researcher went to the schools with two research assistants who helped him in the distribution and collection of the questionnaire. The questionnaire was distributed within four weeks instead of the three weeks originally planned. This was due to the fact that the researcher had to rely on public transport system, more so the schools were not the cluster type of institution. The researcher after

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the distribution discussed and explained the filling with respondents and gave them ample time to complete the filling. To ensure a 100 per cent return rate the researcher did not leave the questionnaire behind. They were taken back the same day. Most of the respondents were not readily willing to complete the questionnaire and needed to be appealed to or persuaded before they responded.

After receiving the questionnaire back, it was detected that some of the respondents did not provide answers to some of the items and the researcher had to make another trip to those schools concerned for the rest of the questions to be completed.

Data Analysis

The data gathered from respondents were analyzed through the presentation of tables based on the simple percentages and descriptive analysis. Further, each research question was analyzed based upon the sort of information the researcher wants to elicit from the respondents. Since the descriptive survey method was implored to elicit information from the respondents, the researcher used the same method to describe the perceived state of job satisfaction among teachers of both private and public basic schools within the Ho Municipality of the Volta Region in Ghana. It afforded the researcher the chance to weigh responses to the items of the instruments for a meaningful conclusion on the study.

CHAPTER FOUR

RESULTS AND DISCUSSION

The focus of this chapter is on the analysis and discussion of responses to the questionnaire by the respondents in private and public basic schools within the Ho Municipality in the Volta Region of Ghana. Their responses were with regard to their experiences and perception of the various levels of job satisfaction within the teaching profession of the Ghana Education Service. The study establishes the value of the following data in assessing levels of job satisfaction of the respondents.

A brief description of the bio-data of respondents with regard to their schools, composition of sample used for the study, length and time they have taught in their respective schools. Response to the research questions are presented in tabular forms for easy analyses with brief descriptions.

Distribution of Respondents by type of Schools

Twenty-one private and public basic schools were used for the study. One hundred respondents were chosen from each category, with eighty (40.0%) female respondents and one hundred and twenty (60.0%) male respondents. The research covered teachers in the primary and junior high schools. For list of schools see Appendix A

Age of Respondents

The age distribution of respondents gives hope as majority of the teachers are in their youthful ages. This is ascertained by the findings recorded in Table 1.

Table 1: Age of Respondents

Age	No. of Teachers	(%)
20-24	38	18.8
25-29	54	26.8
30-34	42	21.3
35-39	29	14.5
40-44	20	10.0
45-49	8	4.0
50-54	5	2.4
55-60	4	2.2
Total	**200**	**100**

It is observed from Table 1, that 67% of the teachers are below 35yrs. Therefore should the conditions and relevant components of job satisfaction be addressed then the youthful exuberance of the teachers could be tapped for the development of the teaching profession.

Research Question 1: What environmental factors promote job satisfaction among private and public basic school teachers within the Ho Municipality?

One of the major factors which determine the level of teacher job satisfaction is the physical environment within which teachers work. According to Mankoe (2002) adequate doses of materials are inevitable for delivery of education; in support of Mankoe's assertion, is the claim of Adedeji and Owoeye, (2002, p. 36 - 45) that availability of adequate school buildings, number of classrooms, chairs desks and other facilities are imperative for the attainment

of educational objectives. Table 2 on environmental factors served as responses from teachers in relation to their respective work environment.

Table 2: Environmental factors which promote job satisfaction

Factors		Level of satisfaction							
		VS	(%)	S	(%)	D	(%)	VD	(%)
Equipment	Pu	7	7.0	26	26.0	52	52.0	15	15.0
	Pr	19	19.0	45	45.0	27	27.0	9	9.0
Materials	Pu	8	8.0	30	30.0	45	45.0	17	17.0
	Pr	24	24.0	45	45.0	20	20.0	11	11.0
Present teaching Load	Pu	16	16.0	48	48.	21	21.0	15	15.0
	Pr	13	13.0	20	20.0	39	39.0	28	28.0
	Pr	18	18.0	49	49.0	20	20.0	13	13.0
Nature of classroom	Pu	10	10.0	28	28.0	38	38.0	24	24.0
	Pr	19	19.0	48	48.0	20	20.0	13	13.0
Ventilation	Pu	14	14.0	28	28.0	38	38.0	25	25.0
	Pr	25	25.0	47	47.0	15	15.0	13	13.0
Lighting	Pu	10	10.0	31	31.0	23	23.	31	31.0
	Pr	25	25.0	40	40.0	20	20.0	15	15.0
Furniture	Pu	16	16.0	24	24.0	32	32.0	28	28.0
	Pr	26	26.0	39	39.0	20	20.0	15	15.0

KEY: VS = Very Satisfied; S = Satisfied; D = Dissatisfied;

VD = Very Dissatisfied; pu = public pr = private

Environmental Factors which Promote Job Satisfaction.

It is observed from Table 2 that but for the factor on present teaching load; respondents from the private schools were either very satisfied or satisfied with

all other factors. It is obvious from the table that majority (67.0%) of public school teachers were dissatisfied with equipment. Majority (64.0%) of private school teachers were satisfied with equipment. On material (69%) of teachers from the private schools were satisfied while (62.0%) as majority of the public basic school teachers were dissatisfied. With regard to teaching load, (62.0%) of the public school teachers were satisfied and as much as (67.0%) of the private basic school teachers were dissatisfied. The cause they attributed to the long hours they spend after normal working periods organizing extra classes for their students. Though the public basic schools do not have enough equipment and materials their class sizes were not satisfactory to enhance job satisfaction. This is ascertained by (66.0%) of teachers who were dissatisfied. From the private school teachers (66.0%) were satisfied with the size of their classes. From the responses the private basic school teachers affirmed the findings of Adedeji and Owoeye that, better classrooms, ventilation, lighting, furniture and other facilities are imperative for the attainment of educational objectives. Responses to nature of classroom, ventilation, lighting and furniture to which the private school teachers were satisfied were (65.0%), (72.0%), (65.0%) and (65.0%) respectively. From the public basic school teachers these very factors were dissatisfied to them as follows (62.0%), (63.0%), (59.0%) and (60.0%) respectively.

It was observed from the data in Table 2 that, the private schools have better equipment and materials with satisfactory class sizes. They also have well-built classrooms which are well ventilated with better lighting systems and better furniture for both teachers and pupils. The congestion in the public schools was

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due to the fact that, children were from low- income families which could not afford the high fees paid in the private schools.

Research Question 2: What administrative factors promote teacher job satisfaction?

The educational administrator according to Duodu (2001) should be a person worthy of emulation and self respecting to enable him command respect of all reference groups in his institution. He emphasized the need for the administrators to promote cordial relations with their staff in order to succeed as administrators. From this assertion it is clear that the administrators' role in the promotion of teacher job satisfaction cannot be overemphasized, for they ought to work collaboratively with teachers. Where the role of the administrator is not recognized or missing in entirety, then such an institution could be no less better than a vehicle on wheels without a driver. It also calls for total collaboration from the teaching and non-teaching staff to get the administrator on his/her job for a good administrative result. Since the school is made up of students the administrator also ought to extend his expertise to robe in the students who are even closer to the teachers.

Functions of the administrators in order to promote job satisfaction are therefore analyzed in Table 3. The administrator plays significant roles in the sustenance of school activities which retain teachers and motivates them for their assigned responsibilities. The headmaster/teacher, as the immediate administrator works collaboratively with his teachers by supervising and correcting them this function according to the data from Table 3, are discussed for clarity.

Table 3: Administrative Factors that Promote Job Satisfaction

Factors.		Level of satisfaction							
		VS	(%)	S	(%)	D	(%)	VD	(%)
Supervision of teachers' work	pu	30	30.0	42	42.0	16	16.0	12	12.0
by the headmaster/teacher	pr	32	32.0	58	58.0	5	5.0	5	5.0
Headmaster's appreciation of	pu	20	20.0	55	55.0	14	14.0	11	11.0
teachers work	pr	22	22.0	63	63.0	8	8.0	7	7.0
Teachers' participation in	pu	20	20.0	58	58.0	13	13.0	9	9.0
decision making	pr	10	10.0	30	30.0	33	33.0	27	27.0
Conflict management	pu	22	22.0	55	55.0	15	15.0	8	8.0
in my school	pr	10	10.0	30	30.0	28	28.0	32	32.0
School discipline and	pu	23	23.0	44	44.0	24	24.0	9	9.0
order in my school	pr	15	15.0	26	26.0	44	44.0	15	15.0
Leadership behaviour of my	pu	25	25.0	58	58.0	9	9.0	8	8.0
headmaster/teacher	pr	22	22.0	49	49.0	17	17.0	12	12.0
Feeling of being needed	pu	19	19.0	65	65.5	9	9.0	8	8.0
in my school	pr	18	18.0	20	20.0	32	32.0	30	30.0
Sense of belonging	pu	16	16.0	60	60.0	16	16.0	8	8.0
to my school	pr	10	10.0	30	30.0	38	38.0	22	22.0
Relationship with other	pu	31	31.0	45	45.0	15	10.5	9	6.3
colleagues on my staff	pr	17	17.0	20	20.0	43	43.0	20	20.0

KEY: VS = Very Satisfied; S = Satisfied; D = Dissatisfied;

VD = Very Dissatisfied; pu = public pr = private

Administrative Factors that Promote Teacher Job Satisfaction

From Table 3, both public and private school teachers were satisfied with the supervisory role of their heads with (72%) and (90.0%) respectively. With the headmasters' appreciation of teachers' work majority of (75.0%) of teachers from the public basic schools were satisfied and as much as (85.0%) of the

private school teachers were also satisfied. About the level of participation in decision making, (72.0%) of teachers from the public schools were satisfied. From the private schools (60.0%) were dissatisfied. Concerning conflict management, (77.0%) of the public school teachers were satisfied as against (60.0%) from the private who were dissatisfied, making conflict management in their schools the preserve of the headmasters. School discipline and order determines the tone of the school and where it is not given the needed attention law and order breaks down, yet this is one factor in which (59.0%) of the private school teachers were not satisfied with, whereas in the public basic schools, (67.0%) were satisfied. Leadership behaviour of the heads from both the public and private schools were very much encouraging as teachers' satisfaction were (83.0%) and (71.0%) respectively. Unlike the public whereby (84.0%) were satisfied of being needed in their schools, (62.0%) of the private school teachers were not satisfied. For not being needed, they also felt not to have belonged to their schools as such, (60.0%) were dissatisfied, while (76.0%) of the public school teachers were satisfied. This affected staff relationship in which (63.0%) of the private school teachers were not satisfied with (76.0%) of the public school teachers satisfied.

From Table 3, the following findings were identified; supervision of teachers' work in both private and the public basic schools were constantly done by the head. Decision making in the two categories of schools revealed that teachers in the private basic schools were not much involved and this goes to affect conflict management, leadership style and sense of belonging. In the public basic schools the teachers were involved in the daily administrative roles

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of the school hence they were satisfied with factors which served as dissatisfiers to the private basic school teachers.

Research Question 3: Are there differences in job security between the two categories of teachers?

Determinants of job dissatisfaction such as remuneration, social prestige, opportunities for promotion identified by Bame (1991) are still relevant among factors which teachers are grappling with. However, Schaefer (2005) believes that higher wages give workers a sense of accomplishment apart from the task before them, and the workers occupation also determines his/her position in the stratification system. Further, the level of satisfaction also serves as a motivating factor which every worker needs in life hence the assertion by Reboree (1982) that money does have a potential to motivate through which an individual could improve upon the standard of living. Job security may go beyond the monetary gains when one even on retirement could benefit from facilities as free medical care and access to welfare benefits from his former employers.

Form the above research revelations it is appropriate that, workers view their job as a life time employment hence a security or insurance against their retirement in old age. These factors are presented in Table 4 followed by the discussions. Table 4 is the summary of factors that serve as job security and discussed below. It is observed that but for other sources of income as job security the public school teachers were satisfied with all other sources which were dissatisfiers to the private school teachers.

Table 4: Sources of Teacher Job Security

Source		VS	(%)	S	(%)	D	(%)	VD	(%)
		Level of satisfaction						
Salary package	pu	16	11.2	33	23.1	23	16.1	28	19.6
	Pr	8	5.6	16	11.2	32	22.4	42	29.6
Other sources of income	pu	3	2.1	17	11.9	30	21.0	50	35.0
	pr	18	12.6	35	21.5	20	14.0	27	18.9
Opportunity for further studies	pu	21	14.7	49	34.3	16	11.2	14	9.8
	pr	8	5.6	18	12.6	35	24.5	36	25.2
In- service training	pu	22	15.4	43	30.1	21	14.7	14	9. 8
	pr	12	8.4	16	11.2	42	29.4	30	21.0
Promotion prospects	pu	18	12.6	48	33.6	19	13.3	15	10.5
	pr	6	4.2	15	10.5	42	21.0	37	17.5

KEY: VS = Very Satisfied; S = Satisfied; D = Dissatisfied;

VD = Very Dissatisfied; pu = public pr = private

Sources of Teachers' Job Security

Table 4 shows that on salary package, (51.0%) of the public school teachers were dissatisfied with (74.0%) dissatisfied from the private schools. Majority of (80.0%) of the private school teachers were satisfied with their other sources of income while (70.0%) of the public school teachers were dissatisfied. About opportunity for further studies, (75.0%) of the public school teachers were satisfied and (80.0%) were dissatisfied from the private basic schools. This is a clear manifestation that most of the teachers in the private schools either retired from the G.E.S or are not professional teachers who could be granted study leave. Whereas, (70.0%) of the teachers from the public basic schools were

satisfied with in-service training (78.0%) from the private schools were dissatisfied. With regards to promotion, (80.0%) of the public school teachers expressed their satisfaction while (89.0%) from the private basic schools were dissatisfied.

In summary, it is observed from Table 4 that both the public and private basic school teachers within the Ho Municipality were not satisfied with their salary packages. The factors which separated the two category of teachers were, opportunity for further studies, in-service training and promotion prospects. These factors were available to the public basic school teachers while the private basic school teachers within the Ho Municipality were not satisfied with these factors. This finding corroborates Ankomah and Amoako – Essien (2002 p.177 - 189) that, "teachers in the private basic schools are highly satisfied with factors such as, work environment, recognition and interpersonal relationship, however, the teachers express low satisfaction with respect to factors such as remuneration and benefits and opportunities for professional advancement".

Research Question 4: In which ways do students contribute to teacher job satisfaction?

According to Mankoe (2002) one measure of productivity in education is students' performance in examination which informs the Ghana Education Service and the Ministry of Education, the level of profit which both agencies derived from their resources and inputs. This researcher wishes to affirm this by adding other components such as students' contribution towards class exercises and students' involvement in co-curricular activities. These factors are presented in Table 5 with regard to the Ho Municipality.

Table 5: Students' Contribution to Teacher Job Satisfaction

Students' Contribution		VS	(%)	S	(%)	D	(%)	VD	(%)
In class	Pu	9	9.0	30	30.0	45	45.0	16	16.0
	Pr	21	21.0	45	45.0	25	25.0	10	10.0
Response and attitude	pu	11	11.0	35	35.0	33	33.0	21	21.0
towards class exercise	pr	20	20.0	42	42.0	23	23.0	15	15.0
Participation in all	Pu	10	10.0	30	30.0	42	42.0	18	18.0
sorts of examinations	Pr	24	24.0	48	48.0	20	20.0	8	8.0
Participation	Pu	17	17.0	53	53.0	20	20.0	10	10.0
in co-curricular activities	Pr	5	5.0	7	7.0	43	43.0	45	45.0

KEY: VS = Very Satisfied; S = Satisfied; D = Dissatisfied;

VD = Very Dissatisfied; pu = public pr = private

Students' Contribution towards Teacher Job Satisfaction

From Table 5, the researcher compared the roles played by students towards teachers' job satisfaction. About students' participation in class, which is made up of activities as questioning, answering questions, reading, active participation in keeping the class tidy and relation with colleagues (61.0%) of the public basic school teachers were dissatisfied with their students' performance. In the private basic schools a majority of (61.0%) were satisfied. Class exercise as the next factor did not differ from response and attitude of students because (55.0%) of public basic school teachers were not satisfied, whereas in the private basic schools (62.0%) were satisfied. Students' participation in all sorts of examinations boost their morale and the results also guides the teacher as to what he taught had been comprehended and where to continue from with emphasis on

remedial to uplift the weaker students to an appreciable standard. With this motif it is expected of all students to participate in all sorts of examinations, however in the public basic schools majority of (60.0%) of teachers were dissatisfied with their students' participation in all sorts of examinations. In the private schools (72.0%) of the teachers were satisfied. A reverse of the participation is registered in the role students play in co-curricular activities where majority (70.0%) public school teachers expressed their satisfaction about involvement of their students in such activities. The dissatisfaction of a majority of (80.0%) of teachers from the private schools is a clear manifestation of their over-concentration on academic exercise to the disadvantage of other potentials of the students

Research Question 5. What are parental contributions to teacher job satisfaction?

The role of parents towards teachers' job satisfaction cannot be overemphasized. This according to Mankoe (2006) portrays the shared responsibilities of the community in which parents dwell. Forojalla (1993) also posits that parents regard education for their children as the royal road to good job and upward social mobility. Mankoe (2002) states that any kind of organization is embedded in its external environment from which inputs such as manpower, services and information of many kinds are provided. A school according to him must establish a close relationship with its community, for a school cannot be better than the community is capable of making it. In support of these assertions, Owolabi and Edzii writing on teacher management and support system in Ghana: the case of Cape Coast municipality, posit that, improving the quality of teaching and learning in schools requires the support of all and sundry and the input of resources of which teachers are the most crucial. Hence staff and

community relationship is viewed by the researcher as an important factor summarized in Table 6.

Table 6: Parental Contribution to Teacher Job Satisfaction

Factors		Level of satisfaction							
		VS	(%)	S	(%)	D	(%)	VD	(%)
SMC/PTA	pu	10	10.0	25	25.0	30	30.0	35	35.0
	Pr	30	30.0	35	35.0	20	20.0	15	15.0
Parent	pu	12	12.0	20	20.0	35	35.0	33	33.0
	Pr	23	23.0	38	38.0	20	20.0	19	19.0
Community	pu	24	24.0	32	32.0	27	27.0	17	17.0
	Pr	10	10.0	20	20.0	38	38.0	32	32.0
Staff/Parents	pu	20	20.0	21	21.0	34	34.0	35	35.0
	Pr	35	35.0	35	35.0	20	20.0	10	10.0

KEY: VS = Very Satisfied; S = Satisfied; D = Dissatisfied;

VD = Very Dissatisfied; pu = public pr = private

Mankoe (2002) states that schools and communities should set up and share common goals, have time to interact with each other in both formal and informal situations. He went on to say that, when parents are closely related to the school, students and organizational performances are augmented.

Parental Contributions to Teacher Job Satisfaction

Parental Contribution towards Teacher Job Satisfaction

From Table 6, the public basic school teachers on the role of the SMC/PTA indicated majority (65.0%) dissatisfaction with the same margin majority satisfy from the private schools. On individual role of parents, (68.0%) of teachers from the public schools were dissatisfied. From the private schools (61.0%) of the

teachers were satisfied indicating the level of concern parents have for their children in the private schools. According to Mankoe (2002) collaboration between a school and its community creates learning environments that are inclined to address the diverse needs of heterogeneous pupil population. Though the public school teachers affirm this with a majority (56.0%) being satisfied, it can be disputed because within the Ho municipality conducive learning environments are created within the private schools than the public basic schools; and unfortunately, as much as (70.0%) of teachers from the private schools were dissatisfied with the role of the communities in which they work. Staff/parents relation assists in meeting the child's educational needs as parents are encouraged to be involved in promoting student learning achievement. This role has been neglected by parents who enrolled their wards in the public basic schools hence (69.0%) public school teachers expressed their dissatisfaction on their relationship with the parents. The relationship between teachers in the private basic schools and parents gave majority (70.0%) of teachers being satisfied. This indicates the high level of concern of parents who enrolled their children in the private schools towards teacher job satisfaction and monitoring progress   of their wards as well.

CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS
Summary of Research Process

This chapter as the last, delved into a summary of the research findings with regards to job satisfaction among teachers from private and public basic schools within the Ho municipality of the Volta Region in Ghana. The hub of development is the education qualitative knowledge that teachers impart to their students. As a yoke on their shoulders they ought to train pupils to become leaders to augment the human resource needs of the country. This goal can not be attained should the government and stakeholders in education gloss over the factors that promote job satisfaction among teachers. The researcher therefore focused on issues that promote job satisfaction or otherwise among teachers.

Since the population under study was fairly large, the researcher used the descriptive survey method to elicit information from the respondents and used the random sampling with the purposive technique to gather data. Teachers from thirteen public and eight private basic schools within the Ho municipality provided the needed information required by the questionnaire. Closed and open ended questions were used as instruments designed by the researcher. The first segment of the questionnaire was the biographic data of respondents. It was followed by the factors affecting job satisfaction among teachers.

The designed questionnaire was administered by the researcher to two hundred respondents, who were literate and as such little time was spent to because the questionnaire was admitted and collected on the same day all the two hundred were retrieved from the respondents.

The data gathered were analyzed and presented in tables for the closed and opened ended items; the four Lirkert Scale was used. Percentages and frequencies were used to describe the other data to determine the various levels of job satisfaction among the teachers before the researcher drew conclusion.

Research Findings

Findings are based on the research questions used by the researcher to elicit responses from both private and public basic school teachers within the Ho Municipality.

1)   About the working environmental factors that promote job satisfaction, eight factors were responded to. It was observed that out of the eight factors under consideration, it was only the present teaching load that was either very satisfactory or satisfactory to the public school respondents. From the private schools, respondents were either very satisfied or satisfied at equipment, materials and the sizes of their classes. The rest were nature of their classrooms, lighting and furniture. Thus the factors that promote job satisfaction in the private basic schools were inadequately or not provided in the public basic schools within the Ho Municipality.

2)   The second research question looked at the administrative role of the administrator as far as the teacher job satisfaction was concerned. The headmasters/teachers who serve as the immediate administrators of the respective schools played their administrative roles to the satisfaction of the public school respondents than the private school teachers. The nine factors responded to were the supervisory role of the school heads, their appreciation of teachers' performances, teachers' participation in decision making as well as conflict management in their respective schools. The rest of the administrative

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factors were school discipline and order, leadership behaviour of the headmaster/teacher, the teachers' sentiment of being needed in the school, sense of belongingness and interpersonal relationship with colleagues to which the public school respondents were very satisfied with. Decision making in the private schools were the responsibility of the headmasters/teachers, as such, the teachers were not satisfied with conflict management and they felt they did not belong to the school. Thus administratively, there was a very satisfactory consensus decision making with good organizational communication and harmonious role expectations with satisfactory participation from the administrators and the teachers of the public basic schools within the Ho Municipality. This affirms the belief that all members of an organization need the motivation to feel they are partners and valued as professionals.

3)   From the responses, teachers in the private basic schools were not satisfied with factors that guaranteed the future of their job. The only factor which was satisfactory to them was the other sources from which they earn additional income. Thus a clear indication that the security of the public basic school teacher is more secured than that of the private school teacher.

4)   Teachers spend several hours researching in order to teach their students. They go to classes with well prepared lesson notes and teaching materials at their disposal, all in the interest of producing the needed human resource persons of the country. It is therefore prudent for students to compliment these efforts to make teachers satisfied hence the fourth research question " in which ways do students contribute to teacher job satisfaction?" Responses to this question revealed that the public basic school teachers were only satisfied with

the level at which their students participate in co-curricular activities. Their contribution in class, response and attitude towards class exercises and participation in all sorts of examinations were satisfactory to the private school teachers.

5) School Management Committee and the Parent Teacher Associations are established to serve as the mouthpiece for the community and teachers. Unfortunately some of these organs exist in the vacuum and are not dynamic enough to serve the purpose of their formation. The fifth research question which dealt with the relationship between staff and parents revealed that the SMC/PTA in the private basic schools were very dynamic in contributing to teacher job satisfaction, while those of the public basic schools seems never existing hence the dissatisfaction of the public basic school teachers. These factors notwithstanding, private and public basic school respondents were satisfied with the communities in which they teach.

Conclusions

The study revealed that whereas the private basic school teachers were satisfied with the environmental factors which promote job satisfaction, the public basic school teachers were dissatisfied with the same factors Whilst between 62% and 67% of the public basic school teachers were dissatisfied with factors such as equipment, materials, class size, nature of classroom and furniture almost the same percentage in the private schools were either very satisfied or satisfied with those same factors. It is interesting to note that while the private school teachers were either very dissatisfied or dissatisfied with their teaching work load because they had to stay after normal class and do extra teaching, the public basic school teachers satisfied with their teaching work load because they

usually close early to attend to their personal businesses. The study also revealed that both private and public school teachers were satisfied with the supervisory roles of their heads; 72% of public school teachers and 90% of private school teachers were satisfied in this regard. Private school teachers though happy with their working environment were dissatisfied in with their level of participation in decision making and day to day management of their various schools. Thus, the sense of belongingness is usually not felt. On the contrary, the public school teachers were satisfied with their involvement in the management of their institutions.

The study further revealed that both private and public basic school teachers were dissatisfied with their salary package. It was realized that the salary package of both categories was woefully inadequate to motivate them to give out their best in the classroom. Other opportunities such as further studies, in-service training and promotions were available to the public basic school teachers, whereas, the private school teachers did not have such opportunities. Another revelation from the study was that, parents who enrolled their children in the private schools were more committed in providing for the academic development of their children than parents who enrolled their children in the public schools. A similar situation is revealed in terms of visit to the schools whereby parents freely interact with teachers in the private schools the public school teachers are neglected by the parents who enrolled their wards in the public basic schools.

Recommendations

The following recommendations are offered for consideration:

1.   For effective and efficient teaching and learning to take place the Ministry of Education, the Ghana Education Service and stakeholders in education should supply the required materials at the appropriate time.

2.   Approved and standard classrooms should be provided in communities such that the number of pupils per class could be regulated to avoid over-crowding in the public basic schools.

3.   Teachers in the private basic schools should be involved in the daily administration and decision making of their schools.

4   Proprietors of the private schools should sponsor their teachers to further their education and also organize in- service training for their teachers

5   SMC/PTAs of public basic schools should be given enough education about their responsibilities**.**

Suggestions for Further Research

1.   Parental role in motivating teachers in both private and public basic schools.

2.   Promoting interpersonal relationship between district directorates and unit managers.

3.   The impact of educational reforms on the teacher and students in Ghana.

4.   Teacher job satisfaction and motivation in deprived communities.

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APPENDICES

APPENDIX A

SCHOOLS USED FOR THE RESEARCH

<u>DISTRIBUTION OF QUESTIONNAIRE</u>

NAME OF SCHOOL	SCHOOL TYPE
1.Mawuli Basic Schools	Public
2.Ho Kpodzi Basic Schools	Public
3.MatterEcclesia J.H.S. Sokode Gbogame	Private
4.Sonrise Christian Int. Ho	Private
5. St. Cecilia Basic Schools.(Ho Dome)	Public
6. Housing Basic Schools Ho	Public
7.Dora Memorial Preparatory Ho	Private
8. E.P.Basic Schools Abutia Teti	Public
9. Holy Spirit Catholic Preparatory	Private
10. New Hope International	Private
11.Christ Prince of Peace Int. School	Private
12. E.P Primary Sokode Etoe	Public
13. L.A J.H S Sokode Etoe	Public
14. R.C Primary Sokode Gbogame	Public
15. L.A Primary Sokode Gbogame	Public
16. L.A.J H S 'A' Sokode Gbogame	Public
17. L.A J.S.S. 'B' Sokode Gbogame	Public
18. E.P Primary Sokode Bagble	Public

19. L.A J.H.S Sokode Bagble   Public

20 Alpha junior High School Ho   Private

21. Alpha Primary School   Private

APPENDIX B

JOB SATISFACTION AMONG TEACHERS OF PRIVATE AND PUBLIC BASIC SCHOOLS IN THE HO MUNICIPALITY OF THE VOLTA REGION IN GHANA

QUESTIONNAIRE FOR TEACHERS

This questionnaire is designed to elicit information from teachers on factors influencing job satisfaction among teachers in private and public basic schools. The questionnaire is designed to aid the researcher in writing a dissertation which is required for the award of a Master of Education Degree in Educational Administration. Frankness in responding to the items is required.

Any information provided shall be treated confidentially.

SECTION A

Please tick (√) or write the appropriate responses only.

1. Type of school	Private ( )	Public ( )
2. Sex	Male ( )	Female ( )
3. Age as at your last birthday	20 -24 ( )	25- 29 ( )
	30 – 34( )	35 – 39 ( )
	40 – 44 ( )	45 -49 ( )
	50 – 54 ( )	55 – 59 ( )
	Above 59 ( )	

4. Number of years in your present school:

Less than a year ( )   1 – 5 years ( )

6 – 10 years   ( )   11 – 15 years ( )

16 – 20 years   ( )   21 – 25 years ( )

Above 25 years ( )

SECTION B

FACTORS AFFECTING JOB SATISFACTION AMONG TEACHERS.

Please tick (√) your response to each of the following items in the appropriate column using the rating scale provided below.

RATING SCALE.

Very satisfied	(VS)	4
Satisfied	(S)	3
Dissatisfied	(D)	2
Very dissatisfied	(VD)	1

SRL A	WORK ENVIRONMENT/ITEMS	(VS)	(S)	(D)	(VD)
i	Equipment available for teaching				
ii	Materials				
iii	Present teaching load				
iv	Class size				
v	Nature of classroom				
vi	Ventilation				
vii	Lighting				
viii	Furniture				
B.	SCHOOL ADMINISTRATION				
I	Supervision of teachers' work by the headteacher				
ii	Headmaster/teachers' appreciation of teachers' work				
iii	Teachers' participation in decision making				
iv	Conflict management in my school				
v	School discipline and order				
C	PROFESSIONAL DEVELOPMENT				
i	Opportunities for further studies				
ii	Promotion prospects				
iii	In- service training				
D	INTERPERSONAL RELATIONSHIP				

i	Leadership behaviour of my headmaster/teacher				
ii	Feeling of being needed in my school				
iii	Sense of belonging to my school				
iv	Relationship with fellow teachers				
E	SCHOOL/COMMUNITY RELATIONSHIP				
i	Support from P.T.A./S.M.C.				
ii	Staff/Parent relationship				
F	REWARDS AND INCENTIVES				
i	Salary package				
ii	Incentives from the community				
iii	Other sources of income				
G	STUDENTS' PERFORMANCE				
i	Contribution in class				
ii	Response and attitude towards class exercise				
iii	Participation in all sorts of examinations				
iv	Involvement in extra curricular activities				