KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY, KUMASI

INSTITUTE OF DISTANCE LEARNING

ASSESSING JOB SATISFACTION AND MORALE AMONG TEACHERS

CASE STUDY OF KUMASI METROPOLIS AND ATWIMA NWABIAGYA DISTRICT

EDUCATION

BY

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DECLARATION

I hereby declare that this submission is my own work and to the best of my knowledge, it contains no material previously published by another person nor material which has been accepted for the award of any other degree of the University, except where due acknowledgement has been made in the text.

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DEDICATION

This piece of work is dedicated to my family for their encouragement and support during the period of study.
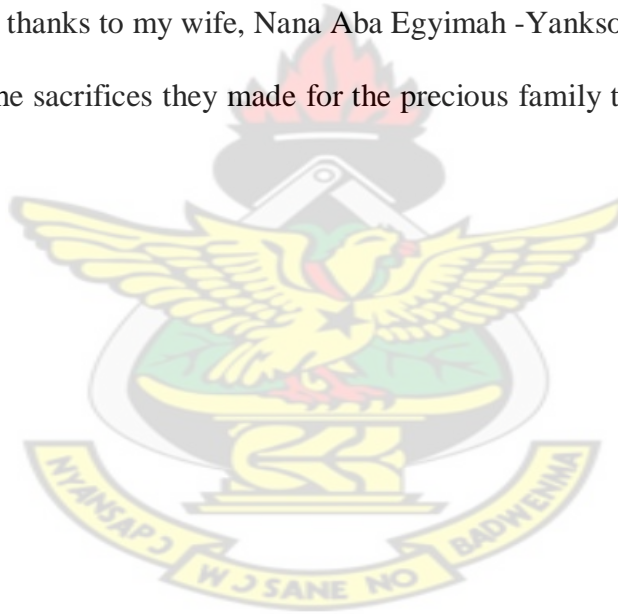
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ABSTRACT

The aim of the study was to survey teachers and educational workers on the factors that affect teachers satisfaction, job satisfaction at the work place, study teachers perception about their pay, condition of service, job security, status and also investigate what teachers perceive as factors that influence their job satisfaction. Questionnaires were used to elicit information from 167 teachers in Kumasi Metropolis and Atwima Nwabiagya District Assembly. Findings from the study indicated that salaries of teachers were generally low as compared to other professions. However, more than half (55.7%) of the respondent reported that they were satisfied with the teaching profession whiles almost a third of the respondent (33.7%) reported that they were unsatisfied or very unsatisfied with the teaching profession. The study also showed that teachers who had job security and have received promotion with increase in salary were likely to be satisfied with the teaching profession. Results of the study also show that the working environment of the teachers is not convenient for staff as a result of lack of facilities which will facilitate the delivery of better service to the pupils. It was also evident that not one single factor will provide job satisfaction but a combination of factors, and for which if one of the factors is neglected the service delivery of teachers can become flawed. There is therefore the need for teachers and government to have a look at some of the other variables that affect the teaching profession.

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CHAPTER ONE

INTRODUCTION

1.1   Background of the Study

Singh (2003) identified that, a teacher, who is happy with his job, plays a pivotal role in the upliftment of society. Well adjusted and satisfied teacher can contribute a lot to the well being of his/her pupils. A dissatisfied teacher can become irritable and may create tensions which can have negative influence on the students' learning process and consequently affects their academic growth. Job satisfaction implies the overall adjustment to work situation.

Bennell (2004) identified that the teaching profession as a whole is beset by deficiencies in terms of teacher remuneration, which is why there is poor school quality. Promotion does not depend on merit or performance. Absenteeism is not properly penalized; and job stability is excessively strong, since teachers who are not up to the job cannot be fired. It is interesting to note that in Cuba, which some believe has the best education system in Latin America; deficient teachers are removed from their posts. The idea of attracting good teachers in order for a school to improve student performance is internationally acceptable in almost every school system. In Connecticut for example, a system of monetary rewards is being used to attract better teachers. Specifically, the state offers a substantial lump sum payment to those who sign a contract to teach for a certain number of years. The underlying logic is that such an incentive is of more interest to young teachers than a series of pay increases over the course of a professional life. The scheme allows the state to attract more skilled teachers, although a

significant number of them leave at the end of the mandatory contract period. The idea is compelling; because it may be less costly than offering higher pay increases throughout a career.

Some schools in the third world attract better teachers when they create a more pleasant work environment. It is acknowledged that a pleasant work environment in the third world context means the provision of better amenities for teachers so as to retain them in their present job. However, since all types of schools deal with human beings who are never satisfied, it is somehow difficult to categorically state which amenities will be accepted fully by them. Human beings have intractable needs.

Success will depend on the hiring of good principals, school autonomy, and other factors related to the work environment. It is worth noting that a good principal can create a favorable environment in a short amount of time, and that a poor principal can cause a swift deterioration in a school's climate. Teacher's amenities are not only in monetary terms but also in non-monetary terms. Non-monetary amenities in developing countries include promotion, advancement and benefits, job stability among others. However, the problem with some third world countries like those in Africa is that there is poor school quality because little attention is paid to the non-monetary amenities as with monetary amenities (Tella *et al.*, 2007).

Job satisfaction is an important determinant of employee morale at the work place. The level of employee motivation can determine the extent of an employee's satisfaction. It implies that motivators can determine one's job satisfaction. Job satisfaction has a positive correlation with employee morale. Workers with high morale tend to perform better on the job. Job satisfaction and morale is associated with absenteeism, lateness to work, complaints, less effort towards delivery and turnover.

1.2   Problem Statement

Though there have been various provisions by various governments in improving the conditions of the educational sector, the sector is beset with problems like low remuneration, inadequate teaching and learning materials, lack of recognition and poor relationship with co–workers among others. The effects of these are job dissatisfaction and low morale among the teachers. There is the issue of the level of job satisfaction and morale among Ghanaian teachers. There is also the issue of whether teachers with high pay have high levels of job satisfaction and the factors that will motivate teachers to stay on their job.

Bennell (2004) stated that in most cases, head teachers and members of the school management committees in the developing world think that enhancing student performance in schools is strongly linked with hiring high quality teachers especially examiners and resource persons. However, it is also important to note that teacher performance is triggered by providing them with enough job amenities. People join organizations like schools in order to satisfy their varied needs. Teachers, for example, join teaching expecting to meet their financial and social needs because they are in turn paid salaries and even given other incentives to improve their livelihoods. Declining school quality is one of the most serious problems facing Third World countries and particularly Africa. It is mainly the lack of teaching amenities that limit opportunities to enhance teacher morale and performance leading to declining school quality in the developing countries because powerful teacher incentives determine school quality. It is for this reason that this project seeks to study job satisfaction and morale among teachers.

1.3   Research Objectives

1. Assess the factors that affect job satisfaction at the work place.

2. Investigate what teachers perceive as factors that decrease and increase their job satisfaction.

3. Asses the factors affecting teachers' morale at the work place.

4. Study teacher's perception about their pay, conditions of service, security and status.

1.4 Research Questions

1. What factors affect job satisfaction at the work place?

2. What do teachers perceive as factors that decrease and increase their job satisfaction?

3. What factors affect teachers' morale at the work place?

4. What perception does teacher's have about their pay, conditions of service, security and status?

1.5 Justification of the Study

Job satisfaction and morale towards work describes how content and confident an individual is with his or her job. The happier people are with their jobs, the more satisfied they are said to be. The attitudes, ideas, feelings and interests of a child are influenced by the organization of his/her family, thinking of parents and customs of the society. Personality of teachers, their education and their behavior towards the children is the basis of development of attitudes. Teachers having favorable attitude towards their profession are generally successful, properly adjusted and well satisfied with their job. Conducting a study on satisfaction and morale among teachers is justifiable as it will depict the various factors that affect the success of their teaching and in diverse ways affect the attitude of their wards (students).

1.6   Scope of the Study

This study seeks to study job satisfaction and morale of teachers. The study was limited to teachers because a teacher who is happy with his job plays a pivotal role in the upliftment of society. A well adjusted and satisfied teacher can contribute a lot to the well being of his/her pupils. A dissatisfied teacher can become irritable and may create tensions which can have negative influence on the students' learning process as it can consequently affect their academic growth.

1.7   Limitations of the Study

The time dedicated to the project was too small. This was due to the fact that a lot of time was devoted to class work in the second year. There was also another problem concerned with finance. The work was so involving that the researcher needed to visit the various selected schools a couple of times to abreast himself with their operations. It was cost intensive considering the fact that the researcher had to travel a couple of times to these institutions to get the necessary information needed.

1.8   Organisation of the Study

The study was organized into five chapters. Chapter one presents the background, statement of the problem, objectives, justification, scope, limitation and the organization of the study. Chapter two provides a background literature of the study. The research carried out a review of relevant literature on the concept of job satisfaction among teachers. The chapter further discussed the morale of teachers based on the underpinnings of the related literature which were reviewed. Chapter three presents a detailed explanation on the research methodology that was used in the study. The chapter also talked

about the profile of the organisation studied. Chapter four highlights on the findings of the study. Chapter five presents the main findings and recommendations that offer insights into job satisfaction among teachers.

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

This chapter attempts to examine the concept of job satisfaction and review relevant literature on the research topic.

2.2   Job Satisfaction

Job satisfaction is perhaps the major area which academicians are trying to define, identify, and measure. The industrialists are seeking it, and government is enthusiastically supporting it. There are many published articles on job satisfaction to indicate the importance of the concept (Fasan, 1992; Abioye, 1996 and Ajayi, 1998). Coverdale and Crane (1979) emphasized that in spite of enormous literature available it was still difficult to say precisely what was meant by the term or what its springs were in human organisations.

Mullins (2006) defines job satisfaction as an attitude or an internal state that could, for instance, be associated with a personal feeling of achievement, either qualitative or quantitative. Prince (1972) also defined job satisfaction as the degree to which the members of a social system have positive and affective orientation towards membership in the system. This relates to people's behaviours at work. Hammer and Organ (1978) maintained that job satisfaction is very difficult to define as a result of the fact, it is an intangible, unseen, unobserved variable and a complex assemblage of cognitions (beliefs or knowledge) and emotional feelings and such behavioural tendencies. They stated further that job

satisfaction is an integral component of organisational climate and an important element in management-employee relationship.

2.2.1 McShane and Glinow's Definition of Job Satisfaction

McShane and Glinow (2000) also defined job satisfaction as a person's evaluation of his or her job and work content. It is an appraisal of the perceived job characteristics and emotional experiences at work. Satisfied employees have a favourable evaluation of their job based on their observations and emotional experiences. Job satisfaction was also seen as a collection of attitude about specific facets of the job. Employees can be satisfied with some elements of the job while simultaneously dissatisfied with others. Different types of satisfaction will lead to different intentions and behaviour. Overall job satisfaction is the combination of the persons feeling towards the different facets of job satisfaction.

2.2.2 Dubrin's Definition of Job Satisfaction

Dubrin (1981) defined job satisfaction as a positive and emotional state that occurs when a person's job seems to fulfil important job values, provided these values are compatible with one's needs. Job satisfaction, in simple words, is an individual's emotional reaction to the job itself. It is a person's attitude towards the job. Locke (1976) also asserted that, job satisfaction is a pleasurable and emotional state resulting from the perception of one's job as fulfilling or allowing the fulfillment of one's important job values, provided these values are compatible with one's needs.

2.2.3   Oloruntoba's Definition of Job Satisfaction

Oloruntoba (1989) on the other hand indicated that job satisfaction is one of the attitudinal characteristics of a worker which positively influence his behaviour in the organisation. He went further to remark that it is attitudinal in nature, which has both an objective and emotional components. Locke (1976) gave a comprehensive definition of job satisfaction as pleasurable or positive emotional state resulting from the appraisal of ones job or job experience. Job satisfaction is a result of employee's perception of how well their job provides those things that are viewed as important.

2.2.4   Mitchell and Lasan's Definition of Job Satisfaction

According to Mitchell and Lasan (1987), it is generally recognized in the organizational behaviour field that job satisfaction is the most important and frequently studied attitude. Luthan (1998) indicated that there are three important dimensions to job satisfaction which are:

- Job satisfaction is an emotional response to a job situation. As such it cannot be seen, it can only be inferred.

- Job satisfaction is often determined by how well outcome meet or exceed expectations. For instance, if organization participants feel that they are working much harder than others in the department but are receiving fewer rewards they will probably have a negative attitudes towards the work, the boss and or co-workers. On the other hand, if they feel they are being treated very well and are being paid equitably, they are likely to have positive attitudes towards the job.

- Job satisfaction represents several related attitudes which are most important characteristics of a job about which people have effective response. These to Luthan are: the work itself, pay, promotion opportunities, supervision and co-workers.

2.2.5 Kumari and Pandey's Definition of Job Satisfaction

Kumari and Pandey (2011) indicated that one of the biggest preludes to the study of job satisfaction was the Hawthorne studies. These studies (1924-1933), primarily credited to Elton Mayo of the Harvard Business School, sought to find the effects of various conditions (most notably illumination) on workers' productivity. These studies ultimately showed that novel changes in work conditions temporarily increase productivity (called the Hawthorne Effect). It was later found that this increase resulted, not from the new conditions, but from the knowledge of being observed. This finding provided strong evidence that people work for purposes other than pay, which paved the way for researchers to investigate other factors in job satisfaction. Scientific management (aka Taylorism) also had a significant impact on the study of job satisfaction. Frederick Winslow Taylor's 1911 book, Principles of Scientific Management, argued that there was a single best way to perform any given work task. This book contributed to a change in industrial production philosophies, causing a shift from skilled labour and piecework towards the more modern approach of assembly lines and hourly wages. The initial use of scientific management by industries greatly increased productivity because workers were forced to work at a faster pace. However, workers became exhausted and dissatisfied, thus leaving researchers with new questions to answer regarding job satisfaction. It should also be noted that the work of W.L. Bryan, Walter Dill Scott, and Hugo Munsterberg set the tone for Taylor's work.

2.3 Theory of job satisfaction

Herzberg developed one of the earliest theories relating to job satisfaction in the 1950s. His "two-factor" theory emphasises that there are factors in the workplace that create satisfaction (motivators) and those which lead to dissatisfaction if they are not present (hygiene factors). There are four motivators in the theory: achievement, recognition, responsibility, and advancement; and five hygiene factors: monetary rewards, competent supervision, policy and administration, working conditions, and security. The implication of the theory is that satisfaction and dissatisfaction are not opposite ends of the same scale and that job satisfaction may merely be an absence of job dissatisfaction. Herzberg argues that it is necessary to have hygiene factors at an acceptable level simply to reach a neutral feeling about the job. The theory has not been without its critics from the perspective of both the methodology of the studies and the underlying assumption that all individuals behave in a similar way in the workplace. However, the theory is simple and has a common sense appeal and it supports the argument that today's manager should concentrate on removing the dissatisfiers from the workplace and concentrate on employing and developing the right people on the job.

2.4   Factors that Influence Job Satisfaction

According to Cole (1995), Herzberg made useful contributions when he studied employees' attitude towards their jobs. He discovered that five factors seemed to contribute consistently to job satisfaction. These were achievement, recognition, work itself, responsibility and advancement with the last three representing the lasting sources of satisfaction. By comparison, the factors that caused the greatest dissatisfaction were company policy and administration, supervision, salary, interpersonal relations and working conditions. Based on these findings,

Herzberg, according to Cole, constructed the two-factor theory of job satisfaction called motivation-hygiene theory. Other theorists have not been too happy with his use of the job description because it was not sufficiently analysed and clarified.

Mullins (2006) on the other hand stated that the there are five variables that affect job satisfaction and these are individual, social, cultural, organisational and environmental factors. Individual factors refer to personality, education, background and orientation to work. Social factors refer to the relationship with co-workers, group working and opportunity for interaction, while cultural factors refer to the underlying attitudes, beliefs and values. Organisational factors refer to the nature, size, structure, policies and procedures, employee relations, supervision style of management, systems and working conditions while environmental factors refer to the economic, social, technological and governmental influences. According to Mullins, it is important that when an organisation has invested heavily in recruiting, training and compensating human resource, it makes sense to keep valuable employees by knowing whether they are satisfied or not.

He therefore proposed four ways of doing this:

i. make annual employee surveys part of a two-way communication programme, allowing management and employees to hear each other

ii. Set up a system to gather feedback from employees

iii. Publish reports, highlighting trends in the on-going employee feedback and recommended responses

iv. Permit employees to respond to surveys and offer suggestions anonymously.

Mumford (1991) also examines job satisfaction in two ways:

i.   The fit between what the organisation requires and what the employee is seeking

ii.   The fit between what the employee is seeking and what he is actually receiving

2.5   Individual Perceptions and Values

According to Wagner and Hollenbeck (1992), the three important components of job satisfaction are values, importance and perception. They explain that, a person will be satisfied with his/her job when the perception of what the job offers exceeds his/her values; the more important these values are to him/her, the more intense his/her satisfaction will be. Again, people differ in the values they hold and in the importance they place on these values and these differences are critical in determining the degree of their job. One may value security, another may value the opportunity to travel and another's concentration will be on reward. Perceptions of a present situation may also be different. They may not be complete or an accurate reflection of reality.

Noe *et al*. (2004) on the other hand maintain that different employees have different views of which values are of much import and therefore the same circumstance can produce different levels of job satisfaction. Each person compares the job situation to his own and people are likely to differ in what they perceive to be satisfying. Values perception and ideas become important components of job satisfaction. In monitoring job satisfaction therefore, they emphasize that organisations should seek to hire employees who are predisposed to being satisfied, design complex and meaningful jobs, establish

clean appropriate roles, reinforce shared values and encourage social support to help employees pursue goals and finally set satisfactory pay levels and communicate pay structure and policies to employees.

2.5.1 Kreitner and Kinicki's Description of Job Satisfaction

Kreitner and Kinicki (1997) described job satisfaction as an effective and emotional response towards various facets of one's job. In effect job satisfaction is not a unitary concept. A person may be relatively satisfied with one aspect of his or her job and be dissatisfied with one or more other aspects. Kreitner and Kinicki outlined some predominant models of job satisfaction that specify its causes namely need fulfilment, discrepancy, value attainment and equity components. Need fulfilment is described as the extent to which the characteristics of a job allow an individual to fulfil his or her needs. Discrepancy is also the difference between what an individual expects to receive from a job and what he actually receives. When expectations are greater than what is received, a person will be dissatisfied. In contrast, this model predicts that the individual will be satisfied when he or she attains outcomes over and above expectations. Value attainment is the extent to which a job allows fulfilment of ones work values. Equity is how fairly an individual is treated at work and the perception that work outcomes relate to inputs and compares favourably with a significant other's.

2.5.2 McShane and Glinow's theory of Satisfaction

McShane and Glinow (2000) used the model that combines discrepancy theory and equity theories. Whiles the first indicates that the level of job satisfaction is determined by the discrepancy between what people expect to receive and what they experience, equity occurs when the person and others

have similar outcomes/input ratios (eg. the level of pay received). Job dissatisfaction occurs when the perceived condition is noticeably less than the expected. Job satisfaction improves as the person's expectations are met or exceeded up to a point. However, as people receive much better outcomes than they expect, they develop feelings of guilt and a belief that organisation practices are unfair to others. At first they are glad but if the over reward is so large without justification, feeling of guilt persist. Therefore as reality meets and exceed expectations, job satisfaction will increase. Job satisfaction decreases when the perceived job situation is so much better than expected.

2.6 Employee Behaviour

Organisational behaviour scholars have linked job satisfaction to many types of employee behaviour. Employees with higher levels of job satisfaction particularly satisfaction with the work itself are less likely to quit their jobs, be absent from work and experience mental or physical health problems. Joining a labour union and going on strike often results from dissatisfaction with pay or working conditions.   Dissatisfied employees are also more likely to steal, deliberately sabotage company products and engage in acts of violence against the supervisor or co-workers. Others cannot complain but accept the status quo (McShane and Glinow, 2000).

Organisational behaviour research reports a modest association between job satisfaction and task performance because people have different and unique values and expectations and therefore react differently to the same level of job satisfaction. A second explanation is that job performance leads to job satisfaction but only when performers receive more rewards and consequently are more satisfied than low performing employees who receive fewer rewards. The connection between job satisfaction and performance is weak because many organisations do not reward good performance. The work

relationship may occur because satisfied employees engage in more organisational citizenship behaviour: that is employee behaviour that extends beyond the normal job duties, avoiding unnecessary conflicts, helping others and tolerating impositions. Satisfied employees are more likely to help the company beyond their normal duties. The job satisfaction concept is broad and covers feedback equity rewards, leadership, corporate culture, and change management. It is also important to note that individual differences such as personality and personal beliefs, moderate the efforts of the work environment on job satisfaction (McShane and Glinow, 2000).

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McShane and Glinow (2000) have put forward the model of job satisfaction as shown below.

Fig 2.1 – Model of Job Satisfaction
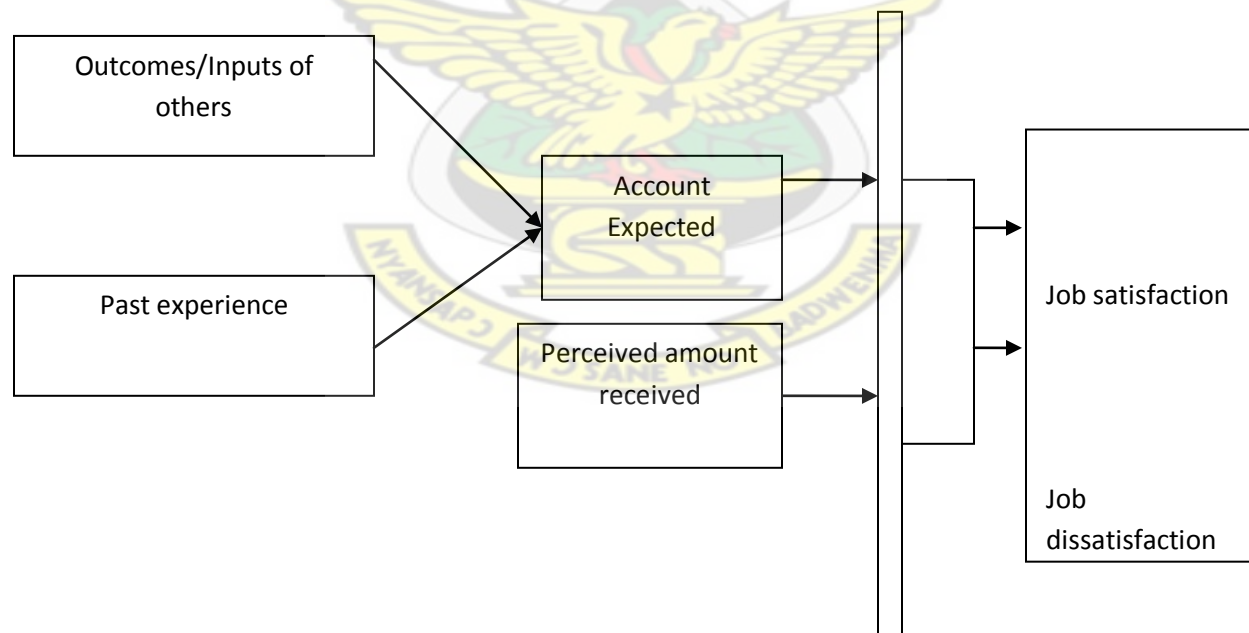
Source :McShane and Glinow (2000) p. 206

Rao and Narayana (1998) asserted that job satisfaction has been the centre of concentration for researchers over a long time. The reasons for such concentration according to them are:

1. Job satisfaction has some degree of positive correlation with physical health of individuals: People with greater satisfaction tend to have higher incomes and more education, and thus coincidentally enjoy greater benefits, which promote longetivity. They concluded that, people who like work are likely to live longer and on the other hand, they contended that chronic dissatisfaction with work represents stress, which in turn, takes its toll on the organization.

2. Job satisfaction can reduce absenteeism and turnover: Somebody who is happy and satisfied can find it easy to live inside the organization as well as outside it. On the other hand, a chronically upset individual makes organizational life vexatious for others with whom he interacts.

3. Job satisfaction can spread goodwill about the organization: People who feel positive about their work life are apt to voice favourable statements about the organization to the community at large. When the goodwill of such organization goes up, new, qualified and dynamic entrants show interests in joining it. Thus, it will be in a position to enjoy the talents of people as job satisfaction fosters a pervasive residue to public goodwill towards the establishment.

4. Job satisfaction has some relationship with the mental health of the people: Dissatisfaction with one's job may have volatile spill over effects. The impression is that, people feel bad about many things such as family life, leisure activities, and sometimes life itself. Many unresolved personality problems and maladjustment arise out of a person's inability to find satisfaction in his work.

2.7 Determinants of Job Satisfaction

Rao and Narayana (1998) provided a checklist that must be available to influence and enhance job satisfaction of employees. They include the following:

1. Supervision: The foremost determinant of job satisfaction is the supervision and the leadership style of the supervisor/leader/ administration. A production-oriented leader may cause low job satisfaction to employees and may affect the turnover adversely as well as resulting in absenteeism.

2. Job content: This is another factor that may affect the job satisfaction of employees in an organization. This occurs when' an employee is made to perform the same task over and over again. He becomes dissatisfied and stressful in carrying out the job.

3. The work group: One strong human characteristic is man's desire to be continuously associated with others. The option of Bucher (1992) is that isolated workers dislike their jobs. It should, however, be noted that the amount of satisfaction an individual derives from his association with the group depends to a large extent on the relationship with the group members and also his own need for affiliation.

4. Occupational Level: According to Korman (1977) people in higher level jobs experience the highest levels of satisfaction because high level jobs carry most prestige and self esteem. So also the professional workers receive the greatest job satisfaction, followed by salaried workers. He concluded that factory workers are the least satisfied with their jobs. Anecdotal evidence from a variety of sources also continues to suggest that blue-collar workers are often the victims of severe dissatisfaction.

5. Age: This is another factor that could affect the job satisfaction of an employee. The relationship between the age of the employees and their satisfaction from the job is both complex and fascinating. Job satisfaction usually tends to be high when people enter the work force and depreciation sets in between the ages of twenty-five and thirty after which there will be gradual increase in satisfaction (Abdul, 1991).

6. Educational Level: People with higher educational levels have a tendency to set high expectations when placed in respectable higher positions. But dissatisfaction will be more when educated persons are employed in lower ranks.

2.8 Personality: A key to satisfaction

Kumari and Pandey (2011) argue that individuals with a positive outlook on life, or who are optimistic, will have higher job satisfaction irrespective of the job or workplace they are in. It is an individual's personality that causes consistent behaviour in given situations and which lends itself to either a positive or negative outlook on life. Personality is a relatively stable set of characteristics that give rise to the patterns of thinking, feeling and behaving within a person's environment. One element of personality that relates to job satisfaction is optimism. Goleman (1995) discussed optimism and its relationship to an individual's outlook in life. He argues that optimism is an attitude that allows individuals to cope in the face of adversity, which prevents them from becoming apathetic and depressed. Further, underlying optimism is the concept of self-efficacy, which relates to an individual's belief that they can successfully complete tasks and meet objectives. A high level of self-efficacy translates to a strong belief in one's own ability. Thus, personality must have a strong influence on job satisfaction. It follows, then, that managers must be aware of the personalities of their employees and how they fit into the job, the work environment, and indeed the organisational culture. They must ensure that the work environment is conducive to bringing out the best in their employees' personalities by removing dissatisfiers from the workplace.

2.9 The workplace and satisfaction

Onsman (1999) discussed a retrospective Gallup study of employees. His study showed that the elements in the workplace that contribute to a state of job satisfaction are all "group-level" items. Group-level items are those that relate to workplace relationships with colleagues, managers and workplace friends. In the study there were twelve core elements which were important in job satisfaction and which had an influence on attracting and retaining the most productive employees. These as summarise in order of importance are as follows:

1. Do I know what is expected of me at work?

2. Do I have the materials and equipment I need to do my work right?

3. At work, do I have the opportunity to do what I do best every day?

4. In the past seven days, have I received recognition of praise for good work?

5. Does my supervisor or someone else at work seem to care about me as a person?

6. Is there someone at work who encourages my development?

7. At work, do my opinions count?

8. Does the mission of my company make me feel like my work is important?

9. Are my co-workers committed to doing quality work?

10. Do I have a best friend at work?

11. In the past six months, have I talked with someone about my progress?

12. At work, have I had the opportunity to learn and grow?

A review of these elements confirmed a couple of pertinent points. Firstly, referring back to Herzberg's two-factor theory, most of the elements can be related to the "motivators." Secondly, most of the elements relate to the workplace at the group level and not the corporate level, where managers have

traditionally concentrated their efforts. Since the elements mostly relate to group-level issues, these are more easily managed if the employees working within the organisation have values that fit with those of the organisation. Moreover, it follows that there is more likely to be an environment of job satisfaction if these elements can be achieved through the individuals themselves. The corporate-level dissatisfiers must be removed from the workplace in order that individuals are not distracted by them and that they have the space to develop the work group-level elements.

2.10 Motivation of Workers

Job satisfaction and its relationship to dispositional factors supports the notion that managers must concentrate on employing the right people for the organisation in order to maximise on the possibility that employees will be satisfied. Satisfied employees will stay with the company for a relatively long period. Thus, they must concentrate on removing dissatisfiers from the workplace to enable employees to get on with their own satisfaction in an environment that is conducive to achieving both their own needs and those of the organisation.

The management of people at work is an integral part of the management process. To understand the critical importance of people in the organization is to recognize that the human element and the organization are synonymous. A well-managed organization usually sees an average worker as the root source of quality and productivity gains. Such organizations do not look to capital investment, but to employees, as the fundamental source of improvement. An organization is effective to the degree to which it achieves its goals. An effective organization will make sure that there is a spirit of cooperation and sense of commitment and satisfaction within the sphere of its influence.

Luthans (1998) asserts that motivation is the process that arouses, energizes, directs, and sustains behaviour and performance. That is, it is the process of stimulating people to action and to achieve a desired task. One way of stimulating people is to employ effective motivation, which makes workers more satisfied with and committed to their jobs. Money is not the only motivator. There are other incentives which can also serve as motivators.

2.10.1 Organizational Commitment and its effect on Job Satisfaction

Specific employee attitudes relating to job satisfaction and organizational commitment are of major interest to the field of organizational behaviour and the practice of human resources management. Attitude has direct impact on job satisfaction. Organizational commitment on the other hand, focuses on their attitudes towards the entire organization. Although a strong relationship between satisfaction and commitment has been found, more recent research gives more support to the idea that commitment causes satisfaction. However, most studies treat satisfaction and commitment differently, especially in light of things like downsizing that are part of modern organizations.

Along with perception, personality, attitudes, and learning, motivation is a very important part of understanding behaviour. Luthan (1998) asserts that motivation should not be thought of as the only explanation of behaviour, since it interacts with and acts in conjunction with other mediating processes and with the environment. Luthan stress that, like the other cognitive process, motivation cannot be seen. All that can be seen is behaviour, and this should not be equated with causes of behaviour. While recognizing the central role of motivation, Evans (1998) states that many recent theories of organizational behaviour find it important for the field to re-emphasize behaviour. Definitions of motivation abound. One thing these definitions have in

common is the inclusion of words such as "desire", "want", "wishes", "aim", "goals", "needs", and" incentives". Luthan (1998) defines motivation as, "a process that starts with a physiological deficiency or need that activates behaviour or a drive that is aimed at a goal incentive". Therefore, the key to understanding the process of motivation lies in the meaning of, and relationship among, needs, drives, and incentives. Minner *et al.* (1995) states that in a system sense, motivation consists of three interacting and interdependent elements which are needs, drives, and incentives.

2.10.1 Individual Performance and its effect on Job Satisfaction

Managers and management researchers have long believe that organizational goals are unattainable without the enduring commitment of members of the organizations. Motivation is a human psychological characteristic that contributes to a person's degree of commitment. It includes the factors that cause, channel, and sustain human behaviour in a particular committed direction. Tella (2007) stated that, there are basic assumptions of motivation practices by managers which must be understood. First, that motivation is commonly assumed to be a good thing. One cannot feel very good about oneself if one is not motivated. Second, motivation is one of several factors that go into a person's performance. Factors such as ability, resources, and conditions under which one performs are also important. Third, managers and researchers alike assume that motivation is in short supply and in need of periodic replenishment. Fourth, motivation is a tool with which managers can use in organizations. If managers know what drives the people working for them, they can tailor job assignments and rewards to what makes these people "tick." Motivation can also be conceived of as whatever it takes to encourage

workers to perform by fulfilling or appealing to their needs. Olajide (2000) emphasized that, "it is goal-directed, and therefore cannot be outside the goals of any organization whether public, private, or non-profit".

2.11 Strategies of Motivating Workers

Tella (2007) stated that the ultimate test of organizational success is its ability to create values sufficient to compensate for the burdens imposed upon resources contributed. In this era of information superhighway, employers must be careful to meet workers needs; otherwise, they will discover they are losing their talented and creative professionals to other organizations who are ready and willing to meet their needs and demands.

2.11.1 Salary, Wages and Conditions of Service.

To use salaries as a motivator effectively, personnel managers must consider four major components of a salary structures. These are the job rate, which relates to the importance the organization attaches to each job; payment, which encourages workers or groups by rewarding them according to their performance; personal or special allowances, associated with factors such as scarcity of particular skills or certain categories of information professionals or librarians, or with long service; and fringe benefits such as holidays with pay, pensions, and so on. It is also important to ensure that the prevailing pay in other establishments is taken into consideration in determining the pay structure of their organization.

2.11.2 Money

Akintoye (2000) asserts that money remains the most significant motivational strategy. As far back as 1911, Frederick Taylor and his scientific management associate described money as the most important factor in motivating the industrial workers to achieve greater productivity. Taylor advocated the establishment of incentive wage systems as a means of stimulating workers to higher performance, commitment, and eventually satisfaction. Money possesses significant motivating power in as much as it symbolizes intangible goals like security, power, prestige, and a feeling of accomplishment and success. Tella (2007) demonstrates the motivational power of money through the process of job choice. He explains that money has the power to attract, retain, and motivate individuals towards higher performance. For instance, if an employee has another job offer which has identical job characteristics with his current job, but greater financial reward, that worker would in all probability be motivated to accept the new job offer. Banjoko (1996) states that many managers use money to reward or punish workers. This is done through the process of rewarding employees for higher productivity by instilling fear of loss of job (e.g., premature retirement due to poor performance). The desire to be promoted and earn enhanced pay may also motivate employees.

2.11.3 Staff Training

No matter how automated an organization, high productivity depends on the level of motivation and the effectiveness of the workforce. Staff training is an indispensable strategy for motivating workers. Employees must have good training programme. This will give them opportunities for self-improvement and development to meet the challenges and requirements of performing their task.

2.11.4 Information Availability and Communication

One way managers can stimulate motivation is to give relevant information on the consequences of their actions on others (Olajide, 2000). It seems that there is no known organization in which people do not usually feel there should be improvement in the way departments communicate, cooperate, and collaborate with one another. Information availability brings to bear a powerful peer pressure, where two or more people running together will run faster than when running alone or running without awareness of the pace of the other runners. By sharing information, subordinates compete with one another.

Studies on work motivation seem to confirm that it improves workers' performance and satisfaction. For example, Brown and Shepherd (1997) examine the characteristics of the work of teacher-librarians in four major categories: knowledge base, technical skills, values, and beliefs. He reports that they will succeed in meeting this challenge only if they are motivated by deeply-held values and beliefs regarding the development of a shared vision. Vinokur *et al.* (1994) examine agency-influenced work and employment conditions, and assess their impact on social workers' job satisfaction. Some motivational issues were salary, fringe benefits, job security, physical surroundings, and safety. Certain environmental and motivational factors are predictors of job satisfaction. While Colvin (1998) shows that financial incentives will get people to do more of what they are doing, Silverthrone (1996) investigates motivation and managerial styles in the private and public sector. The results indicate that there is a little difference between the motivational needs of public and private sector employees, managers, and non-managers.

2.12 Organizational Commitment

A wide variety of definitions and measure of organizational commitment exist. Beckeri, Randal, and Riegel (1995) defined the term in a three dimensions:

1. a strong desire to remain a member of a particular organization;

2. a willingness to exert high levels of efforts on behalf of the organization;

3. a define belief in and acceptability of the values and goals of the organization.

To Northcraft and Neale (1996), commitment is an attitude reflecting an employee's loyalty to the organization, and an ongoing process through which organization members express their concern for the organization and its continued success and well being.

Organizational commitment is determined by a number of factors, including personal factors (e.g., age, tenure in the organization, disposition, internal or external control attributions); organizational factors (job design and the leadership style of one's supervisor); non-organizational factors (availability of alternatives). All these things affect subsequent commitment (Nortcraft and Neale, 1996).

Mowday, Porter, and Steer (1982) see commitment as attachment and loyalty. They describe three components of commitment as:

*   an identification with the goals and values of the organization;

*   a desire to belong to the organization; and

*   a willingness to display effort on behalf of the organization.

A similar definition of commitment emphasizes the importance of behaviour in creating it. Salancik (1977) conceives commitment as a state of being in which an individual becomes bound by his actions and it is these actions that sustain his activities and involvement. From this definition, it can be inferred that three features of behaviour are important in binding individuals to act: visibility of acts, the extent to which the outcomes are irrevocable; and the degree to which the person undertakes the action voluntarily. To Salancik (1997) therefore, commitment can be increased and harnessed to obtain support for the organizational ends and interests through such things as participation in decision-making.

Based on the multidimensional nature of organizational commitment, there is growing support for a three-component model proposed by Meyer and Allen (1991). All three components have implications for the continuing participation of the individual in the organization. The three components are:

Affective Commitment: Psychological attachment to organization.

Continuance Commitment: Costs associated with leaving the organization.

Normative Commitment: Perceived obligation to remain with the organization.

Guest (1991) concludes that high organizational commitment is associated with lower turnover and absence, but there is no clear link to performance. It is probably wise not to expect too much from commitment as a means of making a direct and immediate impact on performance. It is not the same as motivation. Commitment is a broader concept and tends to withstand transitory aspects of an employee's job. It is possible to be dissatisfied with a particular feature of a job while retaining a reasonably high level of commitment to the organization as a whole. When

creating a commitment strategy, Amstrong (2006) asserts that it is difficult to deny that it is desirable for management to have defined strategic goals and values. It is equally desirable from management point of view for employees to behave in a way that support those strategies and values. Creating commitment includes communication, education, training programmes and initiatives to increase involvement and ownership and the development of performance and reward management systems.

2.13 Morale

Morale, also known as *esprit de corps* when discussing the morale of a group, is an intangible term used for the capacity of people to maintain belief in an institution or a goal, or even in oneself and others. The term applies particularly to military personnel and to members of sports teams, but is also applicable in business and in any other organizational context, particularly in times of stress or controversy.

According to Alexander H. Leighton, morale is the capacity of a group of people to pull together persistently and consistently in pursuit of a common purpose (Wikipedia, 2007)

2.14   Job Satisfaction amongst Teachers

Bennell (2004) observed that in most cases, head teachers and members of the school management committees in the developing world think that enhancing student performance in schools is strongly linked with hiring high quality teachers especially examiners and resource persons. However, it is also important to note that teacher performance is triggered by providing them with enough job amenities. People join organizations like schools in order to satisfy their varied needs. Teachers, for example, join

teaching expecting to meet their financial and social needs because they are in turn paid salaries and even given other incentives to improve their livelihoods. Declining school quality is one of the most serious problems facing Third World countries and particularly in Africa. It is mainly the lack of teacher amenities that limit opportunities to enhance teacher morale and performance leading to declining school quality in the developing countries because powerful teacher incentives determine school quality.

School performance is directly linked to the quality and quantity of teacher remuneration. There is a widespread perception that when teacher's pay is low, it becomes an obstacle to attracting motivated and highly competent people to the profession. Since deficient teachers pose one of the most severe constraints on the provision of a quality education, the perception is that if teacher remuneration were to rise, higher quality education could be provided. Education has always been a weak point of any regional development equation when there are no fillers that attract teachers to love their profession.

2.15 Salary and teacher motivation

Everyone wants a salary increase, and teachers are no exception. Nonetheless, policymakers should consider whether that is the best way to improve education and doing that requires a strong relationship between teacher amenities as remunerations and school performance. The intention is to find the contribution of teacher amenities to school quality. If it is apparent that education quality is better in those third world schools where teacher salaries are higher, therefore low pay is an important cause of poor school performance. Similarly, if there is a close link between salary and teaching quality, it is strong to believe that pay levels determine teaching

excellence. Most of the studies on this point have not demonstrated a close link between teachers pay and the performance of their students.

The teaching profession as a whole is beset by deficiencies in terms of teacher remuneration, which is why there is poor school quality. Promotion does not depend on merit or performance. Absenteeism is not properly penalized; and job stability is excessively strong, since teachers who are not up to the job cannot be fired. It is interesting to note that in Cuba, which some believe has the best education system in Latin America; deficient teachers are removed from their posts.

Some schools in the third world attract better teachers when they create a more pleasant work environment. However what a pleasant work environment is in the context of the school can not be easily explained. But a pleasant work environment in the third world context means the provision of better amenities for teachers so as to retain them in their jobs. However, it can be stated that the strategy of creating a pleasant work environment for all teachers is mostly seen in private schools, but there is no reason why the public sector could not employ it as well because all types of schools deal with human beings who are never satisfied. These human beings have intractable needs. Its success will depend on the hiring of good principals, school autonomy, and other factors related to the work environment. Without entering into a more systematic discussion of the factors that determine how schools are organized, it is worth noting that a good principal can create a favorable environment in a short amount of time, and that a poor principal can cause a swift deterioration in a school's climate. Teachers' amenities are not only in monetary terms but also in non-monetary terms. Non-monetary amenities in developing countries include promotion, advancement and benefits, job stability among others. However, the

problem with some third world countries like those in Ghana is that there is poor school quality because little attention is paid to the non-monetary amenities as with monetary amenities.

2.16 Teachers Pay as a Job Amenity: An Assessment of Recent Trends in Africa

Bennell (2004) stated that, pay for a teacher is also a major job amenity for teachers in schools in developing countries. In fact, it is the largest amenity. During the last two decades of the 20th century, teachers salaries have been regularly declining throughout most low income countries, and particularly so in Africa. This is why there is a comparative decline in school quality because teachers have resorted to looking for alternative sources of incomes. When salaries are too high, most of the already scarce resources of the education sector would be dedicated to their payment to the detriment of either wider coverage of the education system or better provision of complementary inputs (such as textbooks for example). This then raises a crucial question about the effect of teacher salaries on school performance because school performance depends not only on teachers pay but also other determinants of performance which require availability of financial resources.

2.16.1 Teachers Pay and its effect on the commitment to their Jobs

If teachers' compensation becomes too low, it can be feared that teachers' commitment to their job will be affected and that the quality of schooling will suffer the consequences of this loss of motivation. Based on an averaging of the characteristics of the education systems of various countries that seem to be under way to reach the EFA targets, a reasonable level for an average teacher's salary would be about 3.5 units of per capita GDP. If this level was to be aimed at, most African countries would indeed have to carry on decreasing the salaries paid to their

teachers. Since the mid-70s, African teachers have witnessed a continuous decline in their salaries, leading to a general reduction in the number of teachers as indicated by declines in the number of teachers from 8.6% in 1975 to 4.4% in 2000. This decline amounts on average to a halving of the teachers wage expressed in units of per capita GDP from 6.6% in 1975 to 3.7% in 2000 (Bennell, 2004).

2.16.2 The Implications of Lack of Job Satisfaction

Job satisfaction is so important in that its absence often leads to lethargy and reduced organizational commitment (Moser, 1997). Lack of job satisfaction is a predictor of quitting a job. Sometimes workers may quit from public to the private sector and vice versa. At other times the movement is from one profession to another that is considered a greener pasture. This later is common in countries grappling with dwindling economy and its concomitant such as poor conditions of service and late payment of salaries. In such countries, people tend to migrate to better and consistently paying jobs. Explaining its nature tend to agree that job satisfaction is essentially controlled by factors described in Adeyemo's (2000) perspectives as external to the worker. From this viewpoint satisfaction on a job might be motivated by the nature of the job, its pervasive social climate and extent to which workers peculiar needs are met, working conditions that are similar to local and international standard and extent to which they resemble work conditions of other professions in the locality. Other inclusions are the availability of power and status, pay satisfaction, promotion opportunities and task clarity (Osagbemi, 2000).

2.16.3 Economic, Social and Cultural Conditions on Job Satisfaction

Job satisfaction of the teacher naturally depends on the economically, social and cultural conditions in a given country (Osagbemi, 2000) . A teacher who can not get a sufficient wage will be faced with the problem of maintaining his or her family's life. This problem puts the teacher far from being satisfied. Low wages and lack of status and social security affect motivation. Job satisfaction cannot be talk of where there is absence of motivation. Job satisfaction of the teacher will therefore affect the quality of the service a teacher renders.

Over the past several decades a number of empirical studies have demonstrated the importance of job satisfaction and studies have also underscored the importance of identifying the determinants of employee job satisfaction by linking it to higher production and performance levels and to retention rates. Job satisfaction is an attitude that employees have about their work and is based on numerous factors, both intrinsic and extrinsic to the individual. Job satisfaction is important from the perspective of maintaining and retaining the appropriate employees within the organisation; it is about fitting the right person to the right job in the right culture and keeping them satisfied.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the procedure followed in conducting the study. Specifically, a detailed description of the population, sample and sampling procedure, research instruments used, method of data analysis and some of the problems encountered.

3.2   Research Methodology

The research methodology adopted was basically descriptive. This research used questionnaire as the main methods of data collection. This is to say that the study relied on Primary data. As defined by Saunders *et al.* (2007) primary data is data that has been collected specifically for the research project being undertaken. Questionnaire was used to collect this primary data which was analyzed before possible conclusions were made.

3.3 Population

Teachers in Kumasi and Atwima Nwabiagya were used as the population to study job satisfaction and morale of teachers in the metropolis.

3.4   Sampling and Sampling Procedure

Teachers in selected schools were sampled using random sampling and were given questionnaires to fill. There are ten Sub Metros in the Kumasi Metropolis. Out of the ten, five sub metros were selected. Under each metro, five schools were selected and in each school questionnaires were administered to six teachers. In all one hundred and fifty questionnaires were administered to teachers in the Kumasi Metropolis. In order not to seek the views of teachers only in the city, one district was chosen for the study. This was the Atwima Nwabiagya District of the Ashanti Region. Ten schools were selected in the district and six questionnaires were administered in each school. A total of sixty questionnaires were administered in the district. The total number of questionnaires administered for the study was two hundred and ten (210). The results from the questionnaire were used to make the analysis.

3.5   Research Instruments Used

The instruments used for the collection of data for the study were questionnaires. The researcher approached the teachers in the various institutions and explained the purpose of the study to them. Relevant data/information/documents were then made accessible to him. Some of these included the activities of the various institutions visited. Apart from the above, a detailed questionnaire made up of mostly closed ended and a few open ended questions was used to collect data. With the closed ended questions (items), respondents were required to answer either 'yes' or 'no' or to choose from alternative answers provided. To the open ended questions, respondents were requested to give their views on issues raised. The questionnaires were designed for teachers to gather information to study job satisfaction and morale of teachers in the metropolis.

3.6   Data Collection Procedure

The researcher did the administration of the questionnaire personally. The reason is to ensure that the right persons were interviewed. It also enabled the researcher to establish personal contacts with the respondents offering explanations where necessary. In all, two months was used for this exercise.

3.7   Data Analysis Plan

The data was gathered mainly through the use of questionnaire. The questionnaire was pre-coded before it was administered. The open ended items were edited for consistency after which codes were assigned to each of them. The codes were then defined and entered into the computer using the Statistical Package for Social Scientists (SPSS) software. The software was used in coming out with simple frequency and percentage tables for each of the items. The output generated by the software was then printed out and used for further analysis and discussion. Chi-square was used to assess the associations among selected variables. The associations were judged as significant at 1%, 5% and 10% levels of probability.

3.8   Profile of Ghana Education Services (GES)

The Ghana Education Service (GES) was established as part of the Public Service of Ghana in 1974 by NRCD 247 and subsequently amended by NRCD 252, 357 and SMCD 63. The GES is governed by a fifteen-member council.DIVISIONS AT GES HEADQUARTERS.

3.8.1 Vision

The Vision of Ghana Education Service is to create an enabling environment in all educational institutions and management positions that will sustain effective teaching and learning in school and promote management efficiency within the Service.

3.8.2 Mission

The GES is charged with the responsibility of implementing pre-tertiary education policies of government. This is to ensure that all Ghanaian children of school-going age are provided with quality formal education and training.

3.8.3 Functions of the Ghana Education Service

The Ghana Education Service is responsible for the implementation of approved national policies and programmes relating to pre-tertiary education. Its mandate is as follows:

1. To provide and oversee basic education Senior Secondary Education, Technical Education and Special Education.

2. To register, supervise and inspect private pre-tertiary educational institutions.

3. To submit to the Minister, recommendations for educational policies and programmes.

4. To promote the efficiency and full development of talents among its members.

5. To register teachers and keep an up-to-date register of all teachers in the public system.

6. To carry out such other functions as are incidental to the attainment of the functions specified above.

7. To maintain professional standards and the conduct of its personnel.

3.8.4 Introduction

Ghana has since independence made significant strides in its education system. The education landscape in Ghana today is the result of major policy initiatives in education adopted by past governments as well as the present one. Some of the laws, policy documents and reports, which have helped in meeting the educational needs and aspirations of the people are:

* The Education Act of 1961

* The Dzobo Report of 1973 (Recommended the JSS Concept)

* The New Structure and Content of Education 1974

* The Education Commission Report on Basic and Secondary Education 1987/88.

* The Education Reform Programme 1987/88

* The University Relationalization Committee Report 1988

* The Free Compulsory Universal Basic Education Programme, 1996. (1992 Constitution)

* The FCUBE Policy Document and Programme of Operations, 1996

* The Ghana Education Trust Fund - GET Fund Act 2000. (Act 581)

Indeed these initiatives have not only helped in structurally transforming the education system but also improved considerably access, quality teaching and learning, infrastructure delivery as well as management efficiency.

3.8.5 Basic Education

The Education Reform Programme introduced in 1987/88 and the free Compulsory Universal Basic

Education (FCUBE) 1996 programme, have contributed immensely to the structure of Basic Education

that we have today and the achievements so far made. Basic Education now consists of 2 years of

Kindergarten, 6 years Primary Education followed by 3 years Junior Secondary.

Aims and Objectives of Education Reform Programme

* Reduction in the length of pre-tertiary education from 17 to 12 years.

* Increasing assess to education at all levels particularly at Basic and Secondary, pre-vocational training

and general skill training.

* Enhance sector management and budgeting procedures.

The Education Reform Programme succeeded in solving some of the problems confronting the sector,

including the reduction of the duration of pre-tertiary education from 12-17 years and expanding access

to education. However, the sector was still beset with a number of problems. These included the

following:

* Poor quality teaching and learning.

* Weak management capacity at all levels to the educational system.

* Inadequate access to education.

3.8.6 FCUBE programme

 The FCUBE launched in October 1996 is being implemented for a ten year period (1996-2005) in

fulfillment of the Fourth Republican Constitutions mandate which states in Chapter 6/Section 38 Sub-

section 2: "The Government shall within two years after Parliament first meets after the coming into force of this Constitution draw up the programme for implementation within the following ten years for the provision of Free Compulsory Universal Basic Education". It was designed to address some of the shortcomings of the educational reforms. The main objectives are:

* Expand access to good quality basic education.

* Promote efficient teaching and learning.

* Improve teacher moral and motivation through incentive programmes.

* Ensure adequate and timely supply of teaching and learning to schools.

* Improve teacher community relations.

To facilitate the attainment of these objectives, a number of programmes and interventions are being implemented as part of holistic approach to promote expanded access a positive building of effective assessment of pupils, the mobilization of community resources for school development and healthy school/community relations. Some of these interventions are:

3.8.7 Decentralisation / Community Participation

District Assemblies have the responsibility to build, equip and maintain schools under their areas of jurisdiction. All the 110 District Assemblies have established District Education Fund for this purpose.Subject to the approval of District Assemblies, communities may impose special levies on their members for the purpose of raising funds for school project. Community participation has been identified as one of the areas that can help to improve access to basic education.

To facilitate this participation, community structures such as District Education Oversight Committee, School Management Committee, District Education Planning Team and Parents Teacher Association have been put in place.3.0 SECONDARY EDUCATION The Senior Secondary School system provides further education to eligible Junior Secondary School pupils. The objective is to help equip them with skills and knowledge either for direct entry into the world of work or for further education. The ever increasing number of basic school pupils has led to a corresponding increase in the number of senior secondary schools to help meet the growing demand for secondary education.

The number of public senior secondary schools stands at 474 with a total enrolment of 232,095.To help lay a solid foundation for science education, 110 Science Resource Centres have been established through out the country to enable secondary schools without well equipped science laboratory to have access to science practicals. The supply of text books in senior secondary schools has also improved considerably, as part of the Ministry's plan to ensure that students have adequate text books for their studies. Another segment of secondary education is Technical/Vocational Education. It is provided in Secondary/Technical Schools, Technical Institutes, Vocational Schools /Training Centres and other post-basic education training institutions. Basically, the purpose of technical and vocational education is to equip young men and women with the technical and professional skills needed for the rapid socio-economic development of the country.

The emphasis is on training people for self-employment. Technical and vocational education has been given a boost with the ongoing establishment of 20 Technical/Vocational Resource Centres throughout the country (2 in each region). At the moment Ghana can boast of 23 public technical institutes and several private ones including Vocational Institutions. The private sector is contributing a lot in providing quality education at the secondary level. The private second cycle schools have a total enrolment of 90,000.

Government's determination to adopt a holistic approach to the development of education within the framework of mobilizing all available resources - human, material and financial is gradually yielding positive result. Poverty, which has been identified as a major barrier to education, is being addressed through the Ghana Poverty Reduction Strategy. (GPRS) which seeks to provide and enable environment that empower all Ghanaians to participate in wealth creation. Ghana, in spite of severe economic constraints will continue to remain committed to efforts aimed at putting in place an efficient, credible and sustainable education system that will make the nation competitive in today's globalised economy which is increasingly becoming knowledge-driven.
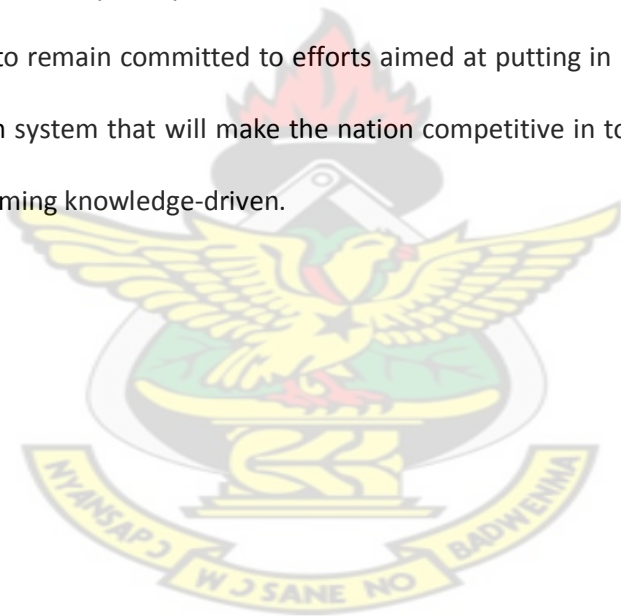
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CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1   Introduction

This chapter presents analysis and discussion on job satisfaction and morale of teachers in the Kumasi Metropolis and Atwima Nwabiagya. The study was designed to address the objectives set for the project which was to evaluate the factors that contributed to job satisfaction of teachers and also make recommendations for improvement.

4.2 Presentation of Findings

In the study, respondents were asked questions that were related to their jobs and how satisfied they were on the issues that were relevant to their satisfaction. The study included questions on their background, adequacy of working facilities, remuneration and avenues for advancement, expectations and the subsequent effect of the variables on the satisfaction at the work place.

4.3 Profile of the respondents

Collectively about 167 responses were received in which about two thirds of them were males. About one-fifth of teachers (21.3%) in the private schools surveyed were females compared to about two-fifth (42.9%) females in the public schools. Most of the respondents in the private and public schools were between the ages of 21-30 years. Majority of the teachers in the private schools have SS Certificates whilst that of the public schools has Bachelor degrees.

Clearly, the educational background of the respondents was critical as it would impact on the students handled by the teachers. The category of University graduates was in the maximum. Most of those in

this category interviewed were of the view that a greater intake of applicants in that category would greatly enhance the delivery of service to the students.

Table 1:   Characteristics of the respondents

Characteristics	Institution		
	Private Schools	Public Schools	Total
Gender			
Male	37(78.7%)	68(57.1%)	105(63.3%)
Female	10(21.3%)	51(42.9%)	61(36.7%)
Age Groups			
20 years and below	9(19.1%)	0(0.0%)	9(5.5%)
21-30	25(53.2%)	44(37.3%)	69(41.8%)
31-40	11(23.4%)	40(33.9%)	51(30.9%)
41-50	2(4.3%)	21(17.8%)	23(13.9%)
51-60	0(0.0%)	13(11.0%)	13(7.9%)
Highest education level			
Masters	0(0.0%)	1(0.9%)	1(0.6%)
Bachelors	4(8.7%)	39(33.3%)	43(26.4%)
3 year Post Sec	3(6.5%)	27(23.1%)	30(18.4%)
Cert 'A'	1(2.2%)	23(19.7%)	24(14.7%)

HND	2(4.3%)	6(5.1%)	8(4.9%)
SSS Cert	29(63.0%)	1(0.9%)	30(18.4%)
Others	7(15.2%)	20(17.1%)	27(16.6%)
Total	7(15.2%)	117(71.8%)	163)100.0%)

Source: Researcher's Field data, 2010

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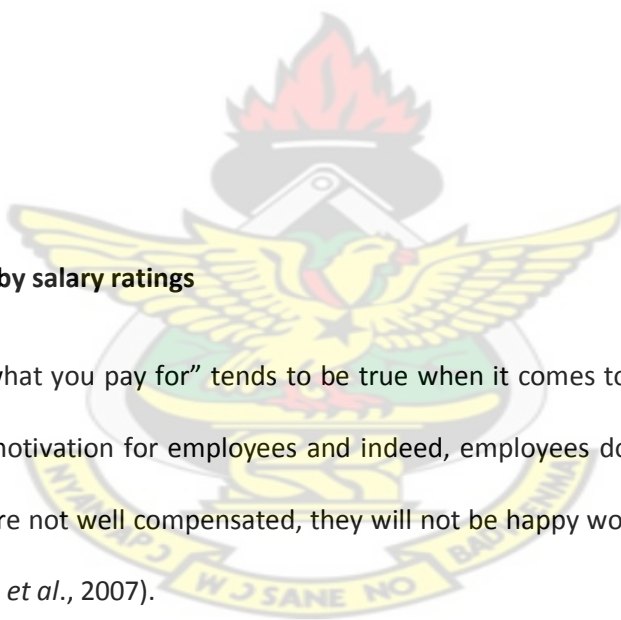
4.4 Level of satisfaction by salary ratings

The old adage "you get what you pay for" tends to be true when it comes to employees' performance and salaries. Salary is a motivation for employees and indeed, employees do want to be paid fairly. If employees believe they are not well compensated, they will not be happy working and would therefore not put in their best (Tella *et al.*, 2007).

Presented in Figure 1 are the distributions of the actual salaries received by the responding teachers and the anticipated salaries indicated by the teachers. It can be seen that both distributions are somewhat normally distributed. Table 2 also shows the descriptive statistics of the salaries received by the responding teachers and the salaries the teachers reported that they anticipated receiving. The mean

anticipated monthly salary (459±274) was much higher than the mean monthly salary received (239±130) by the teachers. The maximum anticipated monthly salary (GHC1500) was more than two times the maximum monthly salary (GHC600) being received by the teachers. Twenty-five percent of the responding teachers reported that they receive less than GHC129 per month compared to the same percentage of the teachers who reported that they anticipated less than GHC300 month. Another 25% of the responding teachers reported that they anticipated that they would receive more than GHC600 per month.
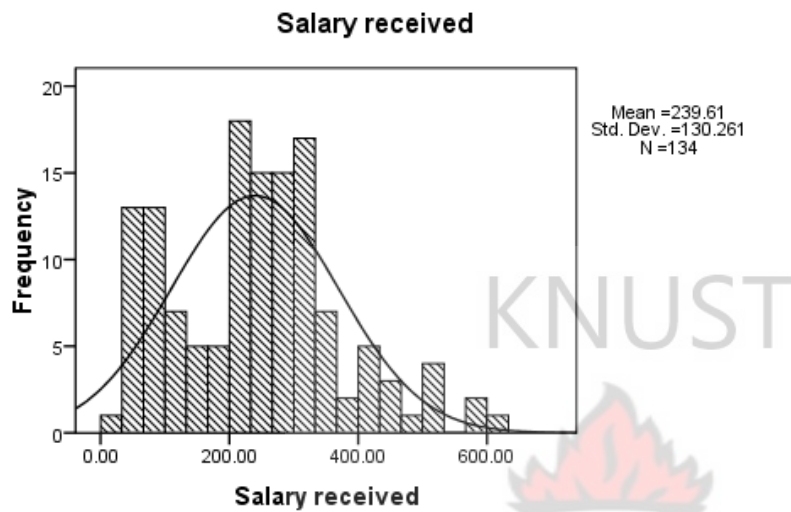
Figure 1

Source: Researcher's Field data, 2010

Figure 2

Source: Researcher's Field data, 2010

Fig. 1: Distribution of salaries received and anticipated salaries as indicated by the responding teachers

Table 2: Comparison of salaries received and salaries anticipated by the responding teachers
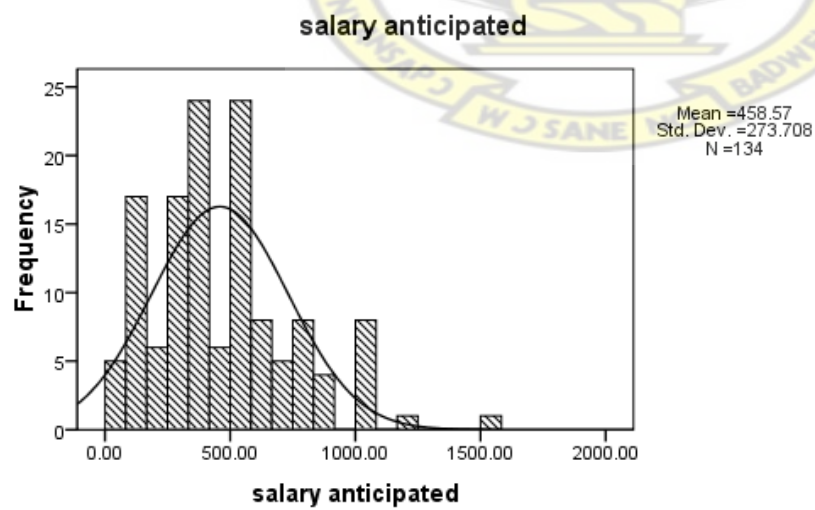
	mean±SD	medium	mode	min	max	Q1	Q3
Salary Received	240±130	238	200	15	600	129	306
Salary Anticipated	459±274	400	500	25	1500	300	600

Source: Researcher's Field data, 2010

Table 3 shows the association between salary ratings and the level of satisfaction with the teaching profession. More than half (55.7%) of the respondents reported that they were very satisfied and satisfied with the teaching profession whiles about a third of the respondents (33.9%) reported that they were unsatisfied or very unsatisfied with the teaching profession. The respondents who rated their salaries as very good also reported that they were satisfied with the teaching profession comprising (67.7%). A quarter of the respondents who rated their salaries as good also indicated that they were satisfied with the teaching profession. This shows an association between salary rating and level of satisfaction with the teaching profession. Those who rated their salaries as very good and good are more likely to be satisfied with the teaching profession.

Tella *et al.* (2007) accords due recognition to the needs of workers and stated that the ultimate test of organizational success is its ability to create values sufficient to compensate for the burdens imposed upon resources contributed. Tella *et al.* looks at workers in an organized endeavour, putting in time and efforts for personal, economic, and non-economic satisfaction.

Akintoye (2000) asserts that money remains the most significant motivational strategy. Money possesses significant motivating power in as much as it symbolizes intangible goals like security, power, prestige, and a feeling of accomplishment and success. Sinclair *et al*. (2005) demonstrates the motivational power of money through the process of job choice. He explains that money has the power to attract, retain, and motivate individuals towards higher performance. For instance, if a teacher could have another job offer which has identical job characteristics with his current job, but greater financial reward, that teacher would in all probability be motivated to accept the new job offer.

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Table 3: Level of satisfaction by salary ratings (n= 165, χ^2 = 37.52, p=0.002)

Salary ratings	Are you satisfied with your profession?					Total
	Very Satisfied	Satisfied	Unsatisfied	Very Unsatisfied	Don't Know	
Very Good	2	0	0	0	1	3
	66.7%	0.0%	0.0%	0.0%	33.3%	100.0%
Good	5	10	3	0	2	20
	25.0%	50.0%	15.0%	0.0%	10.0%	100.0%
Reasonable	7	33	10	3	10	63
	11.1%	52.4%	15.9%	4.8%	15.9%	100.0%
Bad	4	20	23	2	4	53
	7.5%	37.7%	43.4%	3.8%	7.5%	100.0%
Very bad	2	9	12	3	0	26

7.7%	34.6%	46.2%	11.5%	0.0%	100.0%
Total	20	72	48	8	17	165
	12.1%	43.6%	29.1%	4.8%	10.3%	100.0%

Source: Researcher's Field data, 2010

In comparing teachers pay with other institutions, the study revealed that the general consensus was that the salary was below average. The Civil Service, of which the teachers association is a part, is generally known to have very low salaries for which there have been agitations over the years. Although most teachers knew of the level on which they would be placed before working with the Service, they indicated that it would be most ideal if management, at least, made an effort to reward the extra effort made by teachers into their work schedules for efficient delivery of service to supplement their pay packages.

4.5 Level of satisfaction by job security

Another important component that determined job satisfaction was job security. About two-thirds (65.0%) of the respondents who reported that they had job security indicated that they were either very satisfied or satisfied with the teaching profession. About a third of the respondents who indicated that they had no job security reported that they were either very satisfied or satisfied with the teaching profession. Half of the respondents who indicated that they had no job security reported that they were either unsatisfied or very unsatisfied with the teaching profession. Less than a third of the respondents

(27.4%) who indicated that they had job security reported that they were either unsatisfied or very unsatisfied. This indicates that teachers who have job security are more likely to be satisfied with the teaching profession than those who do not have job security. This skew towards a positive response was attributed to the fact that teachers were part of the Public Service where jobs were permanent and therefore staff had no fear of losing jobs except those from the private institutions whose salaries were not paid by the Controller and Accountant Generals Department. Job satisfaction is greater among workers in jobs that were more secure than in jobs that were temporary. The explanation given by respondents indicated that jobs were indeed permanent and that they were in control of their schedules.

A look at the data on what employees would want injected into their jobs for satisfaction reveals the need for better salaries as the highest on the list. This gives evidence of the fact that although there are several other factors that the employees would want injected into their jobs, the need for better salaries was the greatest need. If their salaries were better, the services provided would be better and students would stand to benefit.

However, in spite of this urgent need, most of the respondents were not prepared to quit because they indicated that there were other factors that were also important for instance the issue of job security, which most of them stated was vital to their lives as employees. It is therefore clear that there is not one factor that gives job satisfaction. Even those who responded favourably to all the survey questions indicated they that they still needed some ingredients to be injected into the system for total job satisfaction (Singh, 2007).

Table 4: Level of satisfaction by job security (n= 165, χ^2 = 15.690, p=0.003)

Job Security	Are you satisfied with your profession?					Total
	Very Satisfied	Satisfied	Unsatisfied	Very Unsatisfied	Don't Know	
Yes	17	59	27	5	9	117
	14.5%	50.4%	23.1%	4.3%	7.7%	100.0%
No	3	13	21	4	9	50
	6.0%	26.0%	42.0%	8.0%	18.0%	100.0%
Total	20	72	48	8	17	165
	12.1%	43.6%	29.1%	4.8%	10.3%	100.0%

Source: Researcher's Field data, 2010

4.6 Level of satisfaction by status as a teacher

Table 4 shows the association between status as a teacher and level of satisfaction. Over two-thirds (70%) of the respondents who reported that they like their status as a teacher were either very satisfied or satisfied with the teaching profession as compared to 15.5% of the respondents who reported that they did not like their status as a teacher and are more likely to be very satisfied or satisfied with the teaching profession. One-fifth (20.1%) of the respondents who indicated that they like their status as a teacher reported that they were either very unsatisfied or unsatisfied with the teaching profession. Over two-thirds (73.3%) of the respondents who indicated that they don't like their status as a teacher was either unsatisfied or very unsatisfied with the teaching profession. This indicates that respondents who

like their status as a teacher are more likely to be satisfied with the teaching profession. Those who do

not like their status as a teacher are less likely to be satisfied with the teaching profession.

Table 5: Level of satisfaction by status as a teacher (n= 165, χ^2 = 45.625, p=0.000)

Status as a teacher	Are you satisfied with your profession?					Total
	Very Satisfied	Satisfied	Unsatisfied	Very Unsatisfied	Don't Know	
Yes	18	66	19	5	12	120
	15.0%	55.0%	15.9%	4.2%	10.0%	100.0%
No	1	6	29	4	5	45
	2.2%	13.3%	64.4%	8.9%	11.1%	100.0%
Total	20	72	48	8	17	165
	12.1%	43.6%	29.1%	4.8%	10.3%	100.0%

Source: Researcher's Field data, 2010

4.7 Level of satisfaction by promotion with increased salary

Three-fifth (60.3%) of the respondents reported that they receive promotion with increase in salary

hence were very satisfied and satisfied with the teaching promotion. Over a third (39.1%) of the

respondents who indicated that they had no promotion with increase in salary stated that they were

very satisfied and satisfied with profession. About a third (32.2%) of the respondents who indicated that

they had promotion with increase in salary reported that they were either unsatisfied or very unsatisfied

with the teaching profession. 46.4% of the respondents who indicated that they had promotion with no

increase in salary reported that they were unsatisfied or very unsatisfied with the teaching profession. This indicates that promotion with increase in salary have influence on the satisfaction level of the respondents in the teaching profession.

Table 6: Level of satisfaction by promotion with increased in salary

(n= 165, χ^2 = 45.625, p=0.000)

Promotion with increased in salary	Are you satisfied with your profession?					Total
	Very Satisfied	Satisfied	Unsatisfied	Very Unsatisfied	Don't Know	
Yes	13	63	31	7	12	126
	10.3%	50.0%	24.6%	5.6%	9.5%	100.0%
No	7	9	17	2	6	41
	17.1%	22.0%	41.5%	4.9%	14.6%	100.0%
Total	20	72	48	9	18	167
	12.0%	43.1%	28.7%	5.4%%	10.8%	100.0%

Source: Researcher's Field data, 2010

4.8 Level of satisfaction by promotion

Lack of advancement in an organization could be a great source of frustration for employees. Where opportunities for advancement were limited, there was always frustration. There should be good and fair chances for promotion and opportunity to pursue further education as the desire to move ahead

motivates employees to perform better. They then become more valuable to the organization and more fulfilled in what they do. Table 6 shows an association between teachers who have received promotion and their level of satisfaction. About half (53%) of the respondents reported that they have received promotion. More than two-thirds (68.2%) of the respondents who reported that they have received promotion also indicated that they are either very satisfied or satisfied with the teaching profession compared to about 29.6% of the respondents who reported that they have received promotion but were not satisfied or very unsatisfied with the teaching profession. Less than half of the respondents stated that they have not received any promotion. Out of this number 41.0% reported that they were either very satisfied or satisfied with the teaching profession. This indicates that teachers who receive promotion are more likely to be satisfied with the teaching profession.

Table 7:   Level of satisfaction by promotion (n= 166, χ^2 = 20.948, p=0.000)

Ever been Promoted	Are you satisfied with your profession?					Total
	Very Satisfied	Satisfied	Unsatisfied	Very Unsatisfied	Don't Know	
Yes	14	46	24	2	2	88
	15.9%	52.3%	27.3%	2.3%	2.3%	100.0%
No	6	26	24	7	15	78
	7.7%	33.3%	30.8%	9.0%	19.2%	100.0%
Total	20	72	48	9	17	166
	12.0%	43.4%	28.7%	5.4%%	10.2%	100.0%

Source: Researcher's Field data, 2010

4.9 Level of satisfaction by institution and Promotion

As indicated under table 7, about two thirds of the respondents (68.2%) who were teaching in the private schools and have been promoted indicated that they were actually satisfied with their teaching profession. On the other hand a third of the respondents who were employed under the private schools and have been promoted indicated that they were unsatisfied with the teaching profession. Whilst two-fifth of the respondents employed under the public school system and have been promoted are satisfied with their jobs, two fifth on the other hand indicated that they are unsatisfied with their jobs. This indicates that the satisfaction level of teachers who have been promoted is affected by the institution in which they are employed.

Table 8: Level of satisfaction by institution and Promotion (n= 164, χ^2 = 7.947, p=0.094)

Ever been Promoted	Are you satisfied with your profession?					Total
	Very Satisfied	Satisfied	Unsatisfied	Very Unsatisfied	Don't Know	
Private	14	46	24	2	2	88
	15.9%	52.3%	27.3%	2.3%	2.3%	100.0%

Public	6	26	24	7	15	78
	7.7%	33.3%	30.8%	9.0%	19.2%	100.0%
Total	20	72	48	9	17	166
	12.0%	43.4%	28.7%	5.4%%	10.2%	100.0%

Source: Researcher's Field data, 2010

4.10 Satisfaction with Age

A quarter of the respondents who are below the age of twenty years indicated that they are satisfied with their profession whilst three quarters of the respondents under twenty were not satisfied with their profession. Whilst half of the respondents within the 21-30 years bracket are satisfied with their profession, a third were not satisfied with the profession. Whilst a half of the respondents between the ages of 31-40 were satisfied, less than a half were not satisfied with the profession. Over 70% of the respondents in the 41-50 age bracket indicated that they were satisfied with about one-fifth of the respondents in that range indicating that they are not satisfied. Over four-fifth of the respondents in the 51-60 age bracket indicated that they are satisfied, whilst a fifth stated that they are not satisfied. Three-quarters of the respondents over sixty years on the other hand indicated that they were satisfied with less than a fifth of them indicating that they were not satisfied with the teaching profession.

Tella *et al*. (2007) emphasized that studies of job satisfaction seem to consistently show a relationship between professional status and the job satisfaction. High levels of job satisfaction are observed in those professions that are of good standing in society. Davis (1988) stated that age is one of the factors

affecting job satisfaction. Davis indicated that different studies conducted show that older workers are more satisfied Kose (1985) found a meaningful relationship between age and job satisfaction.

Table 9: Satisfaction with Age (n= 168, χ^2 = 30.411, p=0.063)

Age	Are you satisfied with the teaching profession?					Total
	Very Satisfied	Satisfied	Unsatisfied	Very Unsatisfied	Don't Know	
<20 years	1	1	6	0	0	8
	12.5%	12.5%	75.0%	0.0%	0.0%	100.0%
21-30	6	30	17	4	12	69
	8.7%	43.5%	24.6%	5.8%	17.4%	100.0%
31-40	5	22	18	5	3	53
	9.4%	41.5%	34.0%	9.4%	5.7%	100.0%
41-50	4	13	5	0	2	24
	16.7%	54.2%	20.8%	0.0%	8.3%	100.0%
51-60	3	7	2	0	2	24
	23.1%	53.8%	15.4%	0.0%	8.3%	100.0%
>60	1	0	0	0	0	1
	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Total	20	73	48	9	18	168
	11.9%	43.5%	28.6%	5.4%	10.7%	100.0%

Source: Researcher's Field data, 2010

4.11 Satisfaction with years worked

With 59% of the respondents who have been teaching for less than a year indicating that they are satisfied, about 35% of them responded that they are not satisfied with the profession. Whilst over a third of the respondents who had been teaching between 1-3 years are satisfied with their profession, a third was not satisfied. Over two-fifth of the respondents within the years of 4 and 6 indicated that they were satisfied with about a third of them indicating that they are not satisfied. Less than half of the responses were either satisfied or unsatisfied with their profession in the age bracket of 7-9 years. With teachers who have been in the profession for more that ten years, about two-thirds were satisfied with about a third indicating that they are not satisfied. This indicates that those who have worked in the teaching profession for long are very satisfied with their profession.

Table 10: Satisfaction with years worked (n= 167, χ^2 = 34.391, p=0.005)

Years	Are you satisfied with the teaching profession?					Total
	Very Satisfied	Satisfied	Unsatisfied	Very Unsatisfied	Don't Know	
< 1 years	3	7	6	0	1	17
	17.6%	41.2%	35.3%	0.0%	5.9%	100.0%
1-3	4	20	14	4	10	52
	7.7%	38.5%	26.9%	7.7%	19.2%	100.0%
4-6	0	18	4	4	2	28
	0.0%	64.3%	14.3%	14.3%	7.1%	100.0%

7-9	1	8	10	0	3	22
	4.5%	36.4%	45.5%	0.0%	13.6%	100.0%
>10 years	12	20	13	1	2	48
	25.0%	41.7%	27.1%	2.1%	4.2%	100.0%
Total	20	73	47	9	18	167
	12.0%	43.7%	28.1%	5.4%	10.8%	100.0%

Source: Researcher's Field data, 2010

Specific employee attitudes relating to job satisfaction and organizational commitment are of major interest to the field of organizational behaviour and the practice of human resources management. Attitude has direct impact on job satisfaction. Organizational commitment on the other hand, focuses on their attitudes towards the entire organization. Although a strong relationship between satisfaction and commitment has been found, more recent research gives more support to the idea that commitment causes satisfaction (Tella *et al.*, 2007).

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1   Introduction

The research project sought to evaluate the state of job satisfaction of teachers. This chapter summarises the results of the various variables and the extent to which they were met and also made recommendations for its improvement.

5.2   Summary of Findings

The research findings highlighted the existing state of job satisfaction of teachers in the Kumasi Metropolis and Atwima Nwabiagya and in the process disclosed the various variables that contributed to job satisfaction, generally indicating that the challenges of job satisfaction were not fully met, with the fundamental problems as follows:

5.2.1   Salaries of Teachers

It was evident from the study that the salaries of the respondents were generally below average as compared to other professions. The teachers, however, belong to the Civil Service where salaries are determined across the board. There is therefore little the teachers in the Metropolis could do in terms of salaries to provide job satisfaction. What it could probably do to alleviate the problems of staff is to provide comparable reward for hard work and give recognition to staff at all levels as is done in other institutions

5.2.2   Working Environment

The working environment of teachers in the Metropolis and Atwima Nwabiagya was not convenient for staff as a result of the lack of facilities which would facilitate the delivery of better services to students.

5.2.3   Training and Development

The absence of a well defined training and advancement policy for the teachers in the metropolis was an issue of much concern to the respondents. At least it was expected that regular refresher courses would be provided to sharpen their skills.

5.2.4   Rewards for hard work

Reward for hard work has been known to be a factor that motivates workers to do their best and to go the extra mile for the organisation. The absence of reward for hard work for teachers therefore prevents the staff from going the extra mile because it would not be recognised, anyway.

5.2.5   Factors considered as components of Job Satisfaction

Assessing all the factors considered as components of job satisfaction for teachers in the Kumasi metropolis and Atwima Nwabiagya, it was clear that not one single factor could provide job satisfaction but that there was a combination of factors that provided job satisfaction. It is important to note that if

one of the factors were neglected, the service delivery of teachers can become flawed. Teachers may not find all their tasks interesting, rewarding or challenging. However, it is important that teachers are shown that those tasks were essential to the overall processes that make institutions achieve their goals.

5.3 Conclusion

Job satisfaction is a vital component for excellent service delivery and must be considered fundamental to the success of every institution. Job satisfaction in its totality requires the support and active involvement of both subordinates and superiors alike. It is hoped that all the variables of job satisfaction discussed in this report will be seriously considered to ensure that teachers delivers service to their wards as required of them.

Job satisfaction is a result of employee's perception of how well their job provides those things that are viewed as important. According to Luthan (1998), it is generally recognized in the organizational behaviour field that job satisfaction is the most important and frequently studied attitude. Moser (1997) indicated that job satisfaction is so important in that its absence often leads to lethargy and reduced organizational commitment. Lack of job satisfaction is a predictor of quitting a job. Sometimes workers may quit from public to the private sector and vice versa.

5.4 Recommendations

It is clear that job satisfaction of teachers in the Kumasi Metropolis and Atwima Nwabiagya is not fully met as expected. On the basis of the findings of the study listed above, the following recommendations are made to ensure that the variables of job satisfaction are met for efficient service delivery:

5.4.1 Work Environment of Teachers

The work environment of teachers must be conducive and made comfortable with the provision of necessary facilities to facilitate excellent delivery of service. Effective reward systems and welfare packages must be established for teachers to facilitate recognition of hard work and to motivate staff to set more challenging targets and to perform better.

5.4.2 Strengthening of Teachers Welfare Association

Teachers Welfare Association must be strengthened to address the total needs of staff, be it official or unofficial. Promotions should always come with an increase in remuneration. Opportunities for advancement must be created. Training programmes, both internal and external, should occasionally be organized for all teachers for their advancement and the sharpening of skills for better performance.

5.4.3 Compensation and Rewards Management

In the Compensation and Total Rewards Management Manual, developed by Torkonoo (2007), total rewards comprise the monetary and non monetary returns provided to employees for their time,

talents, efforts and results. He further explains that the integration of five key elements, namely compensation (pay), benefits (programmes used to supplement cash compensation for employees), work-life (programmes to support employees both at work and at home for success), performance and recognition and development and career opportunities, have the potential to provide job satisfaction because it attracts, motivates and retains talents required to achieve desired business results. There is therefore the need for teachers to have a look at some of the other variables mentioned by Torkonoo, in addition to pay packages to meet the challenges of job satisfaction.

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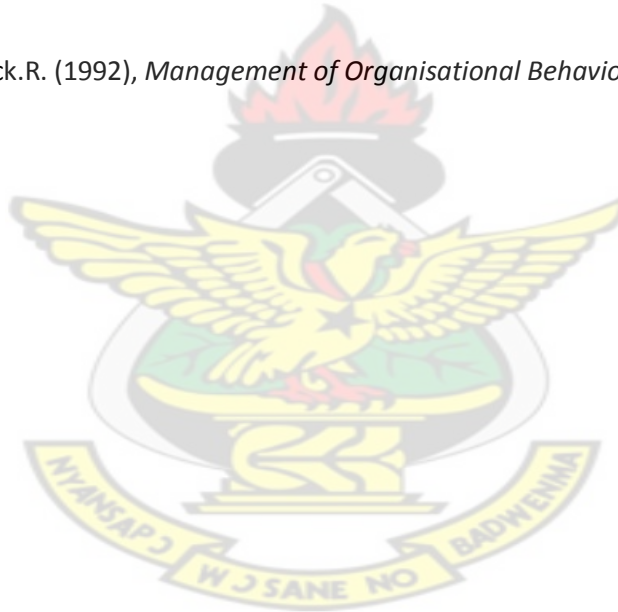
APPENDIX

QUESTIONNAIRE

PERSONAL BACKGROUND

1.   What is your age? (Please tick)

[ ] <20 years   [ ] 21-30   [ ] 31-40   [ ] 41-50   [ ] 51-60   [ ] >60

2.   Your gender?

[ ] Female   [ ] Male

3.   School/Institution   [ ] Private   [ ] Public

4.   What is your highest education?

[ ] Masters (MA, Msc or MBA)   [ ] Bachelors (BA, Bsc or BBA)

[ ] 3-year Post Sec   [ ] Cert 'A'

[ ] Higher National Diploma (HND)   [ ] SSS Certificate

Others please specify ……………………………………………………………..

5.   For how long have you personally been working with this institution?

[ ] less than a year   [ ] 1-3 years   [ ] 4-6 years   [ ] over 10 years

6.   How far do you commute from home to school?

[ ] less than 1km   [ ] 1-2km   [ ] 3-5km

[ ] 4-6km   [ ]7-9km   [ ] More than 9km

7.   Indicate means of transport to school

[ ] Public Car   [ ] School Bus   [ ] Personal Car

Others please specify …………………………………………………………

8.   Indicate the class you handle?

[ ] Primary [ ] Upper Primary   [ ] JHS

Others please specify …………………………………………………………..

SATISFACTION AND MORALE OF TEACHERS

9.   How do you see your salary?

[ ] Very Good   [ ] Good [ ] Reasonable   [ ] Bad   [ ] Very Bad

10.   How much do you receive per month as salary? ………………………………

11.   How much do you think you should receive in a month? …………………………….

12.   Do you have fringe benefits attached to your condition of service? [ ] Yes   [ ] No

13.   Do you stand a chance of being promoted? [ ] Yes   [ ] No

14.   Does promotion in your institution come with increase in salary? [ ] Yes   [ ] No

15.   Have you ever had in-service training as a teacher? [ ] Yes   [ ] No

16.   If Yes please specify the kind of training. …………………………………………………….

17.   Have you ever been promoted as a teacher? [ ] Yes   [ ] No

18.   Do you think your job as a teacher in this institution is secured? [ ] Yes   [ ] No

19.   Give reasons for your answer to the above question.

       ……

       …….

20.   Do you like your status as a teacher? [ ] Yes   [ ] No

21.   Give reasons for your answer to the above question.

       ……

       ……

22.   What do you see as very important factors to your job satisfaction?

       ……

       …….

23.   What things do you think should be put in place to increase your job satisfaction?

       ……

       ……

24.   To what extent are the following important in job satisfaction which has influence on attracting and

       retaining teachers?

       …….

Scale of answers from 1 = not at all important to S = Very important. Please specify the importance of the respective reasons with the help of the five-grade scale

Not
Important
At all

Very
Important

1	2	3	4	5	
[ ]	[ ]	[ ]	[ ]	[ ]	Know what is expected of me at work
[ ]	[ ]	[ ]	[ ]	[ ]	Have materials and equipment needed to do my work
[ ]	[ ]	[ ]	[ ]	[ ]	Have the opportunity to do what I do best everyday
[ ]	[ ]	[ ]	[ ]	[ ]	Supervisor seems to care about me as a person
[ ]	[ ]	[ ]	[ ]	[ ]	Have the opportunity to learn and grow
[ ]	[ ]	[ ]	[ ]	[ ]	Co-workers committed to doing quality work
[ ]	[ ]	[ ]	[ ]	[ ]	My opinion counts
[ ]	[ ]	[ ]	[ ]	[ ]	Have received recognition of praise for good work

25.   To what extent will these factors improve your level of satisfaction?

Items	Very Important	Important	Not Important	Not at all Important
Students Results at BECE	[ ]	[ ]	[ ]	[ ]

	Very Important	Important	Not Important	Not at all important
Your Salary	[ ]	[ ]	[ ]	[ ]
Students Performance in class	[ ]	[ ]	[ ]	[ ]
School Facilities	[ ]	[ ]	[ ]	[ ]
Relationship with superior	[ ]	[ ]	[ ]	[ ]
Incentive	[ ]	[ ]	[ ]	[ ]
Well stock Library	[ ]	[ ]	[ ]	[ ]

26.   How would you rate the satisfaction level in motivating workers as being practice in your school?

Very Important	Important	Not Important	Not at all important	
[ ]	[ ]	[ ]	[ ]	Salaries / Wages
[ ]	[ ]	[ ]	[ ]	Teachers Motivational Fund
[ ]	[ ]	[ ]	[ ]	Staff training
[ ]	[ ]	[ ]	[ ]	Information availability and communication
[ ]	[ ]	[ ]	[ ]	Involvement in decision making process
[ ]	[ ]	[ ]	[ ]	Recognized for good work done
[ ]	[ ]	[ ]	[ ]	Rewards
[ ]	[ ]	[ ]	[ ]	Publishing of students result
[ ]	[ ]	[ ]	[ ]	Condition of service

27.   Do you think you are satisfied with the teaching profession?

[ ] Very satisfied   [ ] Satisfied   [ ] Don't know   [ ] Unsatisfied   [ ] Very Unsatisfied