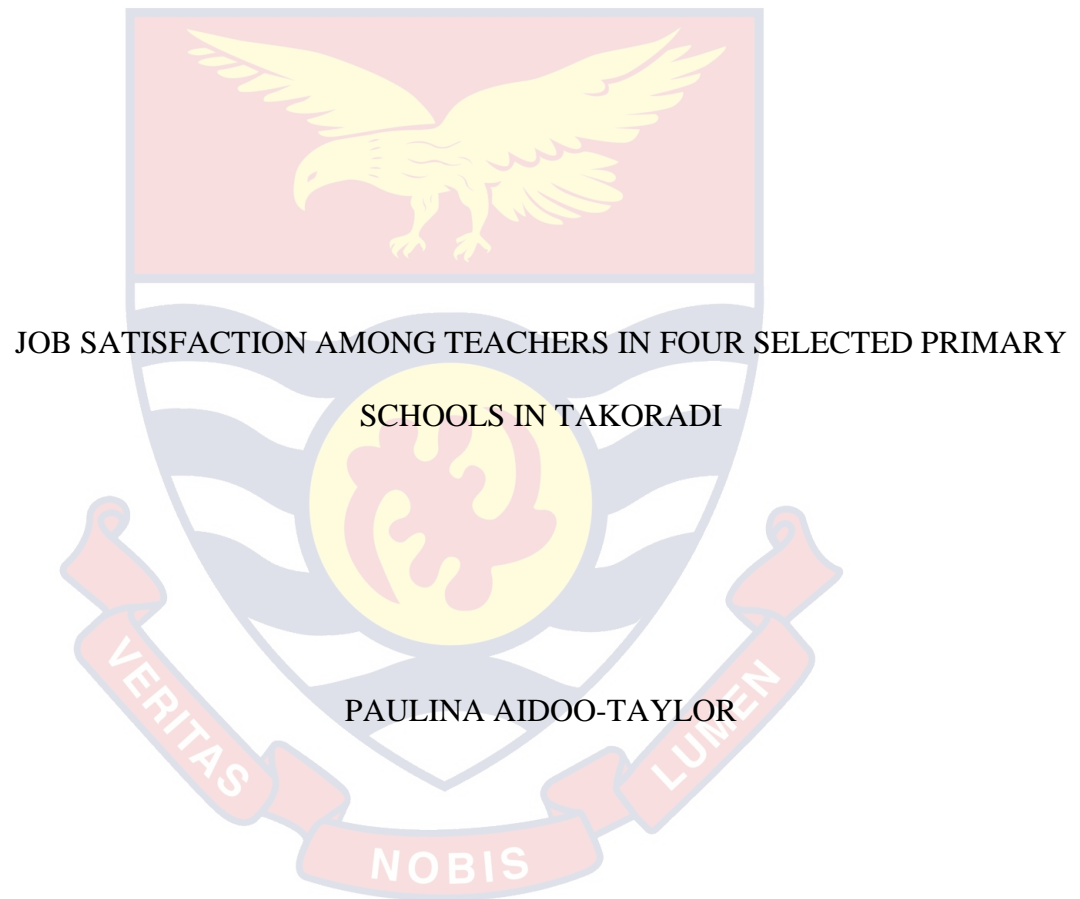


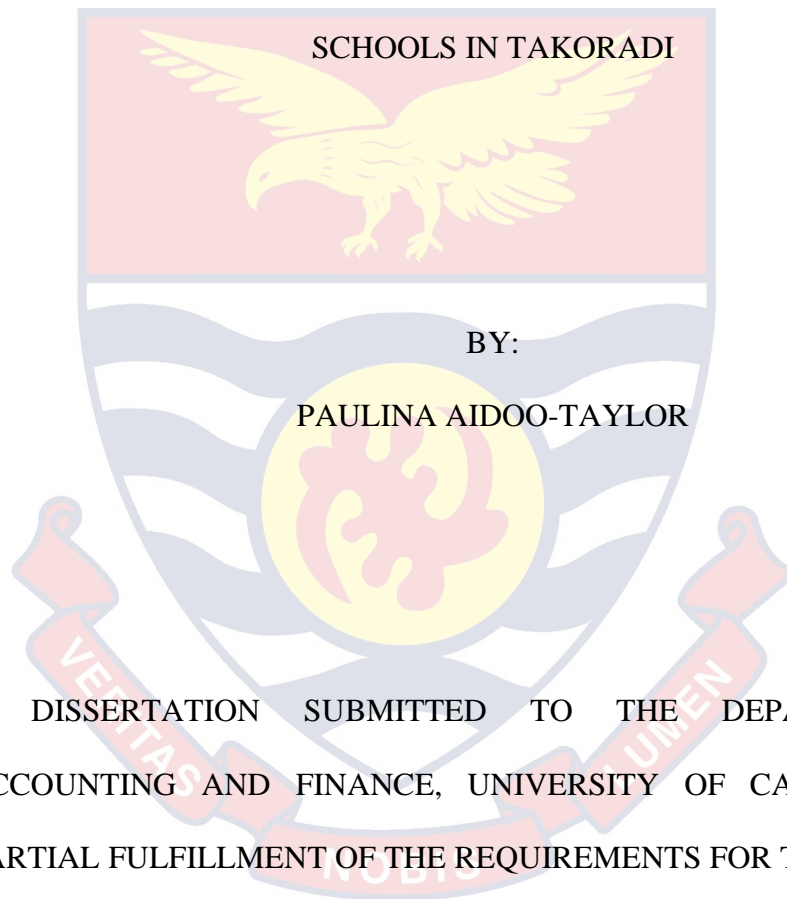
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JOB SATISFACTION AMONG TEACHERS IN FOUR SELECTED PRIMARY



SCHOOLS IN TAKORADI

BY:

PAULINA AIDOO-TAYLOR

A DISSERTATION SUBMITTED TO THE DEPARTMENT OF ACCOUNTING AND FINANCE, UNIVERSITY OF CAPE COAST IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF BUSINESS ADMINISTRATION DEGREE IN GENERAL MANAGEMENT.

OCTOBER, 2014

DECLARATION

Candidate 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.

Candidate's Signature:

Date:

Name: Paulina Aidoo-Taylor

Supervisor's Declaration

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

Supervisor's Signature:

Date:

Name: Dr. Sena Kpeglo

ABSTRACT

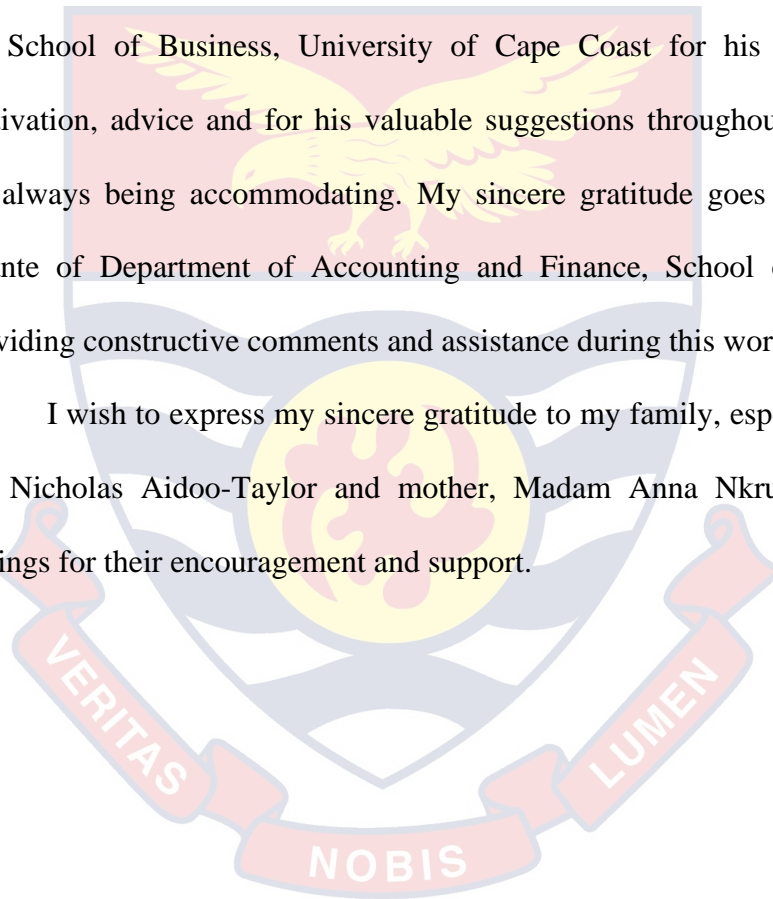
Job satisfaction is a paramount phenomenon in organizational science and organizational behavior. For any organization to thrive, it is important that its employees are satisfied, committed and motivated to work effectively to achieve the common goal of the organization. The purpose of this study was to examine the factors that contribute to job satisfaction among teachers in four selected primary schools in Takoradi. A sample of 120 teachers made up of 40 teachers from Bethel Methodist Primary School, 27 teachers from Badu Addo Methodist Primary School, 23 from Lagos Town M/A Primary School and 30 from Higgins Primary School. The respondents had engaged in teaching for a minimum of one year. A questionnaire was the main instrument used for data collection. Descriptive statistics and Pearson correlation was ran to determine the relationship between job satisfaction and other variables. The result reveals a statistically significant relationship between salary increment, interpersonal relationship, working condition, recognition/motivation, professional advancement/promotion and job satisfaction; in addition, the result reveals a statistically significant difference between the teachers' level of job satisfaction and level of job dissatisfaction. The results showed that the teachers were more dissatisfied with their work. It is concluded that teachers do not have good working conditions and that teachers expect more motivation and recognition from their authorities.

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I wish to express my sincere gratitude to my family, especially, my father, Dr. Nicholas Aidoo-Taylor and mother, Madam Anna Nkrumah and all my siblings for their encouragement and support.



DEDICATION

To my family, Eric Yankson and my two sons: Salasi and Michael Yankson.



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CHAPTER ONE

INTRODUCTION

Background to the study

Frameworks for understanding the production of academic achievement and the labour force outcomes of schooling often consider teacher quality to be a key input (Sergeant & Hannum, 2005). The distribution of quality teachers is an important factor driving the transmission of inequality, because the recruitment and retention of qualified teachers tends to be problematic in areas of high poverty especially in developing countries. This leads to a situation in which the neediest children are often paired with the least qualified teachers. Despite the importance of teachers as elements of achieving educational objective, very little research has emerged about the factors that are conducive to maintaining a quality teacher workforce in a low-resource community of developing countries (Sergeant & Hannum, 2005). According to Mensah (2011), teachers occupy such a central and vital position in any educational system that, their attitudes and commitment have been of paramount interest not only to educational authorities and other stakeholders but also to many researchers.

Job satisfaction is not a new phenomenon at all in organizational science and organizational behaviour (Ngimbudzi, 2009). It is one of the topics that have drawn interests among scholars in the field. Many studies have been done on this particular topic in the past years and thousands of articles have been published (Zembylas & Papanastasiou, 2006). However, most of the researches have been done in the developed countries such as United States of America, United

Kingdom, Canada, China and New Zealand but few researches have been undertaken in the developing countries. This means that there is more literature on teachers' job satisfaction from the developed countries than in the developing countries and Ghana in particular.

Ivancevich, Konopaske, and Matteson, (2011), argue that job satisfaction is an attitude people have about their jobs, resulting from their perception of their job and the degree to which there is a good fit between the individual and the organization. The solution to employee satisfaction and its relationship with production is complex, but application of tactics to address the issue of satisfaction in individual organization's is often simple, straight forward and effective (Grensing, 2000).

Attempts to improve performance in schools will never succeed if teachers' job satisfaction is ignored. If employees in an organization are motivated, they will give better services to employer and customers very efficiently and effectively (Mbua, 2003). This means that motivated and satisfied primary school teachers are most likely to affect the pupils' learning positively while the opposite of that may have negative impacts on pupil's performance. Leaders of education, administrators, and policy makers have to pay paramount attention to the phenomena of motivation and job satisfaction.

In Ghana, motivation and job satisfaction could be factored into the Ghana Education Service policy to see how best to interpret them at the grassroots level and also address the general conditions of service within which the teacher works.

Statement of the problem

Teachers in public schools in Ghana are trained and paid by the government of Ghana. The Ghana National Association of Teachers (GNAT) and the National Association of Graduate Teachers (NAGRAT) represent the welfare associations of teachers. For some time now they have been negotiating on increased salaries and better conditions of work for teachers which at times, are accompanied by threats of strike actions.

Teachers' commitment and effectiveness depends on motivation, moral and job satisfaction (Shann, 2001). This implies that teacher motivation and job satisfaction are important phenomena for all organizations including schools in any country. Despite the fact that primary school teachers belong to parent associations like Ghana National Association of Teachers (GNAT) and National Association of Graduate Teachers (NAGRAT) who periodically holding negotiations and also not being satisfied on the job. This has caused a lot of these teachers to sleep on the job and a number of them too are seeking for better jobs elsewhere. There are implications when the teachers are not satisfied with their job.

According to Shann (2001), teachers' satisfaction has been shown to be a predictor of teachers retention, determinant for commitment and in turn, a contributor to school effectiveness. This implies that teachers' job satisfaction is an important phenomenon for school teachers, their employers and students at large.

Teachers are engaged in other businesses such as taxi driving and trading, part time work and few teachers attending to their farms during classes' hours. This has led to some teachers showing lack of commitment to their work resulting in absenteeism, lateness, lack of commitment to their work and others running away before closing time. (Bennell & Akyeampong, 2007) The implications on the pupils is that Teachers give less exercise, Less homework, Less assignment because they do not want to burden themselves with the school task.

The phenomenon of teachers' job satisfaction has been widely studied for over six decades in the developed countries, however, there is a limited literature about teachers' job satisfaction in developing countries. Therefore it has become necessary to investigate the factors contributing to job satisfaction/dissatisfaction among primary school teachers in four selected schools in Takoradi in the Western Region of Ghana.

Objectives of the Study

The main objective of the study is to explore the factors that may contribute to job satisfaction among primary school teachers in Takoradi in the Western Region of Ghana and also to determine whether there is a significant relationship between teacher job satisfactions. To achieve this, the study would seek to accomplish the following specific objectives:

- i. investigate the influence of pay on teachers job satisfaction;
- ii. examine the influence of interpersonal relationship on teachers job satisfaction;

- iii. investigate the influence of working condition on teachers job satisfaction;
- iv. examine the relationship between motivation and recognition on teachers job satisfaction; and
- v. examine the relationship between professional advancement and promotion on teachers job satisfaction.

Research Questions

In line with the purpose of the study, the following research questions were formulated to guide the study.

1. How does pay influence the teachers job satisfaction?
2. How does interpersonal relationship (work group) influence the teachers' job satisfaction?
3. How does working condition (work itself) influence the teachers' job satisfaction?
4. How does motivation and recognition influence the teachers' job satisfaction?
5. How does professional advancement and promotion influence the teachers' job satisfaction?

Hypothesis

1. There is no significant relationship between pay and job satisfaction.

H1: P=JS

H0: P ≠ JS

2. There is no significant relationship between work itself and job satisfaction.

H1: WC = JS

H0: WC \neq JS

3. There is no significant relationship between interpersonal relationship and job satisfaction.

H1: IR = JS

H0: IR \neq JS

4. There is no significant relationship between motivation and job satisfaction.

H1: M = JS

H0: M \neq JS

5. There is no significant relationship between professional advancement and job satisfaction.

H1: PA = JS

H0: PA \neq JS

Significance of the study

The study is essential in the sense that it would not only contribute to knowledge and theory, but it will also contribute to good educational practice in the country. This is because the study would reveal some of the factors that lead to high or low job satisfaction among primary school teachers in the Takoradi

Metropolitan Assembly in the Western Region of Ghana. Furthermore, findings from this study would assist the Metro and Regional Education Directorates in the Western Region of Ghana to adopt workable measures or strategies to aid in solving the problem of job dissatisfaction, if any, among primary teachers.

In conclusion, this study would motivate other researchers to undertake a study into job satisfaction among primary school teachers in other regions so that more general national information could be obtained to improve the lot of primary school teachers.

Delimitation

This study was confined to recognition, work itself, salary and benefits, opportunities for professional advancement, workgroup, working conditions, and supervision among others. The study will also be confined to primary teachers at the Takoradi in the Western Region of Ghana.

Findings from this study would apply to primary teachers in the Metropolis. However, any other primary school teacher in a geographical area with similar characteristics may adept the findings to suit its needs.

Limitations

The collection of the data was through the use of questionnaire. As a result, the questionnaire limited the responses solicited from the respondents. Also, the subject of pay/salary and relationship are sensitive issue and therefore getting respondents to voluntary participate in the study was a challenge since

some teachers fear that their image and personal life may be affected. To overcome this limitation however, the respondents were assured of anonymity and confidentiality of their responses. Similarly, the inability to include all primary teachers in the region and other regions of Ghana would not permit generalizations to be made.

Operational definition of terms

Motivation: In this study, the term motivation refers to internal and external factors that drive people to continually behave in a particular way.

Job satisfaction: Teacher job satisfaction refers to whether teachers are happy with their job or not

Job Dissatisfaction: The term dissatisfaction refers to “a feeling that you are not pleased and satisfied”

Teaching Profession: Activity performed by a more experienced and knowledgeable person and aimed at helping the less experienced person to learn. Teaching profession also involved assisting the learner to gain or change, some knowledge, skill or attitudes and that teaching profession should therefore involve the full participation of pupils.

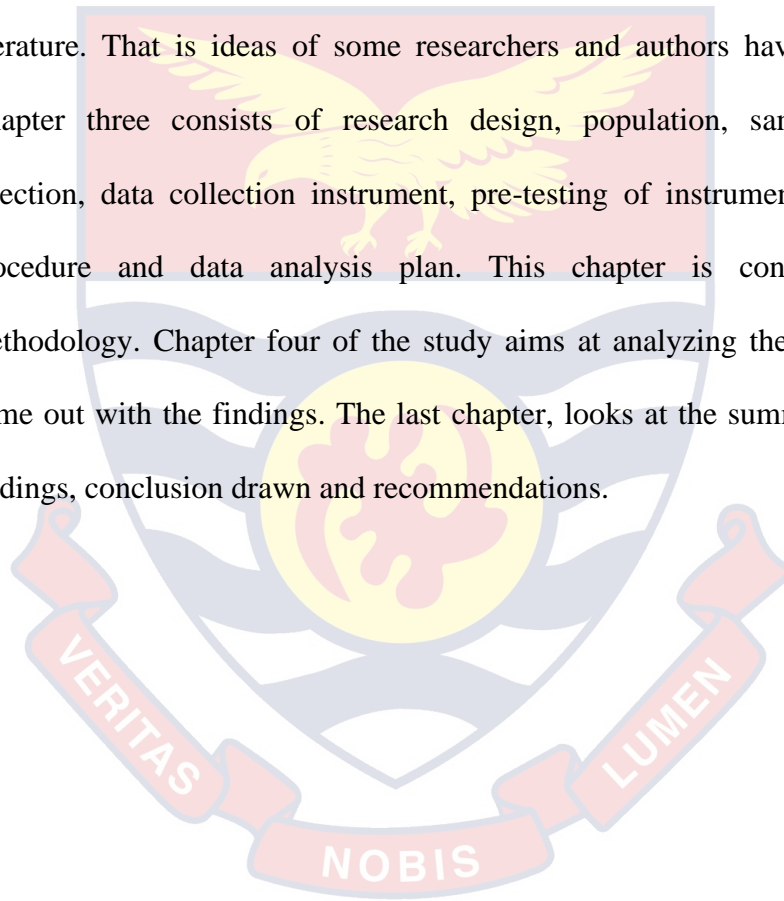
GNAT: Ghana National Association of Teachers

NAGRAT: National Association of Graduate Teachers

GES: Ghana Education Service

Organization of the Study

This section has been divided into five chapters. The first chapter which is the introduction includes the background of the study, statement of the problem, purpose of the study, research questions and significance of the study. Other issues included in chapter one are delimitation, limitation, definition of terms and the organization of the study. The second chapter concerns review of related literature. That is ideas of some researchers and authors have been reviewed. Chapter three consists of research design, population, sample and sample selection, data collection instrument, pre-testing of instrument, data collection procedure and data analysis plan. This chapter is concerned with the methodology. Chapter four of the study aims at analyzing the data collected to come out with the findings. The last chapter, looks at the summary of the major findings, conclusion drawn and recommendations.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

Purpose of the study is to examine the factors that contribute to job satisfaction among primary school teachers in the Takoradi Metropolitan Assembly in the Western Region of Ghana. This chapter presents review of related literature. It covers theories of motivation and job satisfaction and reviews the related literature on the phenomenon of job satisfaction.

Theoretical basis for the study

The relationship between the organization and its members is influenced by what motivates them to work and the rewards and fulfillment they derive from it (Mullins, 2010). The phenomenon of job satisfaction is closely related to motivation (Mbua, 2003). Mbua further suggested that the theories of motivation are regarded as theories of job satisfaction. There are many competing theories that attempt to explain the nature of motivation and job satisfaction. Those theories are grouped into two, namely content theories and process theories. The content theories used in this chapter include: Maslow's Hierarchy of Needs Theory, Herzberg's Two-Factor Theory, McClelland's Achievement Motivation Theory and Alderfer's Modified Need Hierarchy Model. The process theories discussed in this section include: The Expectancy Theory and the Equity Theory.

Motivation

According to Ngimbudzi (2009), argue that job satisfaction and motivation concepts are often misunderstood as being synonymous to each other. The concepts are much related to each other. Mbuu (2003) identified that; job satisfaction is intertwined with motivation. It is therefore imperative to consider this concept first before dealing with job satisfaction.

Although motivation is a widely studied area in organizational behaviour (OB), it does not have a simple definition. Motivation is concerned with the strength and direction of behaviour and the factors that influence people to behave in certain ways (Armstrong, 2009). Robbins and Judge, (2008) defined it as the processes that account for an individual's intensity, direction, and persistence of effort toward attaining a goal.

According to Mullins (2010), it could be described as the direction and persistence of action. It is concerned with why people choose a particular course of action in preference to others, and why they continue with a chosen action, often over a long period and in the face of difficulties and problems. Thus motivation could be described as goal-directed behaviour. In this study, the term motivation is referred to internal and external factors that drive people to continually behave in a particular way.

Motivation is related to why people do what they do best. Motivation is typified as an individual phenomenon. Motivation is described as intentional and is assumed to be under the workers control and behaviours that are influenced by

motivation, such as effort expended, and seen as chooses of action (Mullins 2010).

Content theories of motivation

According to Armstrong (2009) content theories focus on the content of motivation in the shape of needs. He further argued that an unsatisfied need creates tension and a state of disequilibrium and to restore the balance, a goal is identified that will satisfy the need, and a behaviour pathway is selected to lead the achievement of the goal and the satisfaction of the need. The most famous classification of needs is the one formulated by Maslow (1954) cited in Armstrong (2009). Abraham Maslow propounded the theory of motivation and job satisfaction. His basic proposition was that people are want beings who always want more and what they want depends on what they already have. Maslow (1954), suggested five major categories of needs that apply in general, starting from the fundamental such as physiological needs, safety or security needs, social and belonging or affiliation needs, self-esteem ego or status needs and the need for self-actualization (Mbua, 2003; Armstrong, 2009; Mullins, 2010). Robbins and Judge (2008) gave a thorough description of each of the Maslow's human needs.

Mullins (2010) evaluates the five needs according to Maslow's theory and suggested that the theory has had a significant impact on management approaches to motivation and the design of organizations to meet individual needs. Mullins, (2010) again asserts that it is a convenient framework for viewing the different

needs and expectations that people have, where they are in the hierarchy, and the different motivators that might be applied to people at different levels. Maslow's needs hierarchy has been very popular for the study of motivation and job satisfaction. However, it has been criticized for its apparent rigidity. The truth is that different people may have different priorities and it is difficult to accept that needs progress steadily up the hierarchy and studies had shown the misleading simplicity of Maslow's conceptual language (Armstrong, 2009). According to Ngimbudzi, (2009) "employees are interested in the kinds of jobs that are at their disposal, what such jobs offer that they may gratify their needs, and what is expected of them in reciprocity."

The second content theory is the Herzberg's theory of motivators and hygiene factors. In this theory, Herzberg, Mausner and Snyderman, (1959) developed a two-dimensional paradigm of factors affecting people's attitudes about work. This was cited in (Mullins, 2010). They concluded that such factors as company policy, supervision, interpersonal relations, working conditions, and salary are hygiene factors rather than motivators. According to the theory, the absence of hygiene factors can create job dissatisfaction, but their presence does not motivate or create satisfaction.

Similarly, they determined that the motivators were elements that enriched a person's job. They found five factors that were strong determiners of job satisfaction. These include: achievement, recognition, the work itself, responsibility and advancement. These motivators (satisfiers) were associated with long-term positive effects in job performance while the hygiene factors

(dissatisfies) consistently produced only short-term changes in job attitude and performance (Armstrong, 2009). It therefore implies that an attempt to measure job satisfaction among employees has to involve job satisfaction facets or dimensions.

According to Crainer and Dearlove, as cited in Mullins, (2010) they suggested that Herzberg's work has had a considerable effect on rewards and remuneration packages offered by corporations and that it has increased a trend towards cafeteria benefits in which people can choose from a range of options. Additionally, the current emphasis on self-development, career management and self-managed learning can be seen as having evolved from Herzberg's insight. However, the theory has been subjected to several criticisms from other scholars.

According to Opsahl and Dunnette, (1966) cited in Armstrong, (2009) they argued that no attempt has been made to measure the relation between satisfaction and performance. Mullins (2010) also asserted that the theory has only limited application to manual workers. Other scholars also said that the theory is methodically bound (Robbins & Judge, 2008). This implies that the theory applies to people with largely unskilled jobs. Herzberg's theory of motivation and job satisfaction is centered on the basis of limited research sample of personnel from the field of accounts and engineering (Mbua, 2003). This implies that such research findings cannot be used to generalize other contexts. According to Bellott and Tutor (1990) argued that salary as a hygiene factor does not seem to hold in the case of primary and secondary school teachers. This is why good teachers are being lost to other higher paying jobs.

The third content theory was proposed by McClelland (1969). This is called McClelland's Achievement Motivation Theory. He realized three requirements which were the bases for his theory on motivation. These include need for achievement, need for power and need for affiliation.

Need for achievement meaning doing the work in the best and most efficient way. This need is a motivation when created in person would enable him/her maximize effort to achieve the goals and accept moderate risk in the work. Need for power, which is the desire to control and influence others and tend to have responsibility for their performance. Need for affiliation that tends to establish and maintain cordial relations with other humans and satisfy the need to establish a personal relationship. Based on McClelland's theory, individual's recognition in terms of need for success, power and communication could be effective in improving employee's job satisfaction and their performance (Mullins, 2010).

According to Armstrong, (2009) asserts that the three needs may be given different priorities at different levels of management. For instance, achievement needs are very important to create success in junior and middle management job where it is possible to feel direct responsibility for task accomplishment while in senior management positions need for power becomes more important. The last key content theory of motivation and job satisfaction reviewed in this study was the Existence, Relatedness and Growth (ERG) Theory. This is a modified need hierarchy theory presented by Alderfer, (1972) cited in Armstrong, (2009). The theory condenses Maslow's five levels of need into only three levels such as core

needs of existence, relatedness and growth needs. According to Alderfer, existence needs are concerned with sustaining human existence and survival which covers physiological and safety needs. Relatedness needs is concerned with relationships to the social environment and is associated to love, affiliation and interpersonal relationships of esteem nature. Growth needs involves the development of potential and is linked to self-esteem and self-actualization (Mullins, 2010).

Process theories of motivation

According to Mullins (2010) “the process theories of motivation attempt to identify the relationships among the changing variables that make up motivation and influence behaviour and actions. Armstrong, (2009) suggested that the process theory provides much more relevant approach to motivation than Maslow and Herzberg’s theories. The main process theories of motivation and job satisfaction reviewed in this section include: Expectancy Theory, and Equity Theory.

The expectancy theory was formulated by Vroom (1995) cited in Armstrong, (2009) he states that “motivation will be high when people know what they have to do to get a reward, expect that they will be able to get the reward and expect that the reward will be worthwhile.” His model centres on three key variables such as valence, instrumentality and expectancy. His theory is based on the idea that people prefer certain outcomes from their behaviour over others and they anticipate feelings of satisfaction should the preferred outcome be

achieved. (Mullins, 2010) valence refers to “the feeling about specific outcome or preference for a particular outcome to the individual.” Additionally, Mullins (2010) while instrumentality refers to the belief that if we do one thing, it will lead to another and expectancy is the probability that action or effort will lead to an outcome (Armstrong, 2009) Although the theory provides a further contribution to the understanding of work motivation by various scholars, it has been criticized for being very complicated and seen as no measure can be used to test it (Lunenburg & Ornstein, 2004).

According to Porter and Lawler, argue that “motivation, satisfaction and performance are seen as separate variables and an attempt to explain the complex relationships among them.” Their model recognizes that job satisfaction is more dependent upon performance, than performance is upon satisfaction (Mullins, 2010).

The final process theory reviewed in this section is the equity theory. The theory was proposed by Porter and Lawler cited in Mullins, (2010). They argue that employees in any organization have a tendency of comparisons of what they get from their respective jobs. The comparisons they make are based on the input-output ratio thus whether there is any relationship between the input and output (Robbins & Judge, 2008). This implies that employees compare their income with other workers or with other colleagues in other fields.

According to Armstrong, (2009) states people will be better motivated if they are treated equitably and demotivated if they are treated inequitably. He further states that it explains only one aspect of the processes of motivation and

job satisfaction, although it may be relevant in terms of morale. This implies that, if employees are fairly rewarded, they become satisfied with their job and when they are dissatisfied causes tension to their job.

Concept of job satisfaction

Attempting to understand the nature of job satisfaction and its effects on work performance is not easy. It is a complex and multifaceted concept, which could mean different things to different people. Zembylas and Papanastasiou, (2006) argue that there is no conventional definition of the concept of job satisfaction although many scholars have studied it for a long time.

The concept of job satisfaction is regarded as the positive or negative evaluative judgments people make about their jobs (Weiss, 2002). Teacher job satisfaction is conceptualized as teachers' affective reactions to their work or to their teaching role (Zembylas & Papanastasiou, 2004). Additionally, Robbins, (2005) defined the concept of job satisfaction as the employees' feelings about her/his job. Similarly, job satisfaction is "a positive feeling about one's job resulting from an evaluation of its characteristics" (Robbins & Judge, 2008). Furthermore, Lunenburg & Ornstein, (2008) defined job satisfaction as "the amount of importance a school places on its human resources." Similarly, Locke, (1976) defined job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience". Job satisfaction is a result of employees' perception of how well their job provides those things that are seen as important.

The opposite of dissatisfaction is not satisfaction but, simply, no dissatisfaction. The term dissatisfaction is a feeling that you are not pleased and satisfied. According to Spector, (1997) he explained job dissatisfaction as the degree to which employees dislike their job. Teacher job dissatisfaction is closely associated with teacher absenteeism and a tendency toward attrition from the teaching profession (Sargent, & Hannum, 2005). In other words, teacher job dissatisfaction refers to teachers' attitudes on their jobs.

Findings made by previous researchers on the phenomenon of job satisfaction reveal different factors. Mullins, (2010) identifies individual, social, culture, organizational and environmental factors as those variables that affect the level of job satisfaction. According to Spector (1997) the dimensions of job satisfaction are categorized into two such as: the job environment itself and factors associated with the job which is important influence of job satisfaction. Such factors are how people are treated, the nature of job tasks, relations with other people in the work place, and rewards.

Additionally, there are individual factors that the person brings to the job. In this study, both the individual or demographic and organizational factors were examined (Spector, 1997, Lunenburg & Ornstein, 2004). This section review literature about the demographic or personal factors which influence job satisfaction and afterwards, review previous research on the job satisfaction dimensions.

Demographic factors

Research findings had indicated that many personal characteristics affect job satisfaction in different and complex ways. These include gender, age, marital status, and working experience, to mention but a few (Koustelios, 2001). Findings by Canadian teachers also revealed that job satisfaction levels differ significantly between male and female teachers (Ma & MacMillan, 2001). A number of research findings on job satisfaction phenomenon show that women are happier than men (Bender & Heywood, 2006, Kaiser; 2007, Long; 2005; Sloane & Williams, 2000, Sousa-Poza & Sousa-Poza, 2003) despite women receiving lower wages (Blau & Kahn, 2006) and being either less likely to receive promotions or more likely to receive promotion with lower associated wages increases (Booth, Francesconi & Frank 2003).

Zhongshan, (2008) found that primary school male teachers in Shanghai, China were more satisfied with their salaries than their female friends, whereas, research conducted on job satisfaction among secondary teachers in United Kingdom by Crossman and Harris (2006) indicated that their satisfaction level did not differ significantly by gender.

Furthermore, previous research data gathered in various countries gave mixed results about the influence of age on job satisfaction. Findings among teachers in Finland revealed that there was a strong relationship between the teacher's age and job satisfaction (Rasku & Kinnunen, 2003). They stated that teacher's job satisfaction was linked to their age. Crossman, and Harris, (2006) findings in secondary school teachers in United Kingdom did not differ

significantly in their job satisfaction in relation to age. Robbins, (2001) was however, of the view that job satisfaction declines with increasing age.

On the contrary, Zhongshan, (2008) argue that job satisfaction among Chinese teachers increases with increase in age. Similarly, it is postulated that, the higher the teacher's age, the higher the level of job satisfaction and the lower, the teacher's age, the lower their job satisfaction level (Greenberg & Baron, 1995). This implies that earlier studies indicate that there is a significant difference in job satisfaction caused by age difference. Empirical research data of a study that was conducted among primary and secondary school teachers in Greece revealed that there was no significant difference in levels of teacher's job satisfaction with regard to marital status.

Teaching experience can be defined as the number of years a person has served as a teacher. Crossman, and Harris (2006) term this as the "length of service". The teachers with long teaching experience indicated higher levels of job satisfaction with such facets

Relationship between pay and job satisfaction

Pay can be used to motivate workers, even if it cannot be used to satisfy them. Having a satisfied workforce is important, but being a pay leader, by itself, is not a good strategy for improving the job satisfaction of your workforce. Look to other things like better supervision, a better work environment, and jobs designed to be engaging (Spector, 1997).

Level of pay had little relation to either job or pay satisfaction. This indicates that within an organization, those who make more money are little more satisfied than those who make considerably less. Moreover, relatively well paid samples of individuals are only trivially more satisfied than relatively poorly paid samples. Literature suggests that earnings are only weakly satisfying to individuals even when they confine their satisfaction to an evaluation of their pay (Spector, 1997).

Teaching is generally perceived to be a stable career (Sergeant & Hannum, 2005). Because of the trends described in the previous section that have led to the late payment and underpayment of teachers' salaries, this expectation of stability may have been compromised. Late payment of teachers' salaries could have a greater impact on teacher satisfaction than the actual amount of teacher salary received (Sergeant & Hannum, 2005).

The fact is when employee is satisfied; he/she cares more about quality and organization (Bravendam Research Incorporated, 2002). Majority of social scientists considered salary as an important factor which may influence on job satisfaction. Pay satisfaction variable is associated with outcomes of the organization significant in nature. Tasnim (2006) has conducted research in Bangladesh to find out the factors which affect the job satisfaction of female teachers and found that status and low salary greatly affected the female teachers in performing their duties.

According Tasnim (2006), lower salary cannot help in bringing job satisfaction as it is not consistent with socio-economic conditions. Salary should

be sufficient to cope up with the social standing and culture and cover the living cost. If salary cannot meet the living cost then teacher has to look for other earnings and would not be able to focus on job. Bennell (2004) analyzed teachers regarding status, work and pay and found that they are dissatisfied about their low status, pay and work. These arguments and findings from the literature review strengthen the assumption about close and positive association of University teachers with their job satisfaction.

Tremblay and Chenevert (2004) examined the effectiveness of compensation strategies in Canadian technology-intensive firms by using a first survey of two hundred and fifty two (252) firms, which showed that technology intensity had a significant influence on compensation policies. Analyses on the relationship between pay and job satisfaction shows that although the two parameters were positively related, the link was not significant as it failed the test of the time. The same was true with organizational commitment. The only link (relationship) that was significant (acceptable) from the data collected and analysed was that between the job satisfaction and organization commitment (Kizito, 2007). The result shows that there is a positive relationship exists between job satisfaction and pay of knowledge workers. Pay satisfaction is of primary concern to both employers and employees. For employees, pay is of obvious importance in terms of satisfying their economic needs.

It is important that they are satisfied with their overall pay as this may impact their attitudes and behaviours. As Heneman and Judge (2000) concluded, “Research has unequivocally shown that pay dissatisfaction can have important

and undesirable impacts on numerous employee outcomes.” Employee dissatisfaction with pay, for instance, can decrease commitment to the job, increase stealing, and catalyze turnover (Currall et al., 2005; Greenberg, 1990; Miceli & Mulvey, 2000). For employers, some of whom may spend as much as 70-80% of their budget in wages and benefits in the service sector, the issue has implications for the survival of the organization if they do not get decent returns on their investments. Furthermore, an organization’s reward system is increasingly viewed as a strategic tool in aligning the interests of workers and management and improving firm performance; that is, organizations may use their pay system to motivate strategic behaviours (Lawler, 1971, 1990; Milkovich and Newman, 2008), making it crucial that employees are satisfied with their pay. For many organizations, employee turnover is a key concern because of the time and money involved in addressing this issue, among other factors. It is the importance of this phenomenon, in part, that has led to turnover attracting immense scholarly attention.

Relationship between interpersonal relationships and job satisfaction

Another important factor related to teacher isolation is the extent to which teachers receive support from other members of the school community and engage in collegial collaboration and interaction. Research on teacher satisfaction and teacher retention has noted the importance of collegial relationships and administrative support for teaching. This support is in the form of mechanisms of teacher induction and organizational socialization, such as internships and

mentoring programs. A unique feature of Chinese schools is the teaching and research section, or jiaoyanzu. Through the activities of the jiaoyanzu, teachers engage in joint lesson planning and professional discussion, in activities of peer evaluation and feedback, and actively share in making decisions regarding the instructional program. It is through this structure that new teachers are inducted (Sergeant & Hannum, 2005).

Positive interpersonal relationships at work have an advantageous impact on both organizational and individual variables. Research has demonstrated that friendships at work can improve individual employee attitudes such as job satisfaction, job commitment, engagement and perceived organizational support (Cherniss, 1991; Ellingwood, 2001; Jehn & Shah, 1997; Morrison, 2009; Riordan & Griffeth, 1995; Robinson, Roth, & Brown, 1993; Song & Olshfski, 2008; Zagenczyk, Scott, Gibney, Murrell, & Thatcher, 2010). In addition, employee's negative work attitudes can be mitigated when peers act as confidantes to discuss bad and unpleasant work experiences (Anderson & Martin, 1995; Fine, 1986; Morrison, 2009; Odden & Sias, 1997; Sias & Jablin, 1995; Song & Olshfski, 2008). Finally, valued work relationships can influence organizational outcomes by increasing institutional participation, establishing supportive and innovative climates, increasing organizational productivity and indirectly reducing the intent to Turn over (Berman, West, Richter, & Maurice, 2002; Crabtree, 2004; Ellingwood, 2004; Riordan & Griffeth, 1995; Song & Olshfski, 2008).

Relationship between working condition and job satisfaction

According to (Stoeber & Rennert, 2008) teachers are among those professionals with the highest level of job stress. Most teachers cope successfully with such stress, for instance through active problem solving, social and emotional support from colleagues, reorganizing their teaching situation, cooperating with parents, or changing their teaching strategy. However, burnout may be the endpoint of coping unsuccessfully with chronic stress (Jennett, Harris, & Mesibov, 2003). Emotional exhaustion is the core element of burnout (Maslach, Jackson, & Leiter, 1996) and results from long-term occupational stress, particularly among human service workers, including teachers (Jennett et al., 2003). Emotional exhaustion is characterized by low energy and chronic fatigue (Pines & Aronson, 1988; Schwarzer, Schimtz, & Tang, 2000).

Studies in different cultures have found that measures of teacher burnout, including emotional exhaustion, predict both subjective and objective health as well as teachers' motivation and job satisfaction. For instance, Hakanen, Bakker, and Schaufeli (2006) demonstrated that emotional exhaustion correlated negatively with self-rated health as well as work ability among Finnish teachers. Also, in a study of teachers in Hong Kong, Leung and Lee (2006) found that the exhaustion dimension of burnout predicted teachers' intentions of leaving the profession. Jacobsen, Schwab, & Schuler (1986), and Skaalvik and Skaalvik (2010) also concluded that emotional exhaustion predicted the level of job satisfaction among Norwegian teachers. An important question was whether

emotional exhaustion mediates the relations between work-related stressors and job satisfaction as well as the motivation to leave the teaching profession.

Previous research has found that the school context or working conditions are predictive of teachers' job satisfaction. In particular job satisfaction has been shown to be positively related to social support and social climate (US Department of Education, 1997). However, contrary to expectations, we found no strong and direct relation between teachers' perception of the school context and job satisfaction. Although the zero order correlations related to job satisfaction, the SEM analysis revealed that only two of these constructs, relations with parents and time pressure, were directly though only weakly related to job satisfaction. However, the analysis revealed that all school context variables were indirectly related to job satisfaction, mediated through belonging or emotional exhaustion. It is important to note that two groups of school context variables were related to job satisfaction through different processes. Social relations with colleagues, parents and the school leadership were related to job satisfaction through the feeling of belonging. Value consonance, the degree to which teachers feel that they share the prevailing norms and values at the school where they are teaching, were also related to job satisfaction through belonging. None of these school context variables was directly related to emotional exhaustion. In comparison, time pressure and discipline problems were related to job satisfaction through emotional exhaustion.

Other important indicators of working conditions include the condition of the school buildings; the amount of economic resources that are available to pay

for teachers' bonuses and benefits; heating, water, and electricity; and supplies such as physical education equipment, library books, and teaching aids. In the most resource-poor schools, there may not be enough desks and chairs for all the students, and the school buildings may have fallen into disrepair. Every year, principals must report the number of dilapidated rooms in the school. There are government projects specifically aimed at providing money for poor areas to rebuild their main school buildings. Work load, researchers in China have suggested that heavy workloads diminish teachers' job satisfaction. In 2002, a primary school teacher interviewed in Gansu characterized the heavy workload shouldered by teachers as follows; this job has both its hardships and its pleasures. The hardship is that every day is very tiring, much more tiring than other jobs. In another job, when you get off work you get off work and you can rest. But in teaching, there is no rest. Sometimes you have to stay at school to supervise evening study hall and then on the weekends, you still need to go and do a home visit. "As a teacher, you are always busy with students' affairs and so you never have time for your own affairs" (Bishay, 1996).

Relationship between recognition, motivation and job satisfaction

According to Skaalvik, (2011) teachers' feeling of belonging was negatively related to their motivation to leave the teaching profession. An interesting result of the SEM analysis was that there was no significant direct relation between belonging and motivation to leave the profession. The relation between the constructs was mediated through job satisfaction and emotional

exhaustion. It is especially important to note the negative relation between belonging and emotional exhaustion.

Though the present study does not prove causal directions, a possible interpretation is that belonging works as a barrier against exhaustion. Such an interpretation is consistent with the notion of belonging is a fundamental psychological need. A lack of belonging may therefore be perceived as a psychological strain that may cause emotional exhaustion. Emotional exhaustion was both directly and indirectly related to motivation to leave the profession. The indirect relation was mediated through job satisfaction. These results indicate that job satisfaction is a key variable for mediating the effect of belonging and exhaustion on the motivation to leave the profession Skaalvik, (2011).

Studies show that improvement in teacher motivation has benefits for students as well as teachers; however, there is no consensus about the precise benefits. For example, researchers have had varying results when examining whether teacher motivation leads to increased levels of academic achievement. Stevens and White (1987) studied the records of students in 15 school districts, with 191 teachers as subjects. The standardized test scores from the California Achievement Test were used as the best estimate of the learned behaviour in each teacher's classroom. There was no direct relationship between teacher morale and student achievement. However, Stevens and White surmised that further research on this topic requires an examination of the achievement levels of students prior to their involvement with the teachers participating in the study. "If pretest-post test scores could be obtained for the time students spent in a teacher's classroom,

the achievement of those students while in that teacher's classroom might be more adequately measured." The results of another study involving teachers in small independent school districts demonstrated that high levels of interaction within the faculty group, as determined by responses to questions on the Halpin and Croft Observation Climate Description Questionnaire, correlated significantly with higher pupil reading scores on the California Achievement Test (Jordan, 1986). It is likely that high levels of teacher social interaction on the job are linked to high motivation levels; thus, the possibility that enhanced levels of teacher motivation will lead to superior student achievement cannot be dismissed.

The conventional survey data provides much information on characteristics that define teachers who had high levels of job satisfaction and motivation. One factor that had a significant impact on job satisfaction was job responsibility. Teachers who had higher levels of responsibility, usually in the form of compensatory-time work, administrative positions, or advisor-ship of a club, had significantly higher levels of satisfaction. The nature of this link cannot be determined from this study. Does job satisfaction increase as a result of responsibility and participation or are individuals with higher levels of motivation and job satisfaction more inclined to assume roles of responsibility?

One explanation for the link is provided by the concept of flow. Increase responsibility levels may lead to satisfaction because of the greater involvement, challenge, and control. Thus, those who have greater responsibility level shave come closer to Csikszentmihalyi's (1990) description of how we attain flow: "this pleasurable state can, in fact be controlled, and not just left to chance, by setting

ourselves challenging tasks that are neither too difficult nor too simple for our abilities”(Bishay,1996).

Relationship between Professional Advancement, Promotion and Job Satisfaction

Research suggests that teachers are more satisfied if their job provides opportunities for personal and professional advancement. China has an enormous system of teacher in-service training, and there are many opportunities for teachers to continue their education. These opportunities are provided by independent teachers, continuing education institutions, educational colleges and institutes; China TV teaches colleges, regular higher education institutions, secondary specialized schools, and other channels such as correspondence courses and self-study programs. However, schools in the remote poor areas may not be able to afford for their teachers to participate in these programs. Without such opportunities, teaching can be an isolating profession and can leave teachers with the sense of falling behind the rest of society. One of the teachers in Gansu in 2002 expressed such a sentiment: “When we go out into society we don’t know how to do anything, especially how to interact with others” (Sergeant & Hannum, 2005). Social interaction is the basic structure of society, but as a teacher, every day you only see children whose minds are like a blank sheet of paper and so we know nothing of the outside world (Sergeant & Hannum, 2005).

Empirical review

In 2007, Aleksandra et al undertook a study on job satisfaction among Serbian healthcare workers who work with disabled patients. The study found very low levels of job satisfaction among healthcare workers. The lowest job satisfaction was found among nurses, while doctors were most satisfied with their jobs. More than half the respondents agreed that their working environment was not stimulating and that they did not find their job motivating. One fifth of healthcare workers responded that they had no personal or clinical autonomy, and most indicated that they rarely participated in a decision-making process. Sixty-four per cent felt that they did not have adequate professional development or educational stimulation at their workplace. The study found that job satisfaction was associated with good hospital politics, good interpersonal relationships and a feeling of being able to provide good quality care. Other studies suggest that there is a strong association between low levels of job satisfaction and organizational factors (Piko et al., 2006). Furthermore various studies conducted among healthcare workers show the importance of interpersonal relationships in job satisfaction (Eker et al., 2004).

In a study conducted by Shah et al. (2001) on correlates of job satisfaction among healthcare professionals in Kuwait, the findings revealed a significant relationship between educational level and job satisfaction and respondents with a diploma reported the highest level of job satisfaction. Employees with longer experience were also more satisfied than those with short experience. Provision of orientation to the job was found to be positively associated with job satisfaction;

respondents who received orientation and in-service education were more satisfied than those who did not.

A study by Unni et al. (2000) in Norway looked at predictors of job satisfaction among doctors, nurses and auxiliaries in a Norwegian hospital; they found that the only domain of work that was significant in predicting high job satisfaction for all groups was positive evaluation of local leadership. The analysis suggested that professional development was most important for doctors, while support and feedback from one's immediate supervisor was the main explanatory variable for job satisfaction among nurses. Job satisfaction for auxiliaries was equally predicted by professional development and local leadership.

A job satisfaction study among mental health professionals in Rome, Italy, showed that participants were dissatisfied with career prospects, decision latitude, and the availability and circulation of information. In general, mental health professionals working in the Italian National Health Service were not satisfied with their jobs. The findings revealed that job satisfaction increased with increasing age. No difference was found between the levels of job satisfaction among different professional roles (Gigantesco et al., 2003).

Buciuniene et al. (2003) study on the job satisfaction of physicians and general practitioners at primary health care institutions during the period of health care reform in Lithuania revealed that there was no significant difference in total job satisfaction between the two groups. However doctors who had a longer service were found to be more satisfied with their jobs. The survey also showed that the participants were most satisfied with the level of autonomy, relationship

with colleagues and management quality, while compensation, social status and workload caused the highest level of dissatisfaction among respondents. The author concluded that the nature of a primary health care doctor's work and rather low salaries result in low job satisfaction among Lithuanian primary health care doctors.

A study by Ali-Mohammed (2004) in Iran on factors affecting employees' job satisfaction in public hospitals found a moderate level of general satisfaction among participants. The study also showed that the opportunity to develop was a significant predictor of job satisfaction among study participants, the greater the chances for development within the organization, the greater the likelihood of a higher level of job satisfaction.

Nassab's (2008) study on factors influencing job satisfaction amongst plastic surgery trainees in the United Kingdom, showed that time pressure was strongly and positively associated with job dissatisfaction. Reduction in working hours may increase job satisfaction; however shift work may imply working unsociable hours and negatively impact on job satisfaction.

"Work satisfaction of professional nurses in South Africa: A comparative analysis of the public and private sectors" by (Pillay, 2008) showed overall job dissatisfaction among participants. However, participants were satisfied with patient care and staff relations. Public sector nurses were highly dissatisfied with salaries, workload and resources, while private sector nurses were moderately dissatisfied with pay, workload and opportunities to develop.

De Stefano et al. (2005) study on the relationship between work environment factors and job satisfaction among rural behavioural health professionals in Arizona indicated that the opportunity to develop was an important predictor of job satisfaction, while work and time pressure did not appear to be predictors of job satisfaction.

Job satisfaction of mental health professionals providing group therapy in state correctional facilities by Ferrell et al. (2000) in the United States explored how satisfied mental health professionals were with different aspects of their jobs. Participants in this study appeared to be satisfied with aspects of their jobs that involved patient care, e.g. provision of psychological services, but less satisfied with administrative tasks.

A study by Jain et al. (2009) evaluated the level of job satisfaction among dentists and dental auxiliaries in India in relation to different work and environmental factors. The results of the study showed that dentists had higher job satisfaction scores than dental auxiliaries on the opportunity to develop professionally, quality patient care, income and recognition. A study by Bodur (2001) of healthcare staff employed at health centers in Turkey investigated job satisfaction levels and their causes. The results showed low levels of job satisfaction mainly due to working conditions and salary. No correlation was found between general satisfaction and demographic characteristics.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter focuses on the research design as well as the population, sample size and sampling procedure, the instrument for data collection procedure, data analysis plan and the study area.

Research Approach

There are two main methodological approaches used in conducting researches: the quantitative and qualitative approaches (Yates, 2004). It is usually the purpose or objective of the survey that gives direction to the approach that should be used. A quantitative approach is based on information that can be measured numerically. It focuses on questions such as “How many?” and/or “How often?” which are easily processed in the form of numbers. These questions are presented as information converted into numbers. Techniques used under the quantitative approach are usually questionnaires, surveys, personality test and standardized research instruments (Burrell & Morgan, 1979). Eldabi, Irani and Love (2002), also described quantitative approach as a logical and linear structure, in which hypothesis take the form of expectations about likely causal links between the constituent variables stated in the hypotheses, thus leading to the rejection or acceptance of the theoretical proposition.

Qualitative approach, on the other hand, is defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and is conducted in a natural setting, (Creswell, 2013). Thus, it is used when one wants to get a more profound understanding of a specific situation. Observations, case studies, interview guides and reviews are often more suitable for qualitative approach where subjective elements of the researcher are built into the findings and conclusions (Crotty, 1998). Here, the researcher has an unrepressed right and freedom to air his/her opinion and view and to interpret issues and concepts as he/she deems fit.

Both quantitative and qualitative types of research have their strengths and weaknesses. However, the two complement each other (Jick, 1979). Quantitative approach presents ease and speed in conducting research and also, it can cover a wide range of situations (Amaratunga, Baldry, Sarshar & Newton, 2002). It is also possible to use the quantitative method in analysing data with statistical methods since it is easier to generalise the findings. Another advantage is that, the final results are based on quantities rather than interpretations, which may simplify potential future development and comparisons with the work. However, this approach tends to be inflexible, artificial and ineffective in gauging the significance people attach to actions, and are not helpful in generating theories (Crotty, 1998).

Even though expensive and time consuming, qualitative approach can control both the end points and the pace of the research process whilst preventing

problems related to rigour and objectivity (Yates, 2004). Also, qualitative approach is helpful not only in giving rich explanation of complex phenomenon, but in creating or evolving theories or conceptual bases, and proposing hypotheses to clarify phenomenon. The main disadvantage of this approach is that a small group of interviewed individuals cannot be taken as representative. Both types of research approaches are valid and useful. They are not mutually exclusive and it is possible for a single investigation to use both methods.

This study employed the quantitative research approach. The choice of this research paradigm was informed by the fact that the study was concerned with analysis of causes and effect relationships between variables. Thus, the study tested some hypotheses that warranted the conversion of information into numbers and analysed them with statistical tools (Spector, 1997).

Research Design

The descriptive survey design was adopted for the study. Gravetter (2006) postulates that descriptive research measure variables or set of variables since they exist naturally and that the result derived from descriptive research can help one capture interesting, naturally occurring behaviour. Descriptive surveys therefore focus on ascertaining the status of a defined population in relation to certain variables. Hence, the current study employed a descriptive research design in collecting data.

Population

According to Creswell (2005), the term population is explained as a group of persons with a common characteristic. For example all primary school teachers in a particular district, municipal or metropolis would form a population. For this study, the target population comprised of primary school teachers from four public schools within the Takoradi Metropolitan Assembly namely: Higgins Primary School, Budo Addo Primary School, Tano Krom Primary School and Bethel Primary School.

The study population was made of 1,071 primary school teachers in the Takoradi Metropolitan Assembly (Ghana Education Service, 2010). These schools were found to be suitable to explore with regard to the nature of job satisfaction or dissatisfaction that teachers in such schools draw from teaching.

The economic activity in Takoradi is both business and industrial. The major industries are the oil field, GHACEM and fishing at the coastal area. The standard of living in Takoradi is very high due to the industries and the oil find.

Sample and sampling Procedure

Sampling is the process of selecting a sufficient number of elements called sample from a given population in such a way that by studying the sample, and by understanding the properties or characteristics of the sample subjects, it would be possible to generalize the properties or characteristics of the population (Cavana, Delahaye & Sekaran, 2001). A sample is thus the segment of the population that is selected for investigation (Bryman & Bell, 2011).

There are two main methods of sampling, namely probability and non probability methods. The probability method allows all units of the population equal chance of being selected. It is free from bias, high in reliability and in the representativeness of the population. However, it requires a lot of time, more planning and a high level of skill. Among the probability sampling methods, the stratified sampling was adopted for the study. The reason was that the target population could be grouped into homogeneous groups (strata) before they are sampled. Rather than selecting a sample from the total population at large, appropriate numbers of elements are drawn from homogeneous subset (with heterogeneity between subsets) of that population (Babbie, 2007). According to Babbie (2007), the stratified sampling reduces sampling error to zero.

From the population, a sample of 120 teachers from four selected primary schools in the Takoradi Metropolitan Assembly was selected using the table developed by Krejcie and Morgan (1970) as cited in Sarantakos, (2005). The proportionate sampling was then used to select 40 teachers from Bethel Methodist Primary School, 27 teachers from Badu Addo Methodist Primary School, 23 from Lagos Town M/A Primary School and 30 from Higgins Primary School. The selection of these schools became necessary because the Takoradi was too large and it was therefore impracticable to obtain measures from the entire population. In view of Cohen and Manion (2004), in the situation where the population size is too large, the researcher collects information from a smaller group or subset of the population in such a way that knowledge gained is representative of the total population under study.

The teachers selected had engaged in teaching for a minimum of one year. Teachers who had not had more than one year experience in teaching were not included for participation as respondents for the research. The reason was due to the short period that they had engaged in teaching. Therefore, their responses may not constitute an accurate reflection of what teachers considered as job satisfaction.

In the current study, a non-probability procedure, the purposive sampling method was used to ensure that only teachers who had taught in their respective schools for at least a year were selected. The main reason for adopting this procedure was the fact that the schools in the metropolis were very scattered. It would have been very expensive and time consuming for the researcher to obtain data from some the schools that are located in very remote areas. Therefore, out of the sample of 120 teachers, only 108 teachers had taught for more than one year and were used for the study. All the 108 teachers who had taught for more than one year were used for the study.

Research Instrument

Gravetter (2006) asserts that survey research design and questionnaire are used extensively in the behavioural sciences because they are relatively efficient method to gather large amounts of information. In this vein, the instrument used for collecting data in the study was a self-administered questionnaire and it was mainly designed to elicit information from respondents. A questionnaire was selected for this kind of study because it is a self-reported measure which

guarantees confidentiality and therefore it is more likely to elicit truthful response with regard to the information required from the respondents. This questionnaire was also suitable because the respondents were all literates. The questionnaire was divided into seven sections. Section A of the questionnaire elicited information on the respondents' demographic information of the respondents. Section B touched on pay/salary and contained four items. The respondents were required to respond Yes or No to three of the questions and indicate their level of satisfaction to the fourth item. Section C elicited information on the teacher's interpersonal relationship and contained six (6) items. Section D collected data on the working condition of the respondents and contained six (6) items. Section E dealt with motivation and recognition of the teachers and contained five (5) items. Section F elicited information on the respondent's professional advancement and promotion in their respective schools and contained four (4) items. Finally, section G collected data on job satisfaction levels of the teachers and contained five (5) items. The questionnaire was developed using ideas derived from the literature review.

Pre-testing

A pre-test was conducted at the Anaji Primary School in Takoradi in the Western Region of Ghana. This school was selected because it is fairly large and shares similar characteristics as other of schools in the Metropolis. The pre-test was conducted with 30 teachers in March, 2013. The purpose was to test for the

significance of the items in the questionnaires. It was also to determine the reliability of the rating scales used for the study.

The establishment of reliability was accomplished by measuring the internal consistency of the instrument using a reliability coefficient, obtained by means of Cronbach's alpha. A reliability coefficient of .9748 was obtained, which according to Pallant (2005), a scale is considered reliable when Cronbach's Alpha co-efficient is .70 and preferably higher.

The pilot study exposed a few innate weaknesses in the framing of some questions, which might have blurred the meanings of the responses. The responses to the items and a few valuable suggestions from the teachers of the school assisted to restructure the items, resulting in the development of the final instrument that was used for the study.

Data Collection Procedure

The study was conducted in conformity to ethical codes in social science research. According to Sarantakos (2005), the ethical considerations include ensuring voluntary participation, anonymity and confidentiality of the respondents. The self-administered questionnaires formed the main source of data for this study. Before data collection, the purpose of the study was explained to the respondents and also, a copy of an introductory letter from the head of the Department of Accounting and Finance, University of Cape Coast was presented (See Appendix B). The reason for the approach was to make sure that appropriate responses were elicited from the respondents. The respondents were assured of

their anonymity and confidentiality in order to inspire them to respond to the items without any suspicions. The letter also secured me the required support from both the heads and teachers. The respondents were briefed on the procedure for answering the questionnaire. The study also adhered to other codes of ethics regarding data collection and information retrieval.

The answered questionnaires were collected from the teachers five days after sending them. This was to ensure a very high recovery rate of the questionnaires. Out of the 108 questionnaires administered, 101 were retrieved. For an inexplicable reason, some of the respondents were reluctant to respond to the questionnaire. On receiving the questionnaires, each questionnaire was checked for incompleteness and inconsistencies. Eleven out of 101 responses given in the questionnaires were rejected due to their incompleteness of responses.

In this research, the Statistical Product and Service Solutions (SPSS 17.0 version), a statistical software package, was used for data processing. Data preparation was divided into two stages. Firstly, the raw data collected through the questionnaires were edited, coded and converted into the actual variables of interest. Secondly, the variables were checked for other anomalies based on the assumptions made in regression. The data, once entered into the data sheets of the SPSS 17.0 for Windows, were carefully screened in order to minimize data entry errors. Frequencies for each variable were also checked using the same software. This was done in order to detect the out-of-range values.

Data Analysis

The gathered data were analyzed using the statistical Product for Service Solution version 17 (SPSS). The variables were coded and with the aid of the SPSS, frequency counts were produced and percentages calculated to obtain views of the respondents. The descriptive survey method already mentioned in the study was exploited to describe the pertaining state of job satisfaction among the teachers of primary schools in the Takoradi Metropolitan Assembly. This allowed meaningful conclusions to be drawn from the study. Descriptive statistics showing frequencies and percentages were used to evaluate responses to all items of the instrument. The results of analysis were presented in the form of tables.

The Pearson correlation was ran to determine the relationship between job satisfaction and pay, interpersonal relationship, working condition, motivation and recognition and professional advancement and promotion. This was used to determine the relationship among the variable in order to ascertain which of them has influence on job satisfaction.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter presents the results and discussion of the study in relation to the specific objectives of the study. Purpose of the study is to examine the factors that may contribute to job satisfaction among primary school teachers in the Takoradi Metropolitan Assembly in the Western Region of Ghana.

Demographic Characteristics of Teachers

This part of the study discusses the demographic characteristics of teachers of the Takoradi Metropolis to provide a general overview of the teachers used for the study to put the study in context. The demographic characteristics of the teachers studied were gender, age, marital status, professional qualification and years as a professional teacher. Table 1 vividly presents the demographic characteristics of the respondents.

Table 1: Demographic characteristics of respondents

Teachers characteristics	Frequency	Percentage (%)
Gender		
Male	26	28.9
Female	64	71.1
Total	90	100.00

Table 1: Continued

Age (in years)		
20 – 30	29	33.0
31 – 40	33	36.7
41 – 50	18	20.5
51 and above	8	9.8
Total	90	100.00
Marital status		
Single	25	27.8
Married	58	64.5
Divorced	3	3.3
Widowed	4	4.4
Total	90	100.00
Professional Qualification		
Certificate ‘A’-3 year post sec.	18	20.0
Diploma	37	41.1
Bachelor’s degree	29	32.2
Masters’ degree	6	6.7
Total	90	100.00
Years as a Professional Teacher		
1 - 5	34	37.8
6 – 10	19	21.1
11 - 15	17	18.9.4
16 – 20	10	11.1
21 – 25	2	2.2
26 and above	7	7.8
Total	335	100.00

Source: Field data, 2013.

Gender of Respondents

Table 1 indicates that about 71.1 percent of the respondents were females while 28.9 percent were males. The outcome indicates that there are more female teachers in the metropolis than males. This is consistent with the results of the 2010 population and housing census. Also, this result also suggests the dominance of female teachers in the teaching profession than their male counterparts.

Age of Respondents

The ages of respondents in the Takoradi Metropolis were also elicited. From Table 1, it is realised that out of the 90 teachers, 36.7 percent were between the ages of 31 and 40, with 33.0 percent between the ages of 21 and 30. Again, 20.2 percent were between the ages of 41 and 50 and only 9.8 percent were above the ages of 50 years. This gives a picture that most of the teachers in the Metropolis were young and in their youthful age because only nine percent aged above 50 years. The age range between 21 and 70 years implies that the study combined the views of both the young and the aged to draw its conclusions.

Marital Status

With regards to marital status, the results indicated that out of 335 teachers, a majority, representing 64.5 percent were married, while 27.8% were single. The data also revealed that 3.3 percent and 4.4 percent of the teachers were divorced and widowed respectfully.

Professional Qualification

Concerning the educational qualification of the respondents, the study showed that a majority representing 41.1 percent of the respondents in the Takoradi Metropolis had Diplomas whereas 32.2 percent had Bachelors. Also, 20.0% teachers in the metropolis had Certificate 'A'-3 year post sec. whilst 6.7 percent were Masters degree holders (see Table 1). This results show that a majority of the teachers in the Metropolis had furthered their education after their first certificate in education. This result implies that the teachers after their further education would desire for better condition of service in terms of pay / salary.

Years as a Professional Teacher

With regards to the number of years as a professional teacher, the results indicated that out of the 90 teachers, majority representing 37.8 percent of the teachers in the Takoradi Metropolis had practice for 2 to 5 years as professional teachers whereas 21.1 percent had 6 to 10 years as professional teachers. Also, 17 of the respondents, representing 18.9 percent had between 11 and 15 years whilst 11.1 percent had been professional teachers between 16-20. The result also revealed that minority of 10.0 percent of the teachers had been professional teachers for more than 21 years (see Table 1). This results show that a majority of the teachers in the Takordi Metropolis might have leave the teaching profession to other sectors of the economy since just few teachers stay in the profession after they had further their education or otherwise.

The influence of pay/salary on the teachers’ job satisfaction

The aim of this research question was to determine how pay/salary influences job satisfaction among primary school teachers in the Takoradi Metropolitan Assembly in the Western Region of Ghana. The results are presented in table 2.

Table 2: Pay and Salary

Item	Yes		No		No Resp
	freq	%	freq	%	
My salary is adequate	2	2.2	87	96.7	1
I receive allowances	3	3.3	86	95.6	1
I work according to the amount am being paid	10	11.1	78	86.7	2
My take home is enough for me and my family	1	1.1	88	97.8	1
Please indicate your level of satisfaction with increase in pay.					
		V. Satisfied	Satisfied		Not Satisfied
	-	-	2	2.2	88 97.8

Source: Field data, 2013.

From Table 2, majority of the teachers (96.7%, n=87) indicated that their salary is not adequate, majority of the teachers (95.6%, n=86) do not receive allowances, majority (76.4%, n=86) work according to the amount being paid. While majority (76.4%, n=86) said their take home is not enough. For the four variables under this research question, the teachers responses is no. The fifth

question was to find out the level of satisfaction of teachers with increase in pay. It was revealed that majority of the teachers (97.8%, n=88) indicated that they are not satisfied with the salary increase with minority (2.2%, n=2) indicating that they are satisfied with the increase in pay. It can therefore be concluded that, the teachers are not satisfied with their pay or salary. This suggests that the teachers are not motivated by their salary. Therefore it is likely that the teachers' are dissatisfied with their pay or salary which may have an implication on their job dissatisfaction.

This finding is not consistent with Kizito (2007). He suggested that pay satisfaction should be a concern to both employers and employees. According to Currall et al., (2005) and Miceli and Mulvey, (2000), employee dissatisfaction with pay decrease commitment to the job. According to Heneman and Judge (2000) if employees are not satisfied with their pay then it impact on their attitudes and behaviours towards their work. Furthermore, the study of Zhongshan, (2008), found out that male teachers in Shanghai, China were more satisfied with their salaries than their female friends, while Tasnim (2006) find out that low salary greatly affected female teachers in Bangladesh in performing their duties. Similarly, Sousa-Poza (2003) found out that women are happier than men despite receiving lower wages.

In order to find out if there is a significant relationship between pay/salary and job satisfaction, the teacher's ratings of salary increment correlated with the teachers' ratings of job satisfaction.

Table 3: Correlation between Pay/Salary Increment and Job Satisfaction

Variable	N	M	SD	R	Df	Sig
Salary increment	87	2.34	1.05			
Job Satisfaction	90	2.11	1.24	.86	86	.00

Source: Field data, 2013.

The results from table 3 indicated that there was a significant relationship between salary increment and job satisfaction ($r(86) = .86, P < .05$) with mean for salary increment = 2.34 standard deviation = 1.05 and mean for job satisfaction = 2.11 standard deviation = 1.24. Job satisfaction is positively and highly correlated with salary increment. This indicates that as salary increase job satisfaction increase. From the results it may be concluded that Job satisfaction is influence by salary increments. Therefore, the null hypothesis that “there is no significant relationship between salary and job satisfaction” is rejected.

The result is in consistent with the findings of Kizito (2007) they found out that there was a positive relationship between job satisfaction and pay. Similarly Simson, (2010) found little relationship between job satisfaction and level of pay.

Interpersonal relationship (work group) influence job satisfaction among the teachers

This research question was asked to find out if interpersonal relationships influence job satisfaction among teachers in Takoradi Metropolitan Assembly in the Western Region of Ghana. The results are presented in table 4.

Table 4: Interpersonal Relationship

Item	Very Cordial		Cordial		Not Cordial	
	freq	%	freq	%	freq	%
How do you relate with your head teacher	18	20.0	61	67.8	11	12.2
Your relationship with your peers	23	25.6	56	62.2	11	12.2
Your relationship with parents	21	23.3	58	64.4	58	64.4
Your relationship with your supervisors	14	15.6	64	71.1	12	13.3
Your relationship with your pupils	8	8.9	78	86.7	4	4.4
Your level of relationship in the School	10	11.1	72	80.0	8	8.9

Source: Field data, 2013.

From Table 4, majority of the teachers (67.8%, n=61) have good relationship with the head teacher, majority (62.2%, n=56) have good relationship with their peers, majority (64.4%, n=58) have good relationship with parents and majority (71.1%, n=64) have good relationship with their supervisors. The result also indicated that, majority of the teachers (86.7%, n=78) have good relationship with their pupils. The teacher's response for all the four items under this research question is good relationship. On the issue of teachers' level of relationship with the school, the study revealed that 80.0% of the teachers indicated that their relationship with the school is cordial. This suggests that the teachers have good relationship with their authorities therefore it is expected that good relationship with the school authorities may impact on job satisfaction among teachers of Takoradi Metropolitan Assembly. According to Gibney, Murrell, and Thatcher (2010) friendships at work can improve individual employee attitudes such as job satisfaction.

In order to find out if there is a significant relationship between interpersonal relationship and job satisfaction, the teacher's ratings of interpersonal Relationship was correlated with the teachers' ratings of job satisfaction. The results are presented in table 5.

Table 5: Correlation between Interpersonal Relationship and Job Satisfaction

Variable	N	M	SD	r	df	Sig
Interpersonal Relationship	90	3.16	1.21			
Job Satisfaction	90	2.11	1.24	.82	86	.00

Source: Field data, 2013.

The results from table 5 indicated that there was a Significant relationship between interpersonal relationship and job satisfaction ($r(89) = .82$, $P < .05$) With mean for interpersonal relationship = 3.16 standard deviation = 1.21 and mean for job satisfaction = 2.11 standard deviation = 1.24. Job satisfaction is positively and highly correlated with interpersonal relationship. From the results it may be concluded that, as interpersonal relationship increase job satisfaction increase. Therefore, the null hypothesis that “there is no significant relationship between interpersonal relationship and job satisfaction” is rejected.

The result is supported by Bucuniene et al. (2003) who found satisfactory relationship between colleagues and the management. In addition, Kalish et al. (2005) studies support the findings that interpersonal relationship leads to a higher level of job satisfaction.

The influence of working condition (work itself) on job satisfaction among the teachers’

This research question was asked to find out if working condition influence job satisfaction among teachers in Takoradi Metropolitan Assembly in the Western Region of Ghana. The results are presented in table 6.

Table 6: Working Condition

Item	Yes		No			
	freq	%	freq	%		
I am given adequate supervision	70	77.8	20	22.2		
I work in a hygienic environment	56	62.2	34	37.8		
Teachers have good job security and pension plans	18	20.0	72	80.0		
I have the opportunity to use new technologies	48	53.3	42	46.7		
Your level of working condition	Very Good 10	11.1	Good 8	8.9	Not Good 72	80.0

Source: Field data, 2013.

From Table 6, majority of the teachers (77.8%, n=70) get adequate supervision, majority (62.2%, n=56) work in a hygienic environment, majority (80.0%, n=72) feel they do not have good job security and pension plans, while

majority (53.3%, n=48) have opportunity to use new technologies. Out of the four variables under this research question, one suggests that the teachers do not have good working condition. The fifth question was to find out the level of the teachers working conditions in the schools. It was revealed that majority of the teachers (80.0%, n=72) indicated that their working conditions are not good with minority (20.0%, n=18) indicating that their working conditions are good. It can therefore be concluded that, the teachers after they have acquired higher learning are not satisfied with their working conditions in their schools. Therefore it is likely that the teachers' are dissatisfied with their pay or salary which may have an implication on their job dissatisfaction. Contrary to this finding Sargent and Hannum (2005) found teaching to be a stable career.

In order to find out if there is a significant relationship between working condition and job satisfaction, the teacher's ratings of working condition was correlated with the teachers' ratings of job satisfaction.

Table 7: Correlated Between working condition and Job Satisfaction

Variable	N	M	SD	r	Df	Sig
Working condition	90	2.25	1.08			
Job Satisfaction	90	2.11	1.24	.85	89	.00

Source: Field data, 2013.

The results from table 7 indicated that there was a significant relationship between working condition and job satisfaction ($r(89) = .85, P <$

.05) With Mean for working condition = 2.25, standard deviation = .1.08 and Mean for Job Satisfaction = 2.11, standard deviation =1.24. Working condition positively and highly correlated with job satisfaction indicating that as working condition increase job satisfaction increase. From the results it may be concluded that job satisfaction is influence by working condition. Therefore, the null hypothesis that “there is no significant relationship between working condition and job satisfaction” is rejected.

According to US Department of Education (1997) working conditions predicts teachers’ job satisfaction. However, the study of Hakanen, Bakker, and Schaufeli (2006) did not support our findings. Rather they found a negative correlation between working condition and job satisfaction.

The influence of motivation and recognition on job satisfaction among the teachers’

The aim of this research question was to determine whether or not motivation and recognition influence job satisfaction among teachers in Takoradi Metropolitan Assembly in the Western Region of Ghana. The results are presented in table 8.

From Table 8, majority of the teachers (58.9%, n=53) do not receive recognition from the head teacher, majority (64.4%, n=58) do not receive recognition from the supervisors, majority (82.2%, n=74) receive recognition from their colleagues, While majority (88.9%, n=80) majority (64.4%, n=58) do not receive motivational allowances. For the four variables under this research

question, three suggest that the teachers are not recognized and motivated by their authorities.

Table 8: Motivation and recognition

Item	yes		No	
	freq	%	freq	%
Your head gives recognition for work accomplished	37	41.1	53	58.9
Supervisor give recognition for work accomplished	32	35.6	58	64.4
Your colleagues recognize your effort	74	82.2	16	17.8
I receive motivational allowances	10	11.1	80	88.9

Source: Field data, 2013.

The study also found the level of the teachers' motivation and recognition in the schools. The result as depicted in the pie chart revealed that majority of the teachers 78.0% indicated that they are not motivated and recognized in their schools. 11.1% of the teachers indicated that they are somehow motivated whereas another 11.1% indicated that they are motivated in their schools. This result means that, the teachers expect more motivation and recognitions from the school authorities as highly motivated teachers give their best in achieving organizational goals.

■ not motivated ■ somehow motivated ■ motivated ■ highly motivated

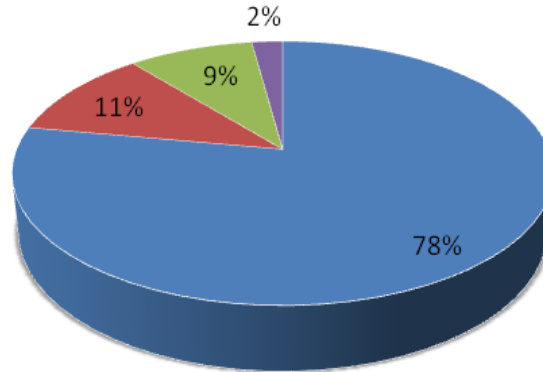


Figure 1: A pie-chart show teachers level of motivation/recognition in their schools

In order to find out if there is a significant relationship between recognition/motivation and job satisfaction, the teacher's ratings of recognition and motivation was correlated with the teachers' ratings of job satisfaction. The results are presented in table 9.

Table 9: Correlated Between recognition/motivation and Job Satisfaction

Variable	N	NOB	M	SD	R	df	Sig
recognition/motivation	90	1.95	.99				
Job Satisfaction	90	2.11	1.24	.93	89	.00	

Source: Field data, 2013.

The results from table 9 indicated that there was a Significant relationship between recognition/motivation and Job Satisfaction ($r(89) = .93, P < .05$) With Mean for recognition/motivation = 1.95, standard deviation = .99 and Mean for Job Satisfaction = 2.11, standard deviation = 1.24. Recognition/motivation positively and highly correlated with job satisfaction indicating that as recognition/motivation increase job satisfaction increase. From the results it may be concluded that job satisfaction is influence by recognition/motivation. Therefore I reject the null hypothesis that “There is no significant relationship between recognition/motivation and Job Satisfaction”

The result is not consistent with the study of Jordan, (1986) that teacher motivation correlated significantly with higher pupil reading scores. In addition, Csikszentmihalyi’s (1990) found out that Increase responsibility levels may lead to satisfaction.

The influence professional advancement and promotion on job satisfaction among the teachers’

The aim of this research question was to determine whether or not professional advancement and promotion influence job satisfaction among teachers in Takoradi Metropolitan Assembly in the Western Region of Ghana.

The results are presented in table 10.

Table 10: Professional Advancement and Promotion

Item	Yes		no	
	freq	%	freq	%
There is opportunity for advancement	87	96.7	3	3.3
There is opportunity for promotion	83	92.2	7	7.8
There is opportunity for study leave with pay	53	58.9	37	41.1
	More		Less	
	opportunity		opportunity	
The level of opportunities for professional advancement and promotion	47	52.2	42	47.8

Source: Field data, 2013.

From Table 10, majority of the teachers (96.7%, n=87) said there is opportunity for advancement, majority (92.2%, n=83) said there is opportunity for promotion while majority (58.9%, n=53) said there is opportunity for study leave with pay. On the issue of the level of opportunities for professional advancement and promotion, the study showed that 52.2% of the respondents indicated that there are more opportunities for advancement and promotion whereas 47.8 indicated that there are fewer opportunities for professional advancement and promotion. From the results, it is can be concluded that there is opportunity for advancement.

In agreement to this finding research suggests that teachers are more satisfied if their job provides opportunities for personal and professional advancement (Sergeant & Hannum, 2005)

In order to find out if there is a significant relationship between Professional Advancement/Promotion and job satisfaction, the teacher's ratings of Professional Advancement and Promotion was correlated with the teachers' ratings of job satisfaction.

Table 11: Correlated Between Professional Advancement and Promotion and Job Satisfaction

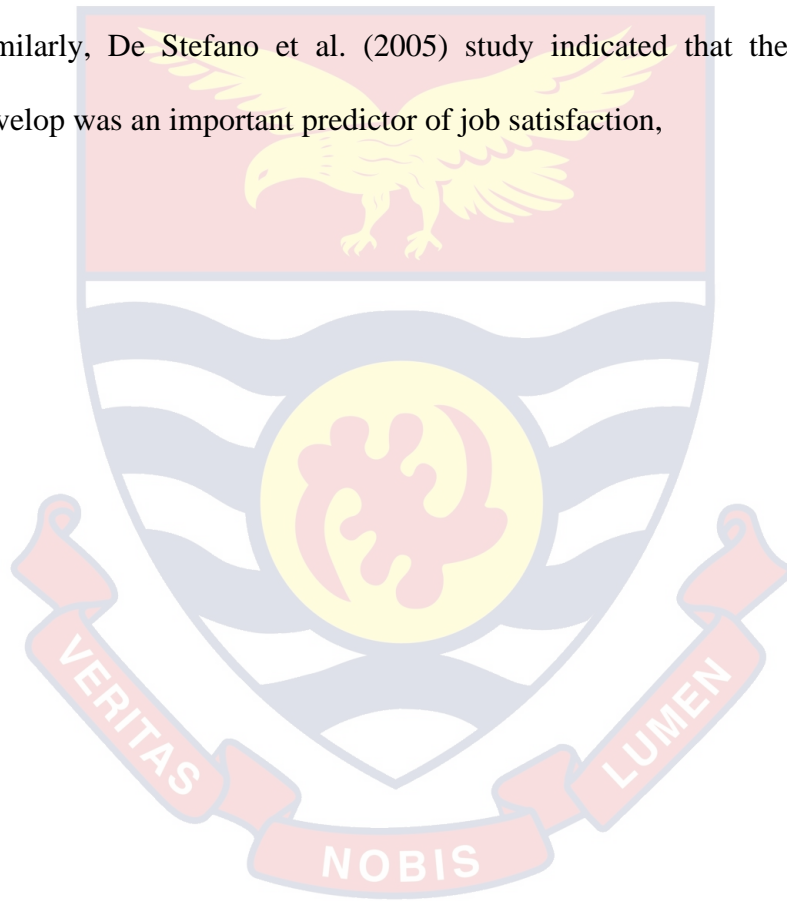
Variable	N	M	SD	r	df	Sig
More opportunity	90	2.91	1.27			
Job Satisfaction	90	2.11	1.24	.90	89	.00

Source: Field data, 2013.

The results from table 11 indicated that there was a Significant relationship between Professional Advancement/Promotion and Job Satisfaction ($r(89) = .90, P < .05$) With Mean for Professional Advancement/Promotion = 2.91, standard deviation = 1.27 and Mean for Job Satisfaction = 2.11, standard deviation = 1.24. Professional Advancement/Promotion positively and highly correlated with job satisfaction indicating that as teachers are promoted or advance in academic job satisfaction increase. From the results it may be

concluded that job satisfaction is influence by Professional Advancement/Promotion. Therefore I reject the null hypothesis that “There is no significant relationship between Professional Advancement/Promotion and Job Satisfaction”

This finding is supported by Ali-Mohammed (2004) his study showed that the opportunity to develop was a significant predictor of job satisfaction. Similarly, De Stefano et al. (2005) study indicated that the opportunity to develop was an important predictor of job satisfaction,



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

The purpose of this study was to examine the factors that may contribute to job satisfaction among primary school teachers in the STMA in the Western Region of Ghana. This chapter presents the summary, conclusion and recommendation and conclusions of the study.

Summary

The study set out to examine job satisfaction among primary school teachers in four selected schools in the Takoradi Metropolitan Assembly. Five research questions and five hypotheses were set to guide the study and test the relationship between the variables.

The study employed a quantitative research approach and used correlation for testing the hypotheses. A total of 101 teachers were selected from a target population of 1,071 primary school teachers in the Takoradi Metropolitan Assembly. A self administered questionnaire was the main research instrument (See Appendix B). The results from the survey were analysed quantitatively with descriptive and correlation statistics with the help of the Statistical Product and Service Solutions (SPSS 17.0 version) software.

Key findings

The results revealed that majority of the teachers (97.8%, n=88) indicated that they are not satisfied with the salary increase with minority (2.2%, n=2)

indicating that they are satisfied with the increase in pay and that gender did not have any influence on satisfaction with pay. There was also a significant relationship between salary increment and job satisfaction.

The study also proved that there was a good relationship between the teachers, their authorities, pupils and the school. There was a significant relationship between interpersonal relationship and job satisfaction.

The study also showed that majority of the teachers (80.0%, n=72) indicated that their working conditions are not good with minority (20.0%, n=18) indicating that their working conditions are good. There was a significant relationship between working condition and Job Satisfaction

Another finding is that majority of the teachers 78.0% indicated that they are not motivated and recognized in their schools. 11.1% of the teachers indicated that they are somehow motivated whereas another 11.1% indicated that they are motivated in their schools. There was a significant relationship between recognition/motivation and job satisfaction.

The study showed that 52.2% of the respondents indicated that there are more opportunities for advancement and promotion whereas 47.8 indicated that there is less opportunities for professional advancement and promotion. There was a significant relationship between professional advancement/promotion and job satisfaction.

Conclusions

From the analysis and findings of this study, the following conclusions are made: The teachers are not satisfied with their pay or salary. This result indicates that primary school teachers in the Takoradi Metropolis are not satisfied with the current pay or salary and therefore would want salary increment since job satisfaction is influenced by salary increments.

It was found that teachers do not have good working condition. This means that the necessary equipment and facilities that teachers need to work professionally are not available, hence teachers are not satisfied with their working condition and would desire better working conditions.

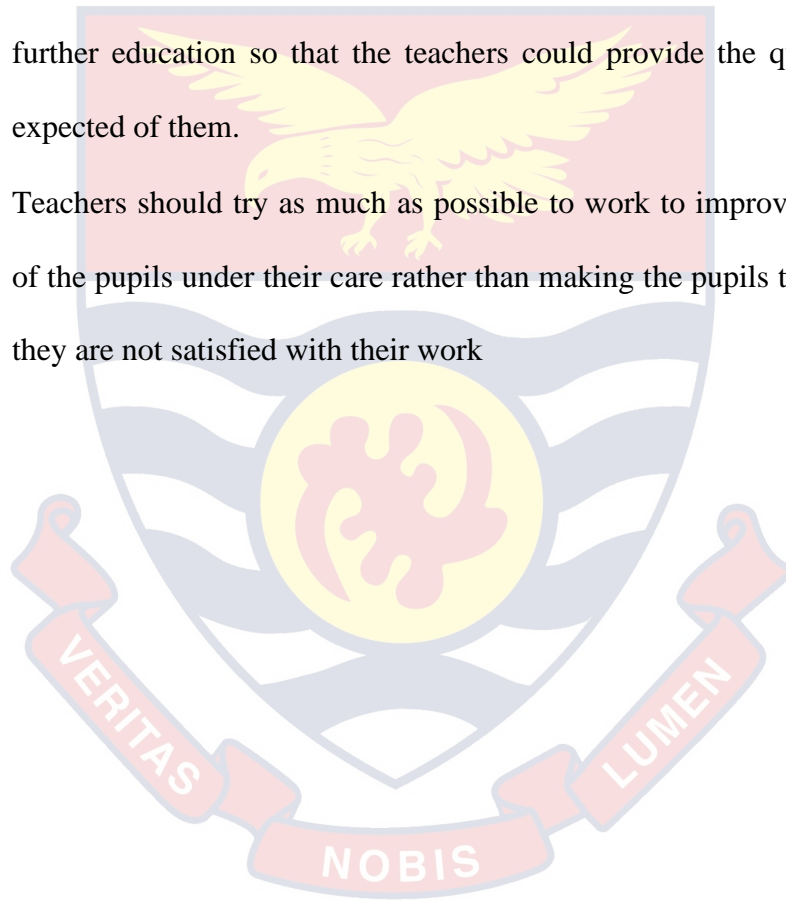
In relation to recognition and motivation by authorities, the study found out that teachers are not recognized and motivated by their authorities, that is, the teachers expect more motivation and recognitions from the school authorities. The study also found out that there is no opportunity for advancement for the teachers in their schools.

Recommendation

Based on the conclusions drawn the following recommendations have been made:

- The government should increase the teachers' salary in order to make them satisfied with their work.

- The government and the ministry of education should make sure that all the equipment and facilities needed by the teacher to deliver his or her work is provided so that the teachers will appreciate their working conditions.
- The school head teachers should recognize and motivate hard working teachers.
- Ghana Education Service should give the teachers the opportunity to go for further education so that the teachers could provide the quality education expected of them.
- Teachers should try as much as possible to work to improve upon the lives of the pupils under their care rather than making the pupils to suffer because they are not satisfied with their work



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APPENDIX A

INTRODUCTORY LETTER

**UNIVERSITY OF CAPE COAST
SCHOOL OF BUSINESS
DEPARTMENT OF ACCOUNTING AND FINANCE**

Telephone (042) 32440/32444 Ext. 219/220
Direct (042) 36435
Telegrams: Unyiversity, Cape Coast
Telex: 2552, UCC, GH.

UNIVERSITY POST OFFICE
CAPE COAST, GHANA



Dear Sir/Madam,

INTRODUCTORY LETTER

The bearer of this letter, Ms. Paulina Aidoo-Taylor, is MBA (General Management) student of the School of Business. She is writing her dissertation on “Job satisfaction among teachers in four selected primary schools in Takoradi”.

We would be grateful if you could assist her with the filling of the questionnaires and any other information that she may need to complete her work.

We appreciate your co-operation.

Yours faithfully,

Signed

Patrick K. Akorsu

HEAD

APPENDIX B

QUESTIONNAIRE

UNIVERSITY OF CAPE COAST

SCHOOL OF BUSINESS

DEPARTMENT OF ACCOUNTING AND FINANCE

Questionnaire on Job Satisfaction among Primary School Teachers in

Takoradi.

Dear Respondents

The following questions are designed to solicit information on employees' job satisfaction and performance. It will be appreciated if you could respond to each question as genuinely as possible. Your name is not required and your responses will be kept absolutely confidential and used solely for academic purposes. Responding to the questionnaire is voluntary therefore you have the liberty not to respond to questions that you are not comfortable with.

SECTION A: PERSONAL DATA

In this section, you are required to make a tick e.g. [] in the box [] against the answer you choose. Where no boxes are given you are required to provide brief written answers.

1. Name of School

2. Gender

Male []

Female []

3. Age (in years)

- | | | | |
|----------|-----|---------|-----|
| 25-30 | [] | 31-35 | [] |
| 36-40 | [] | 41-45 | [] |
| 46 – 50 | [] | 51 – 55 | [] |
| Above 55 | [] | | |

4. Marital status:

- | | | | |
|----------|-----|---------|-----|
| Single | [] | Married | [] |
| Divorced | [] | Widowed | [] |

5. Professional Qualification

- | | |
|----------------------------------|-----|
| Certificate ‘A’-3 year post sec. | [] |
| Diploma | [] |
| Bachelor’s degree | [] |
| Masters’ degree | [] |
| Others (Specify)..... | |

6. Number of years as a professional teacher

- | | |
|----------------|-----|
| 2 -5 years | [] |
| 6 – 10 years | [] |
| 11 – 15 years | [] |
| 21 -25 years | [] |
| Above 26 years | [] |

SECTION B: PAY/SALARY

The statements below describe how pay/salary influences employee's job satisfaction. For each statement, please indicate appropriate response.

1. My salary is adequate. YES [] NO []
2. I receive allowances. YES [] NO []
3. I work according to the amount I am being paid. YES [] NO []
4. My take home pay is enough for me and my family. YES [] NO []
5. Please indicate your level of satisfaction with increase in pay.
Not satisfied [] Satisfied [] Very Satisfied []

SECTION C: INTERPERSONAL RELATIONSHIP

For each of the following statements, please indicate your interpersonal relationship in your school.

1. How do you relate with your head teacher?
Not Cordial [] Cordial [] Very Cordial []
2. Your relationship with your peers
Not Cordial [] Cordial [] Very Cordial []
3. Your relationship with parents
Not Cordial [] Cordial [] Very Cordial []
4. Your relationship with your supervisors
Not Cordial [] Cordial [] Very Cordial []
5. Your relationship with your pupils
Not Cordial [] Cordial [] Very Cordial []

6. Please indicate your level of relationship in the School

Not Cordial [] Cordial [] Very Cordial []

SECTION D: WORKING CONDITION

For each of the following statements, please indicate the working condition in your school.

1. I am given adequate supervision.
YES [] NO []
2. I work in a hygienic environment.
YES [] NO []
3. Teachers have good Job security and pension plans.
YES [] NO []
4. I have the Opportunity to use new technologies.
YES [] NO []
5. Please indicate your level of working condition.
Not Good [] Good [] Very Good []

SECTION E: MOTIVATION AND RECOGNITION

For each of the following statements, please indicate your level of motivation and recognition in your school.

1. Your head gives recognition for work accomplished.
YES [] NO []
2. Supervisor give recognition for work accomplished.

YES [] NO []

3. Your colleagues recognize your effort.

YES [] NO []

4. I receive motivational allowances.

YES [] NO []

5. Please indicate the level of motivation/recognition in the School.

Not motivated [] Somehow motivated []

Motivated [] Highly motivated []

SECTION F: PROFESSIONAL ADVANCEMENT AND PROMOTION

For each of the following statements, please indicate the appropriate response for your professional advancement and promotion in your school.

1. There is opportunity for advancement.

YES [] NO []

2. There is an opportunity for promotion.

YES [] NO []

3. There is opportunity for study leave with pay.

YES [] NO []

4. Please indicate the level of opportunity for professional advancement and promotion.

Less opportunity [] More opportunity []

SECTION G: JOB SATISFACTION

For each of the following statements, please indicate your level of satisfaction in your school.

1. I am satisfied with my work.

YES [] NO []

2. If no, why are you dissatisfied with teaching at primary level?

.....
.....

3. Teaching is stressful.

YES [] NO []

4. Do you consider teaching as a stepping stone?

YES [] NO []

5. Please indicate your level of job satisfaction.

Dissatisfied [] Somehow satisfied []

Satisfied [] Highly satisfied []

