

UNIVERSITY OF CAPE COAST

RELATIONSHIP BETWEEN DEMOGRAPHIC CHARACTERISTICS AND
JOB SATISFACTION OF SENIOR HIGH SCHOOL TEACHERS IN THE
BOLGATANGA MUNICIPALITY

ANDREWS BABA AGEBURE

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BY

ANDREWS BABA AGEBURE

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DECLARATION

Candidate's Declaration

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

Signature Date

Candidate's Name: Andrews Baba Agebure

Supervisor's Declaration

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

Signature Date

Supervisor's Name: Professor James Adu Opare

ABSTRACT

The retention of trained teachers in senior high schools is a major problem confronting the delivery of education in Ghana. Governments over the years have worked to address this problem. However, it still persists. Job dissatisfaction is identified as a factor responsible for the situation (Dilworth, 1991). Studies conducted elsewhere also attributed the problem to the demographic characteristics of teachers (Narayana & Rao, 2000; Shamail, Tariq, Jalil, & Szabist, 2004). This study, therefore, sought to find out whether the demographic characteristics and the job satisfaction of trained teachers in senior high schools in the Bolgatanga Municipality are related. A fourteen item questionnaire was used to collect data from 66 randomly selected trained teachers in senior high schools in the Bolgatanga Municipality. The gathered data were analysed using chi-square test of independence and Pearson's correlation coefficient.

The study revealed that trained teachers in senior high schools in the Bolgatanga Municipality were not satisfied with their work environment. However, they found satisfaction in some aspects of their job. Also, their demographic characteristics, such as gender, age, level of education, and years of teaching experience, were found not to be related to their job satisfaction.

ACKNOWLEDGEMENTS

I express my sincere gratitude to my supervisor, Prof J.A Opare, for vetting this work and guiding me to its successful completion.

DEDICATION

I dedicate this work to my parents, Agebure Asampana and Francisca Agebure, and to Prof Aboagye, who has been my source of inspiration for my stay in the University of Cape Coast.

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CHAPTER ONE

INTRODUCTION

Background to the Study

The success of a nation's schools largely depends on the quality of the teachers who man them (Dove, 1986). As a result, Ghana has made tremendous efforts in expanding its teacher training institutions and improving the quality of its teacher education to meet the needs of its secondary schools (now senior high schools) (Government of Ghana [GOG], 2002). Since independence, Ghana has established two public teacher training universities (University of Cape Coast and University of Education of Winneba) to train graduates to man its senior high schools. These Universities have increased their enrolment of students via sandwich and distance education programmes in addition to their full-time programmes. Apart from this, they have also upgraded their programmes to meet the needs of the senior high schools. Moreover, they have, over the years, successively produced graduates who hold Second Degrees, Post -graduate Diplomas/Certificates, First Degrees, Diplomas, and/or Certificates (Antwi, 1992).

Yet, it is sad to note that Ghana is still finding it increasingly difficult to retain majority of its trained teachers in its public senior high schools due to teacher attrition. Therefore, many of its senior high schools are still staffed with both trained and untrained teachers. For instance, in the 1999/2000 academic year,

there were 474 public senior secondary schools in Ghana with staff strength of 10,791 teachers of which 5,461 were trained teachers while 5,330 were untrained teachers (GOG, 2002). After eight years, the situation is still not different (GOG, 2002).

Several factors are said to account for this situation. Adesina (1990) found that people are not attracted to the teaching profession because of under-payment as compared to the private sector, poor promotion prospects, poor conditions of service and lack of encouragement from government are also posed as causes. He further explained that some teachers are withdrawing from the teaching profession for reasons of marriage, general dissatisfaction with the teaching profession, the desire to enter another type of work because of better financial incentives or failure to perform or job dissatisfaction. Although these findings were obtained in a different cultural setting, they appear to be prevailing in Ghana. In addition, Bame (1991) revealed that inadequate or poor salary, lack of opportunity for promotion, and low prestige in teaching are factors that drive teachers out of the teaching profession. From the aforementioned factors, one major factor that is perceived to be causing the attrition of teachers in senior high schools is job dissatisfaction in terms of pay, promotion, prestige among others. Hellriegel, Jackson, and Slocum (1999) stated that job dissatisfaction is related to high absenteeism, high turnover, and low commitment of employees [teachers] to their work.

Surprisingly, in the midst of job dissatisfaction among other factors, the literature has shown that some trained teachers have chosen to remain at post while others have left their classrooms due to job dissatisfaction. What then account for this difference in work attitude? Bennet (1994) explained that the sources of variation in job satisfaction among employees [teachers] stem from their demographic characteristics. Bedian, Ferris, and Kacmar (1992) found that some selected demographic characteristics of teachers such as gender, age, and years of teaching experience are predictors of job satisfaction. Spector (1997) stated that a study of the relationship between the demographic characteristics and job satisfaction of employees [teachers] would help stakeholders in education to understand teachers' work attitude and provide the needed strategy for attracting and retaining teachers in schools. This is the major impetus behind this study.

Statement of the Problem

The retention of trained teachers in senior high schools in Ghana as a whole and Bolgatanga in particular has become a major problem confronting Ghana [Government of Ghana [GOG], 2002). For instance, in the 1999/2000 academic year alone, the teacher population in senior high schools in Bolgatanga stood at 388 of which 78 were trained teachers and 310 were untrained teachers (GOG, 2002). Although stakeholders in education have put in some efforts to stop teacher attrition, the situation has not changed as many trained teachers continue to leave the service annually (GOG, 2002).

Some researchers have suggested that making the jobs of employees [teachers] more satisfying is the major solution to the problem of teacher attrition (Herzberg, Mausner, and Syndermen, 1959; Maslow, 1943; Dilworth, 1991). Bateman and Snell (2004) explained that jobs which provide employees [teachers] with high satisfaction attract and retain them in employment. However, Bennett (1994) earlier found that employees [teachers] differ in their job satisfaction. As a result, some employees find certain aspects of their jobs satisfying and are prepared to stay on their jobs while others find similar aspects not satisfying and leave their jobs (Staw & Rose, 1985). Bennet (1994) stated that the major sources of variation in employees' job satisfaction emerge from their demographic characteristics.

Studies show that the demographic characteristics of employees are a factor for the variation in their job satisfaction (Bennet, 1994; Narayana & Rao, 2000; Shamail, Tariq, Jalil, & Szabist, 2004; Staw & Rose, 1985). These studies were done elsewhere and not in Ghana in general or Bolgatanga in particular. Hence, this study seeks to find out whether the same is wholly true in Ghana.

Purpose of the Study

The purpose of the study is to explore the relationship between the demographic characteristics and job satisfaction of trained teachers in public senior high schools in the Bolgatanga Municipality.

Objectives of the Study

The objectives of the study are to find out the extent to which:

1. Job satisfaction is related to gender of teachers in senior high schools in the Bolgatanga Municipality.
2. Job satisfaction is related to age of teachers in senior high schools in the Bolgatanga Municipality.
3. Job satisfaction and level of education of teachers in senior high schools in the Bolgatanga Municipality are related.
4. Job satisfaction and years of teaching experience of teachers in senior high schools in the Bolgatanga Municipality are related.

Research Hypotheses

The study is designed to test the following hypotheses:

1. Ho: There is no relationship between job satisfaction and gender of teachers in senior high schools in the Bolgatanga Municipality.
2. Ho: There is no relationship between job satisfaction and age of teachers in senior high schools in the Bolgatanga Municipality
3. Ho: There is no relationship between job satisfaction and level of education of teachers in senior high schools in the Bolgatanga Municipality

4. Ho: There is no relationship between job satisfaction and years of teaching experience of teachers in senior high schools in the Bolgatanga Municipality

Significance of the Study

The study into the relationship between the demographic characteristics and job satisfaction of trained teachers in public senior high schools in the Bolgatanga Municipality will be of immense benefit to the Ghana Education Service, the Ghana National Association of Teachers [GNAT], the Ghana National Association of Graduate Teachers [NAGRAT], heads of schools, and departmental heads of schools. The findings of this study will inform the Ghana Education Service, the Ghana National Association of Teachers [GNAT], the Ghana National Association of Graduate Teachers [NAGRAT] of the factors contributing to job satisfaction and dissatisfaction of teachers in public senior high schools in the Bolgatanga Municipality so that they can be guided in their collective bargaining negotiations for things that promote teachers' motivation, satisfaction, and retention in schools. Apart from this, the findings of this study will guide school heads and departmental heads to continue improving their organizational and management practices which contribute in promoting job satisfaction and discontinue those that lead to job dissatisfaction. The findings of this study will also be an addition to existing literature in the field. The recommendations of this study will go a long way to improve the retention of teachers in schools in the Municipality.

Delimitation of the Study

The study did not attempt to explore the relationship between other demographic characteristics such as position/rank, gender, race, marital status, social status, and economic status of trained teachers and the indicators of job satisfaction such as general self-efficacy, locus of control, neuroticism, management style, job security, and job status. It only attempted to investigate the relationship between the gender, age, level of academic attainment, and years of teaching experience of trained teachers in public senior high schools in the Bolgatanga Municipality and the variables of job satisfaction limited to the items of this study.

Limitations of the Study

The division of the accessible population into strata for sampling purpose was mainly based on gender to the neglect of age, educational qualification, and years of teaching experience. Therefore, the cases constituting the sample of study reflected more of male and female teacher representations in the sample than age, educational qualification, and years of teaching experience. This might have influence on the results of this study. However, in an attempt to reduce this influence, non-proportionate stratified sampling was used. This was to ensure that the stratification variable-gender- enhanced the representation of the other variables in the sample. However, any generalization of the results of the study beyond the target population might be done with caution.

Organization of the Study

Chapter one contains the introduction. It consists of the background to the study, statement of the problem, purpose of the study, research objectives, research hypotheses; significance of the study, delimitation of the study, limitation of the study, and the organization of chapters. Chapter two deals with the review of related literature and is divided into three areas, namely: the introduction, the theoretical review and empirical studies. Chapter three describes the methodology employed and covers areas such as research design, population of the study; accessible population of the study, sample, sampling procedure, instrument, data collection procedure, and data analysis procedures. Chapter four contains the presentation and discussions of the findings while chapter five deals with the overview of the research problem and methodology and the summary of the main findings, conclusions, and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

Over the years, the retention of trained teachers in public schools has been a major problem hampering the delivery of education in Ghana (Government of [GOG], 2002). The situation is attributed to job dissatisfaction among teachers (Adesina, 1990; Bame, 1991; Berry, 1997). Bateman and Snell (2004) revealed that job dissatisfaction is the main cause of high turn-over and absenteeism of employees [teachers] among others. Apart from these, it also compels teachers to provide poor services to their clients. The cost associated with such work behaviour of teachers has made job attitudes a prominent area of study in the field of organizational behaviour. Although many studies have been conducted on job satisfaction, little investigation has been done on the relationship between the demographic characteristics and job satisfaction of trained teachers. To bridge this gap, this study sought to explore the relationship between the demographic characteristics such as age, gender, academic attainment, and years of teaching experience and job satisfaction of trained teachers in the Bolgatanga Municipality.

Theoretical Review

In this section of the chapter, the works of Maslow (1943), Herzberg, Mausner and Syndermen (1959), and Hackman and Oldham (1976) are reviewed together with the correlates of job satisfaction

Maslow need Hierarchy Theory

Maslow (1943) pointed out that job satisfaction emanates from the fulfillment of the personal needs of teachers such as lower-level needs and higher-level needs. Maslow labelled the lower-level needs as physiological needs (the need for food, water, air, activity, rest, shelter, and warmth), safety/security needs (the need to be free from pain, illness and danger), and social needs (the need for friendship, love, acceptance, conversation, and be part of a group). These must be met first before any high-level needs can be met.

Also, Maslow identified the higher-level needs to entail esteem needs (the need for competence, confidence, mastery, achievement, freedom, recognition, acceptance, status, and appreciation) and self-actualization needs (the need for responsibility, truth, justice, wisdom, meaning, originality, creativity, inventiveness, ability, opportunity to utilize ability). From the work of Maslow (1943), the variables noted to affect job satisfaction are the need for competence, confidence, mastery, achievement, freedom, recognition, acceptance, status, appreciation, self-actualization needs, and the need for responsibility, truth, justice, wisdom, meaning, originality, creativity, inventiveness, ability, and the

opportunity to utilize one's ability. However, the variables of interest to this study are achievement and recognition. The researcher's choice of these variables for inclusion is informed by Kaldenberg and Regrut (1993). Kaldenberg and Regrut (1993) identified a measure of these variables as a reflection of job satisfaction.

Herzberg's Motivator-Hygiene Theory

Herzberg, Mausner and Syndermen (1959) identified human needs to include motivators (intrinsic rewards) and hygiene factors (extrinsic rewards). Herzberg and his colleagues stated that intrinsic rewards stem from the job itself and are the job characteristics which employees [teachers] work to attain. These characteristics are higher-level needs and include responsibility, recognition, advancement, achievement, and intrinsic aspects of the job. Also, they revealed that the hygiene factors are the characteristics of the work environment and are lower-level needs which will cause dissatisfaction among teachers but their presence does not necessarily motivate teachers. These characteristics include supervision, pay, working conditions, institutional policies, and relationship with colleagues. Finally, Herzberg and his colleagues concluded that the job satisfaction of teachers is affected by correlates such as responsibility, recognition, advancement, achievement and intrinsic aspects of the job. Others are supervision, pay, working conditions, institutional policies, and relationship with colleagues. However, for the purpose of this study, the variables worth considering are responsibility, advancement, intrinsic aspects of the job, supervision, pay, working conditions, institutional policies, and relationship with

colleagues. Martin and Janson (1982) found these variables as indicators of job satisfaction. This informed the researcher's choice of the variables for study.

Job Characteristics Theory

Hackman and Oldham (1976) revealed that some job characteristics influence job satisfaction. They identified these characteristics, as high order needs, skill variety (the degree to which a job demands different skills of the teacher), task identity (the extent to which the job requires doing a job with a visible outcome from start to completion), task significance (the degree to which the job has a substantial impact on lives or work of others in the organization (school), autonomy (the extent of freedom, independence, and discretion in scheduling work and determining work procedures), and feed back (the degree to which teachers obtained information about the results of their performance on the job). Hackman and his colleague stated that these characteristics influence the teachers' psychological states, which are needed to create high levels of motivation, high job satisfaction, low absenteeism and turnover, and high-quality work performance. They identified such psychological states as experiencing meaningfulness of work, experiencing responsibility, and knowledge of results of performance. Finally, Hackman and his colleagues stated that the variables which influence job satisfaction are skill variety, task identity, task significance, autonomy, and feedback. But, two major variables worth reviewing, for the purpose of this study, are feed-back and autonomy. Hellriegel, Jackson and Slocum (1999) noted that feed-back and autonomy are significant factors whose

measure can greatly reflect job satisfaction. This necessitated the researcher's choice of the variable for investigation.

Correlates of job Satisfaction

From the works of Maslow (1943), Herzberg, Mausner and Syndermen (1959), and Hackman and Oldham (1976), the major correlates of job satisfaction that are worth reviewing for the purpose of this study are responsibility, recognition, advancement, achievement, feed-back, intrinsic aspects of the job, supervision, pay, working conditions, institutional policies, relationship with colleagues, and autonomy.

Responsibility

Responsibility for a job is a major factor that influences job satisfaction of teachers. Gold (1994) noted that teachers who are responsible for the performance of their jobs have high levels of interest in their job. This is because they are usually held accountable for the outcomes of their performance. That is, the teachers are held liable for their own successes or failures. Hence, there is the need for management to give them responsibilities with commensurate power, freedom, and independence to make their own judgments in scheduling work and deciding how to carry it out. This way, teachers are likely to feel that the results of their performance are important. As a result, they will depend on their own efforts and initiatives rather than detached instruction from their bosses or from manuals of job procedures.

Recognition

Recognition influences the way teachers feel about their job. Some teachers, irrespective of their levels in an organization, desire some recognition for achievement on their jobs (Cascio, 1992). Such recognition motivates them to work harder and show high commitment to their job if it is timely done (Commonwealth, 1993b). Kaldenberg and Regrut (1993) stated that the success of teachers need not be monumental before they are given recognition. Rebore (1998) dilated on the fact that such recognition could take the form of financial rewards such as pay rise, bonus or non-financial rewards including a praise, promotion, greater participation in decision-making, increase responsibility among others. In all, recognition increases the self-confidence of teachers. This often results in higher level of job satisfaction of teachers. Also, Agyemang (1986) earlier explained that the social prestige associated with a job strongly influences the employees' (teachers') satisfaction with the job. However, Adesina (1990) noted that teachers are accorded relatively little recognition by the public.

Advancement/Growth

Advancement is a key factor in fulfillment and job satisfaction. Hellriegel, Jackson, and Slocum (1999) noted that, for some employees (teachers), advancement or growth in terms of knowledge and skills gained is important. But, to others, growth in hierarchy is significant. Cascio (1992) earlier stated that development entails those activities aimed at improving

the knowledge, skills, abilities and other characteristics of teachers. Hellriegel, Jackson, and Slocum (1999) also noted that personal growth of teachers involves the acquisition of new job-related knowledge and skills that will help them to perform tasks more efficiently and effectively and be in a position to demonstrate creativity and initiative that often results in increased responsibility and reward. They further explained that such development could take the form of continuing training, education, and/or mentoring.

Moreover, Mullins (1996) pointed out that learning and growth experience are inherent in the jobs that teachers performed. On the other hand, Cascio (1992) stated that growth in hierarchy such as promotion is usually a reward for hard work and loyalty. Employees (teachers) who are promoted usually assume greater responsibility and authority, which are rewarded with higher pay, benefits, and personal growth such as supporting teachers to pursue further education. Promotion, in itself, seeks to satisfy the individual's need for security, belonging, and personal growth. However, for promotion to fulfill these needs, its criteria must be fair, valid, and acceptable by all. Such criteria must be based on seniority if ability and experience are equal or superior performance relative to others coupled with performance appraisal results. This would spur them to work harder to earn positions.

Achievement

The achievement of teachers at work greatly affects their job satisfaction. Job satisfaction is created when teachers are given the opportunity to start and complete an identifiable piece of work to specifications in a competitive situation. In addition, the teachers become happier when they receive timely feedback on what the actual results of their performance are and how they deviate from established standards/specifications (Hellriegel, Jackson, & Slocum, 1999). Compbell, Raphael and Nystrand (1977) earlier pointed out that such feedback is vital because some teachers depend on knowledge of such results to sustain effective performance while others do not care.

Feed-back

Also, Hellriegel, Jackson, and Slocum (1999) explained that feedback motivates teachers to use their ability, creativity, and initiative to the fullest in the performance of their assigned jobs to meet standards. As a result, they collaborate with management to set performance goals that direct their thoughts and behaviour. But, they still remain responsible for their own work procedures and standards. This gives them the chance to put a signature on their performance. Hence, they experience the sense of completion and perceive their work to be meaningful (Brown, 1996). In addition, work becomes an outlet for self-expression and achievements earn them admiration and respect from their co-workers (Mullins, 1996).

Work

Some characteristics of work itself motivate and influence job satisfaction. Hackham and Oldham (1976) identified these characteristics to be skill variety (the degree to which a job demands different skills and talents of the teacher), task identity (the extent to which the job requires doing a job with a visible outcome from start to completion), task significance (the degree to which the job has a substantial impact on lives or work of others in the organization(school), autonomy (the extent of freedom, independence, and discretion in scheduling work and determining work procedures), and feed-back (feed-back is one way teachers obtain information about the results of their performance on the job).

Hackham and his colleague noted that skill variety, task identity and task significance contribute tremendously to the meaningfulness of work. Autonomy provides teachers the feeling of responsibility while feedback contributes to the feeling of achievement and recognition. They noted that experiencing meaningfulness (the degree to which teachers perceive their work to be valuable and worthwhile), experiencing responsibility (the extent to which teachers feel personally responsible for the quantity and quality of their work output), and knowledge of results (the degree to which teachers are given information about their success or failure in meeting job standards) are variables that result in high job satisfaction, low absenteeism and turnover, high internal work motivation, and high-quality work performance.

Supervision

Good supervision has the potential for creating work environment that promotes positive work attitudes (Mullins, 1996). Supervisors who treat teachers fairly are likely to win their trust and co-operation in the pursuit of institutional goals (Knezevich, 1981). In addition, supervisors, who aid teachers to have a clear idea of the goals of their schools, to set procedures for attaining such goals and providing them with the needed resources, would capture the commitment of the teachers to achieve the goals. Compbell, Raphael and Nystrand (1977) earlier explained that when the performance of teachers is monitored together with them and when they receive well-timed feedback on performance results, morale and job satisfaction are raised.

Apart from these, it is necessary for supervisors to remove obstacles that prevent teachers from performing to the best of their abilities and supporting them to exhibit their creativeness and talent to the fullest (Hellriegel, Jackson, & Slocum, 1999). In this sense, Mullins (1996) earlier explained that the supervisor's role is to give workers the chance to manage their own work activities. As a result, a supervisor must be a person who has the requisite technical knowledge, human relations skills and the ability to coordinate the activities of his/her subordinates for a common goal (Mullins, 1996).

Pay

Pay is a motivator and seeks to promote job satisfaction if it is managed well. Pay is of motivational value when employees (teachers) have understood the pay system. However, in situations where a good pay system is not well understood by teachers, they are likely to rely on inferences and rumours in assessing its equity and fairness. When this happens, the pay system is bound to have little motivational effect on teachers. To ensure equity and fairness, pay must be linked to skills, abilities, and performance results obtained from appraisal. Apart from these, the pay system should be able to fulfill the basic needs of employees (teachers) (Cascio, 1992). Kyriacou and Sutcliffe (1979) earlier argued that inadequate salary creates distress that undermines job satisfaction.

To ensure equity, the salaries of teachers must be fair relative to what they put in and relative to what others doing the same or similar jobs (Bateman & Snell, 2004). Teachers who perceive themselves to be in inequitable and dissatisfied situation will seek to restore equity (Cascio, 1992). This restoration of equity may take the form of termination of contract of employment or withholding effort in order to restrict output. Some teachers may go to the extreme by deliberately sabotaging equipment. However, when teachers feel over-rewarded, they are likely to perform better on the job and become better citizens of the institution than teachers who have not been so well rewarded (Hellriegel, Jackson, & Slocum, 1999).

Work Environment

The environment, in which teachers work, influences their work attitudes. The work environment of employees (teachers) can affect their comfort, health and productivity if the level of noise, lighting, temperature, humidity, space, appearance, safety precaution, and air flow (ventilation) in the working environment is inappropriate. In such work environments, teachers find themselves being stressful and will not do well on their tasks (Dilworth, 1991). In addition, Kaldenberg and Regrut (1993) pointed out that a work environment which is well organized and equipped with up-to-date facilities to work with affect the level of pride teachers have about their job.

Institutional and Administrative Policies

Institutional and administrative policies affect the work attitudes of teachers. Rebore (1998) emphasized that management should formulate policies, which would create the conditions necessary for job satisfaction. Farrant (1985) noted that management of schools should create such conditions because they are responsible for implementing the nation's educational policies and accountable for its success or failure. Duodu (2001) explained that such policies centre on issues of curriculum and instruction, administration, finance, staff and staff welfare among others. Ozigi (1995) earlier noted that these policies must be clear, fair, and equitable. Apart from these, the policies must be made known, understood, and accessible by all teachers. Also, teachers' inputs must be solicited in

formulating or revising such policies. He noted that this is necessary to secure the interest, support, commitment and sense of ownership among teachers.

However, the involvement of teachers in policy formulation does not change the fact that the school heads still remain accountable for the implementation of the policies and their outcome (Commonwealth Secretariat, 1993a). In addition, Lucey (1994) stated that such policies should be those that seek to create a social system that can cater for the psychological and social needs of teachers. Cascio (1992) earlier argued that these needs can be catered for via social activities such as social and leisure clubs, sport facilities and teams, parties, outings, raffles, hobby clubs and others. Consequently, it is the responsibility of management to design policies that would promote such social activities. Compbell, Raphael and Nystrand (1977) earlier explained that such policies must be those that seek to promote better supervisor and teacher relationship. Compbell and his colleagues argued that this relationship is necessary because the major responsibility of the school administrator is centred on supervision of teachers.

Relationship with Co-Workers

Jobs carry with them social interactions. Some teachers see work as an opportunity to interact with others. Alderfer cited in Hellriegel, Jackson, and Slocum (1999) stated that people (teachers) have the desire to build interpersonal relationships with others including friends, supervisors, subordinates, and co-workers. Gerhart, Hollenbeck, Noe and Wright (1999) explained that such

relationships occur when the teachers share common values, attitudes and philosophies with their supervisors or co-workers. Such interactions fulfill the teachers' need for acceptance, love, and being part of a group (Dilworth, 1991). Lucey (1994) earlier pointed out that, through such relationships, teachers are able to gain their basic sense of identity. Hellriegel, Jackson and Slocum (1999) stated that the relationship among teachers also builds their sense of community and gives them the feeling that they are important and are treated fairly. As a result, they co-operate among themselves because they want to do so and not because they have to. In addition, they are willing to put in extra effort in the performance of their jobs. In all, Onu, Madukwe, and Agwu (2005) stated that interpersonal relationship among teachers positively influence their job satisfaction.

Autonomy

Autonomy is the extent of freedom, independence, and discretion teachers have in deciding when to perform their job and how to perform it. Such autonomy gives employees [teachers] the opportunity to account to their superiors [school heads] for the success or failure of their performance on job (Cascio, 1992). Apart from this, teachers who enjoy autonomy at work experience a sense of task identity. In this sense, they show high sense of involvement and commitment toward their job and will work hard to attain the desire result while building a positive work attitude (Hellriegel, Jackson, & Slocum, 1999).

Finally, although the works of Maslow (1943), Herzberg, Mausner and Syndermen (1959), and Hackman and Oldham (1976) placed emphasis on the

characteristics of the job and the work environment as correlates of job satisfaction, not many studies are done to ascertain whether the personal characteristics of employees (teachers) who perform their work are also correlates of job satisfaction. This work, therefore, seeks to extend the literature in this direction by exploring the relationship between the job satisfaction of teachers and their demographic characteristics. Thus, there is the need for this research.

Empirical Studies

Gender of Teachers and job Satisfaction

Studies show that gender of teachers has an effect on their job satisfaction. Herzberg, Mausner, Peterson, and Capwell (1957) revealed that males are more satisfied with their jobs than females. This is supported by You-Kyung (2004) who found that women are less satisfied with their earnings on the job than men. On the opposite, Clark (1996) earlier found that women are more satisfied with their job than men. Fincham and Rhodes (2005) and Narayana and Rao (2000) confirmed this finding when they stated that women show significantly higher job satisfaction than men. Spector (1997) stated that female teachers are more satisfied with their relationship with their executive colleagues than their male counterparts. Also, Koustelios (2001) revealed that female teachers are more satisfied with their working conditions than their male counterparts. Furthermore, De Nobile and McCormick (2006) found that female teachers are more satisfied with work itself than their male counterparts. This is corroborated by Macmillan

(2008) who found that female teachers are more satisfied with the respect the public accord their professional role than their male counterparts. On the contrary, Kim (2000) earlier stated that there are no clear gender differences in job satisfaction. Weaver (2007) stated that when pay, job level, promotional, opportunity, and social norms are held constant, the gender differences in job satisfaction disappear. Further research is, therefore, needed to make certain of this association.

Age of Teachers and job Satisfaction

Apart from this, the age of teachers influences their job satisfaction. Kalleberg and Loscocco (1998) stated that chronological age differences significantly affect job satisfaction. Kalleberg and Loscocco (1998) further revealed that age is positively related to job satisfaction. This is supported by Fincham and Rhodes (2005). Fincham and Rhodes (2005) found that age directly influences job satisfaction of employees. Davis (1988) and Narayana and Rao (2000) earlier found that elder workers are more satisfied with their job than younger workers. Keung-Fai (1996) found that teachers aged between 26 and 30 years reported the lowest satisfaction with pay, promotion, and relationship with colleagues. Crossman and Harris (2006) corroborated Keung-Fai (1996). Crossman and Harris (2006) found that teachers' satisfaction with their relationship with colleagues and supervisors increases with age. Crossman and Harris (2006) further revealed that teachers aged between 31 and 40 years are more satisfied with their relationship with colleagues than those aged between 20

and 30 years. Also, they stated that teachers' aged over 50 years are more satisfied with their relationship with their principal than those aged between 20 and 30 years old. Hence, there is the need for more studies to establish this relationship.

Academic Qualification and job Satisfaction

The academic qualification of teachers is also a major factor that influences their job satisfaction. Berns (1989) found that teachers with master degrees were more satisfied with teaching than teachers with only bachelor degrees. In contrast, Clark and Oswald (1996) explained that employees with lowest level of education are more satisfied with their jobs than those who held post-graduate degrees, first degrees, advanced level or ordinary level certificates. In addition, Narayana and Rao (2000) stated that, where the occupational level of employees [teachers] is kept constant, the level of education associates negatively with job satisfaction. However, Gurbuz (2007) found that educational level is positively related to supervision, work content, working conditions, administration and opportunities for development, income, and co-worker. Consequently, a further study is needed to ascertain the connection between academic qualification and job satisfaction.

Years of Teaching and job Satisfaction

Moreover, the years that teachers spend on teaching greatly affect their job satisfaction. Grady (1985) found that as the number of years of teaching experience increases, job satisfaction also increases. Keung-Fai (1996), also, stated that teachers with fewer years of teaching experience have relatively higher job satisfaction, regarding salary, than those with many years of teaching experience. However, Klecker and Loadman (1997) found that job satisfaction decreased with the number of years the person has in the profession. Narayana and Rao (2000) added that job satisfaction is high among new employees [teachers] but this falls and remains flat for about five or six years to about age thirty on the job and then rises gradually. Onu, Madukwe, and Agwu (2005) further stated that less experienced teachers are satisfied with their conditions of service than the more experienced teachers. Macmillan (2008) revealed that teachers who stayed in the teaching profession longer are less satisfied with their professional role as teachers than those who are just employed. On the contrary, Dinham and Scott (1996) earlier revealed that no relationship exists between the length of service of employees and their job satisfaction. Further research is, therefore, necessary to establish this relationship, hence, this study.

Methods of Measuring Job Satisfaction

Researchers have failed to agree on a common instrument for measuring job satisfaction. Therefore, the measurement of job satisfaction is multi-faceted. Job satisfaction can be either a global or a facet measure. A global measure of job

satisfaction is a measure of a single feeling or attitude of an employee towards a job. For instance, how satisfied are you with your job? Some researchers have argued that a single item measure of job satisfaction is not a reliable measure. This is grounded on the fact that an employee may be satisfied with some facets of his/her job and not satisfied with others even though he/she is averagely satisfied with his/her job in totality. For instance, an employee may be satisfied with his/her salary and not satisfied with supervision of his/her work even though a balance between the two may put him/her in a satisfied position. Consequently, there is the need for a facet measure of job satisfaction.

Facet measure of job satisfaction involves measuring various aspects of the job so that a sum of the aspects gives an overall job satisfaction. For example, the Job Descriptive Index (JDI) assesses satisfaction on five aspects of the job, namely: pay, promotion, co-workers, supervision, and the work itself (Smith, Kendau & Hulin, 1969). In addition, Weiss, David, English and Lofquist (1967) designed the Minnesota Satisfaction Questionnaire (MSQ). This questionnaire is another form of facet measure designed to measure each employee's satisfaction with his/her job. It is also possible to use it to measure a group of employees' satisfaction about their jobs. This questionnaire is either of the long form or the short-form.

The short-form consists of 20 items: being able to keep busy all the time, the chance to work alone on the job, the chance to do different things from time to time, the chance to be "somebody" in the community, the way my boss handles his/her workers, the competence of my supervisor in making decisions, being able

to do things that don't go against my conscience, the way my job provides for steady employment, the chance to do things for other people, the chance to tell people what to do, the chance to do something that makes use of my abilities. Others are the way company policies are put into practice, my pay and the amount of work I do, the chances for advancement on this job, the freedom to use my own judgment, the chance to try my own methods of doing the job, the working conditions, the way my co-workers get along with each other, the praise I get for doing a good job, and the feeling of accomplishment I get from the job.

However, the long-form consists of 20 dimensions: ability utilization, achievement, activity, advancement, co-workers, creativity, independence, security, moral values, recognition, responsibility, supervision- human relations, supervision-technical, variety, working conditions, authority, company policies, compensation, social service, and social status. Each of these dimensions has five items. This gives a total of 100 items. Also, the Job Satisfaction Survey (JSS) is another form of facet measure of employee's job satisfaction. The JSS has 36 items which measure nine facets of job satisfaction (Martin & Janson, 1982).

The items of the job satisfaction questionnaires aforementioned are either Likert scale items with response options weighted as follows: extremely satisfied [5], very satisfied [4], satisfied [3], somewhat satisfied [2], and not satisfied [1] or very satisfied [5], satisfied [4], neutral [3], dissatisfied [2], and very dissatisfied [1] or dichotomous items with response options coded as follows: satisfied [2] or not satisfied [1]; yes(2) or no (1) ; true (2) or false (1) among others (Shamail, Tariq, Jalil, & Szabist, 2004).

Such a composite measure of job satisfaction allows scores of each respondent's (trained teacher's) responses to the items to be added to obtain a single (an overall) score on the variable in question (Wimmer & Dominick, 1997). Overall job satisfaction is a sum of the employees' satisfaction with the various facets of their jobs. However, such overall score usually hides the specific details of each respondent's responses to the items concerned (Reinard, 1998). Therefore, it becomes difficult to pin point exactly the job facets with which respondent's are satisfied. Hence, there is the need for the researcher to measure the respondents' satisfaction with the various facets (aspects) of their jobs and analyse data on the basis of separate items [facets], instead of, overall score of items.

Summary

From the literature reviewed so far, it shows that much attention is focus on the study of the characteristics of the job and the work environment as correlates of job satisfaction. But, not many studies are done to ascertain whether the personal characteristics of teachers who do the work are correlates of job satisfaction. Thus, this study seeks to extend the literature in this direction by hypothesizing that there are no relationship between the facets of job satisfaction and gender, age, educational qualification, and year of teaching of teachers.

CHAPTER THREE

METHODOLOGY

This chapter describes the research methodology. It consists of the research design, population, accessible population; sample, background characteristics of the sample, sampling procedure, instrument, validation and reliability of instrument, data collection procedure, and data analysis procedure.

Research Design

The research design for this study is a correlation study of the relationship between demographic characteristics and job satisfaction of trained teachers in public senior high schools in the Bolgatanga Municipality. A correlation study finds out the association and direction of the relationship between variables (Fraenkel & Wallen, 2002). The researcher's choice for this design was based on its enormous strength in ascertaining the association between nominal variables and between ratio variables. Apart from this, it allowed the researcher to use a questionnaire with items that are measured on a continuous scale (Fraenkel & Wallen, 2002).

Population of the Study

The population for this study was all teachers in public senior high schools in Ghana as at the 2007/2008 school session. The target population for this study consisted of all trained teachers in public senior high schools in the Upper East Region as at the 2007/2008 school session. This constituted 158 trained teachers out of the 410 teachers in the Region. This number was drawn from the registers of teacher in senior high schools in the region as at the 2007/2008 school session.

Accessible Population

The accessible population was all trained teachers in public senior high schools in the Bolgatanga Municipality as at 28th September, 2008. This number represented 80 trained teachers drawn from the staff registers of the schools involved. This was made up of 15, 50, and 15 trained teachers drawn from Bolgatanga Girls Senior High School, Zamse Senior High Sec/Tech School, and Zuarungu Senior High School respectively (see Table 1). These schools were located in Zaare, Tindomolgo, and Zuarungu in the Municipality respectively.

Table 1

Distribution of Accessible Populations by Schools in Bolgatanga Municipality

Name of school	Accessible population per school
Bolgatanga Girls Snr High School	15
Zamse Snr High Sec/Tech School	50
Zuarungu Snr High School	15
Total	80

The Sample

The sample size for the study was 66 trained teachers. This size was determined by using Krejcie and Morgan's (1970) table for determining sample size from a given population. This table has two columns. The first column (N) represents populations and the second column(S) represents the corresponding sample sizes at a level of 95% confidence. For instance, with an accessible population of 80 trained teachers as shown in Table 1, Krejcie and Morgan's table indicated a representative sample of size (66) as shown in Appendix A. This sample represented 83 % of the accessible population.

Sampling Procedure

The sample was obtained by using non-proportionate stratified sampling and simple random sampling procedure. First, the accessible population was divided into male and female in each school as shown in Table 2. The sample size per category (male or female) of gender by school was obtained by multiplying the sampling fraction by the accessible population per category of gender by school. The sampling fraction was obtained by dividing the sample size of the study (66) by the accessible population (80). This gave a sampling fraction of 0.83. The sampling fraction (0.83) was then multiplied by the accessible population of each category of gender per school to obtain the sample size for that category of gender per school in question. For instance, the sample size for the accessible population of male trained teachers in Bolgatanga Girls Senior High School was eight as shown in Table 2. This was obtained by multiplying the sampling fraction of 0.83 by the male accessible population of 10.

The sample for each category of gender per school was obtained by randomly sampling the number of trained teachers in each gender category of the accessible population per school. This was done by writing the serial numbers (cardinal numbers) assigned to the names of trained teachers in each category of gender per school on pieces of papers and placing them in an empty chalk box. Some second year students of Class 2A of Zamse Senior Sec/Tech High School were invited by the researcher to pick a piece of paper from the chalk box one at a time. Once a piece of paper was picked, the cardinal number and its corresponding name were written down on a sheet of paper under its designated

category of gender per school. The selected piece of paper was placed in the box again and mixed thoroughly. However, once a piece of paper was picked for the first time it was not considered the second time when it was picked from the box again by any student. Another student was invited to pick a piece of paper from the box again.

This continued until the sample per category of gender by school was obtained. This was repeatedly done to obtain the samples for all categories of gender per school. The individual trained teachers to whom the cardinal numbers were assigned under each category of gender per school were put together to constitute the main sample. This procedure ensured that the disproportionate number of male and female trained teachers in each school was fairly represented in the sample. Fraenkel and Wallen (2002) noted that such sampling techniques were likely to increase the representativeness of the study sample.

Table2**Selection of Sample from Accessible Population**

Name of school	Accessible population per category of gender by school		Sample size selected per category of gender by school
Bolgatanga Girls Snr High school	Male	10	8
	Female	5	4
Zamse Snr High Sec/Tech School	Male	42	35
	Female	8	7
Zuarungu Snr High School	Male	11	9
	Female	4	3
Total		80	66

Instrument

The instrument for data collection was a 14 item job satisfaction questionnaire [JSQ] designed by the researcher. It consisted of two sections. Section “A” measured the demographic characteristics of the respondents (see Section “A” of Appendix B) while section “B” was a job satisfaction scale [JSS] which measured the job satisfaction of the respondents (see Section “B” of Appendix B). Section “A” contained four items that sought to measure the respondents’ age, gender, level of education attained, and years of teaching experience. The variable (age) was in the categories; 18-28yrs [1], 29-39yrs[2], 40-50yrs [3], 51-61 yrs[4], and 62 or more [5]. Gender had the categories: male [1] and female [2], Also, the level of education attained was in the categories: certificate [1], diploma [2], first degree [3], second degree [4], and Doctorate [5] while the years of teaching experience had the categories: 5yrs or less [1], 6-11yrs [2], 12-17yrs [3], 18-23yrs [4], and 24yrs or more [5]. On the other hand, Section ”B” consisted of 10 Likert scale items which tapped information on institution and administrative policies, supervision, interpersonal relations, salary, working conditions, work itself, achievement, recognition, responsibility, and advancement. Each item had five response options: extremely satisfied [5], satisfied [4], neutral [3], dissatisfied [2], and extremely dissatisfied [1]. A questionnaire was chosen for this study because the time available for data collection was short. Also, it allowed standardization of the items of the instrument.

Validation of Instrument

Two methods were used to validate the instrument. That is, face and content validities. The face and content validities of the instrument were achieved by giving copies of the questionnaires to two teachers of human resource management to judge whether the items would serve the purpose for which they were constructed and whether the items were adequate enough. The teachers agreed that the items were adequate but item 6 of the questionnaire be changed from “the way your school head relate with you” to “the way your school head treats you” Also, item 8 be changed from “the salary you earned on the job” to “your salary and the work you do” The suggested changes were made and a final list of items was drawn to constitute the questionnaire.

Reliability of Instrument

The job satisfaction scale [JSS] of the questionnaire was subjected to reliability test using the Cronbach alpha. The JSS had a Cronbach alpha of 0.711. Cronbach alpha is a measure of the reliability of an instrument without reference to external criteria. The Cronbach alpha is a coefficient which indicates the degree to which the items of an instrument are able to produce consistent scores over a period of time. The closer the coefficient index was to one the greater the likelihood of the instrument to produce consistent score. However, the closer the index was to zero, the lower the likelihood of obtaining consistent scores. Thus, a

good instrument was one whose reliability coefficient index was closer to one (Fraenkel & Wallen, 2002).

Data Collection Procedure

The main study was conducted from 28th of September, 2008 to 10th of October, 2008. The researcher sought permission from the school heads to administer the questionnaires to the teachers involved. The researcher also gave and collected the questionnaires back from the respondents personally. A return rate of 100% was obtained.

Data Analysis Procedure

The main task of the study was to test the research hypotheses for any significant relationship between the independent variables [gender, age, level of education attained, and years of teaching experience] and the dependent variable [job satisfaction].

The first task was to test hypothesis one, that there is no significant relationship between job satisfaction and gender of trained teachers in senior high schools in the Bolgatanga Municipality. The Chi-square test of independence was used to test this hypothesis. To do this, the responses [categories] to the items of the job satisfaction scale were regrouped into two responses to make the items of job satisfaction nominal variables so that they could be cross-tabulated with the nominal variable [gender] to produce a 2×2 Table. Extremely satisfied and

satisfied were merged into one response called satisfied and coded as [2] while extremely dissatisfied and dissatisfied were also combined into a single response known as “not satisfied” and coded as [1]. However, the response “uncertain” was dropped from the categories because no respondent was uncertain about any of the items.

The second task was to test hypothesis two, that there is no relationship between job satisfaction and age of teachers in senior high schools in the Bolgatanga Municipality. The categories of items of the job satisfaction scale were computed into numeral scores so that both variables [job satisfaction and age] will be continuous variables. Pearson’s correlation [r] was then used to test hypothesis two.

The third task was to test hypothesis three, that is, there is no relationship between job satisfaction and level of education of teachers in senior high schools in the Bolgatanga Municipality. The categories of items of the job satisfaction scale were computed into numeral scores so that both variables [job satisfaction and level of education] will be continuous variables. Pearson’s correlation [r] was used to test the hypothesis.

The fourth task was to test hypothesis four, that is, there is no significant relationship between job satisfaction and years of teaching experience of teachers in senior high schools in the Bolgatanga Municipality. The categories of various items of the job satisfaction scale were computed into numeral scores to make them continuous variables so that both variables – items of job satisfaction and

years of teaching experience – will be continuous variables. Pearson's correlation [r] was used to test this hypothesis.

In all, the researcher's choice of statistical test for each of the hypotheses was informed by a number of things. First, Blaikie (2003) explained that the most suitable statistical test for ascertaining the association between two categorical or nominal variables is the chi-square test of independence. This necessitated the researcher's choice of the use of chi-square test of independence for hypothesis one. Second, Blaikie (2003) further noted that when both variables are metric [interval or ratio]. It is appropriate to use Pearson's correlation (r). This guided the researcher's decision to use Pearson's correlation to test hypotheses two, three, and four.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter contains the analyses of data, results, and discussion of results in relation to each hypothesis. The computations of the data gathered were done using Statistical Product and Service Solution [SPSS-12.0 version] to determine the background characteristics of the respondents and to test the hypothesis, that is, there is no relationship between job satisfaction [dependable variable] and demographic characteristics of trained teachers (such as gender, age, level of education attained, and years of teaching experience) [independent variable] in senior high schools in the Bolgatanga Municipality.

Background Characteristics of the Sample

Sixty-six trained teachers (respondents) received the questionnaires and all returned them. This represented a return rate of 100 %.

Table 3

Percentage Distribution of Teachers by Gender

Gender	Frequency	Percentage
Male	50	75.8
Female	16	24.2
Total	66	100

From Table 3, the data collected from the 66 questionnaires and analyzed revealed that 75.8% (50) constituted male respondents while 24.2 % (16) represented female respondents.

Table 4
Percentage distribution of Teachers by Age

Age	Frequency	Percentage
18-28	3	4.5
29-39	40	60.6
40-50	18	27.3
51-61	5	7.6
Total	66	100

In addition, Table 4 shows that 4.5% (3) of the respondents were aged between 18 and 28yrs. It is also observed that 60.6% (40) of the respondents were aged between 29 and 39yrs and 27.3% (18) of the respondents were aged between 40 and 50yrs while 7.6 (5) of the respondents were aged between 51 and 61yrs.

Table 5

Percentage distribution of Teachers by Educational Qualification

Educational Qualification	Frequency	Percentage
Diploma	5	7.6
First Degree	54	81.8
Post Graduate Certificate/Diploma	3	4.5
Second Degree	4	6.1
Total	66	100

Table 5 reveals that 7.6% (5) of the respondents held Diploma. Also, it is noticed that 81.8% (54) of the respondents held First Degrees and 4.5% (3) of the respondents held Post-graduate Certificate/Diploma while the remaining 6.1% (4) of the respondents possessed Second Degrees

Table 6

Percentage distribution of Teachers by years of Teaching Experiences

Years of Teaching Experience	Frequency	Percentage
5 or less	11	16.7
6-11	21	31.8
12-17	17	25.8
18-23	10	15.2
24 or more	7	10.6
Total	66	100

Also, from Table 6, it is noticed that 16.7% (11) of the respondents had five years or less experience in teaching. It is further observed that 31.8 % (21) of the respondents had between 6 and 11 years teaching experience. Moreover, it is found that 25.8 % (17) of the respondents had taught for periods ranging between 12 and 17 years and 15.2 % (10) of the respondents had worked between 18 and 23 years while the rest 10.6% (7) of the respondents had 24 years or more teaching experience.

Testing of the Hypotheses

Hypothesis 1: This hypothesis proposes that there is no significant relationship between job satisfaction and gender of trained teachers in senior high schools in the Bolgatanga Municipality. In testing Hypothesis One, the items of job satisfaction such as teachers' satisfaction with conditions of service, the way their school heads treated them, the acceptance and love they enjoyed from their colleagues, the salary they earned, the state of the equipment they used to perform their job, the freedom they had to make and implement work decisions, the successes they earned on the job, the respect the public accorded the teaching profession, the extent to which they accounted to their school head for their performance on the job, and the chance to be sponsored for further studies were each correlated with gender.

Thus, the first task, in testing Hypothesis One, was to ascertain the relationship between teachers' satisfaction with conditions of service of their job and gender. The teachers were asked to indicate the extent to which they were satisfied with conditions of service of their job on a five-point Likert scale—extremely satisfied, satisfied, uncertain, dissatisfied, and extremely dissatisfied. The responses of the teachers to the item were merged into two responses. Extremely satisfied and satisfied were merged into one response called satisfied. Extremely dissatisfied and dissatisfied were also merged into a single response known as “not satisfied” and cross-tabulated with gender. However, the category “uncertain” was dropped from the responses because no respondent was uncertain about any of the items. The chi-square test for independence was computed and

the result presented in Table 7. Pearson chi squared values (χ^2 values) and associated probability values (p-values) were then used to ascertain the statistical significance of the relationship.

Table 7

Percentage distribution of Teachers' Satisfaction with conditions of Service by Gender

	Gender		χ^2	df	p-value
	Male	Female			
Responses					
Not satisfied	86% [43]	87.5% [14]			
			0.023	1	0.879
Satisfied	14% [7]	12.5% [2]			
Total	100% [50]	100% [16]			

Note: Absolute numbers in parentheses.

**= p< 0.01 level

*= p< 0.05 level

From Table 7, it is noticed that both male and female trained teachers were not satisfied with the conditions of service of their job. Comparing the proportions of male and female teachers who were not satisfied, female teachers were slightly more represented in the not satisfied group [category] than their male counterparts (87.5% as opposed to 86 %). Gender was not significant at the 5% level, indicating no significant association with conditions of service. That is, irrespective of gender, the teachers were not satisfied with the conditions of service they enjoyed. This finding suggests that better conditions of service are essential for teachers' job satisfaction. This finding is in contrast with Koustelios (2001) who found that female teachers are more satisfied with their working conditions than their male counterparts. The possible explanation for this variation in findings may stem from the similar conditions of service to which both male and female teachers in Ghana Education Service enjoy without much discrimination on the basis of gender.

The second task was to find out the relationship between teachers' satisfaction with the way their school heads treated them and gender. The teachers were requested to point out their degree of satisfaction with the way they were treated by their school heads on a five-point scale. The responses were collapsed into two categories "satisfied" and "not satisfied" and cross-tabulated with gender. Chi-square test for independence was computed and the result presented in Table 8.

Table 8

Percentage distribution of Teachers' Satisfaction with the way their School Heads treat them by Gender

	Gender				
	Male	Female	χ^2	df	p-value
Responses					
Not satisfied	40% [20]	44% [7]			
			0.071	1	0.791
Satisfied	60% [30]	56% [9]			
Total	100% [50]	100% [16]			

Note: Absolute numbers in parentheses.

**= $p < 0.01$ level

*= $p < 0.05$ level

As indicated in Table 8, majority of the male and female respondents [teachers] were satisfied with the way their school heads treated them. Observing the percentage distribution of male and female teachers who were satisfied, it is

clear that male teachers were slightly more represented in the satisfied group than their female counterparts (60% as opposed to 56%). However, the chi-square test revealed no significant gender difference in teachers' satisfaction with the way their school head treated them at the 5% level to suggest a relationship. That is, disregarding gender, most teachers were satisfied with the way their school heads treat them. This contradicts Spector (1997) who found that female teachers are more satisfied with their relationship with their executive colleagues than their male counterparts. Further research is, thus, recommended to ascertain the factors responsible for the indifference in teacher treatment in secondary schools in Ghana.

Another task in testing Hypothesis One was to investigate the relationship between teachers' satisfaction with the acceptance and love they enjoyed from their colleagues and gender. In doing so, the teachers were asked to indicate their extent of satisfaction with the acceptance and love they enjoyed from their colleagues on a five-point scale. The responses were emerged into two categories and cross-tabulated with gender and the result presented in Table 9.

Table 9

Percentage distribution of Trained Teachers' Satisfaction with the Acceptance and love enjoyed from Colleagues by Gender

		Gender				
		Male	Female	χ^2	df	p-value
Responses						
Not satisfied	12% [6]	25% [4]				
				1.593	1	0.207
Satisfied	88% [44]	75% [12]				
Total	100% [50]	100% [16]				

Note: Absolute numbers in parentheses.

**= $p < 0.01$ level

*= $p < 0.05$ level

Table 9 shows that both male and female teachers were satisfied with the acceptance and love they enjoyed from their colleagues. Looking at the proportions of male and female teachers who were satisfied, the male teachers

represented 88% while their female counterparts constituted 75%. The computed chi-square test for independence revealed no significant difference in the way males and females felt about the acceptance and love they enjoy from colleagues at the 5% level. That is, regardless of gender, the teachers were satisfied with the acceptance and love they enjoy from their colleagues. This implies that both male and female teachers want their job to provide some sort of affiliation. This is supported by Dilworth (1991) who explained that such affiliation fulfills the teachers' need for acceptance, love, and being part of a group. Onu, Madukwe, and Agwu (2005) noted that interpersonal relationship among teachers positively influences their job satisfaction.

Moreover, to find out the relationship between teachers' satisfaction with the salary they earned and gender, the teachers were asked to give their opinion on the extent to which they were satisfied with the salary they earned on a five-point scale. The responses were computed and the output presented in Table 10.

Table 10

Percentage distribution of Trained Teachers' Satisfaction with their Salary by Gender

		Gender				
		Male	Female	χ^2	df	p-value
Responses						
Not satisfied	92% [46]	94% [15]				
				0.053	1	0.818
Satisfied	8 % [4]	6.3% [1]				
Total	100% [50]	100% [16]				

Note: Absolute numbers in parentheses.

**= p< 0.01 level

*= p< 0.05 level

As shown in Table 10, both male and female teachers were not satisfied with the salary they earned. Comparing the representations of male and female teachers in the not satisfied category, it was clear that female teachers were slightly more represented in the group than their male partners (94% as opposed to 92%). However, the chi-square test for independence revealed that the teachers do not

differ in the responses on the basis of gender at the 5% level. Hence, satisfaction with salary is independent of gender. That is, disregarding gender, teachers were not satisfied with their salary. This suggests that teachers perceive salary as a key contributor to their job satisfaction. This is confirmed by Kyriacou and Sutcliffe (1979) who noted that inadequate salary creates distress that undermines job satisfaction. Cascio (1992) stated that a pay system should be able to fulfill the basic needs of employees. In contrast to the finding, You-Kyung (2004) found that women are less satisfied with their earnings on the job than men. The possible explanation for this contrast in findings could be that, today, majority of the female teachers are holding certificates and taking jobs and occupying positions similar to those of their male counterparts. As a result, they enjoy approximately equal benefits, thus the indifference in attitude.

Also, to investigate the relationship between teachers' satisfaction with the state of the equipment they used to perform their job and gender, the teachers were asked to show their extent of satisfaction with the state of the equipment they used to perform their job on a five-point scale. The responses to the item were merged into two responses and cross-tabulated with gender and the output of the data analysis presented in Table 11.

Table 11

Percentage distribution of Teachers' satisfaction with state of Equipment used to perform Work by Gender

		Gender				
	Male	Female	χ^2	df	p-value	
Responses						
Not satisfied	82% [41]	81 % [13]				
			0.005	1	0.946	
Satisfied	18% [9]	19 % [3]				
Total	100% [50]	100% [16]				

Note: Absolute numbers in parentheses.

**= $p < 0.01$ level

*= $p < 0.05$ level

From Table 11, it is noticed that both male and female teachers were not satisfied with the state of the equipment they used to perform their work. Looking at the percentage representations of male and female teachers in the not satisfied category, it is clear that the male teachers and their female counterparts do not

differ much in their representations (82% as opposed to 81%). Thus, the computed chi-square test for independence revealed no significant gender difference in teachers' satisfaction with the state of the equipment they use at the 5% level. In conclusion, satisfaction with the state of equipment used to perform one's job is independent of gender. This result implies that both the male and female teachers attach equally great importance to the equipment they used in performing their job as a source of their job satisfaction.

One other task was to investigate the relationship between teachers' satisfaction with the freedom they had to make and implement work decisions and gender. To do this, the teachers were asked to indicate their extent of satisfaction with the freedom they had to make and implement work decisions on a five-point scale. The responses of the teachers to the item were collapsed into two responses and cross-tabulated with gender. The output of the data analysis presented in Table 12.

Table 12

Percentage distribution of Teachers' satisfaction with the freedom to make and implement Work Decisions by Gender

	Gender				
	Male	Female	χ^2	df	p-value
Responses					
Not satisfied	44 % [22]	56% [9]			
			0.730	1	0.393
Satisfied	56 % [28]	44% [7]			
Total	100% [50]	100% [16]			

Note: Absolute numbers in parentheses.

**= $p < 0.01$ level

*= $p < 0.05$ level

As indicated in Table 12, male teachers were more satisfied with the freedom to make and implement work decisions than their female partners (56% as opposed to 44%). However, the calculated chi-square test for independence

indicated no significant gender difference in responses at the 5% level. Hence, it was concluded that teachers' satisfaction or lack thereof, with the freedom to make and implement work decisions is independent of gender. The finding implies that both male and female teachers see their involvement in making and implementing work decisions as a key factor responsible for their job satisfaction. This is supported by Hellriegel, Jackson and Slocum (1999) who stated that when employees actively participate in making and implementing work decisions they develop a high sense of involvement and commitment toward a job and build a positive work attitude toward attainment of desired result. Further research involving a sample of both trained and non-trained teachers is recommended to establish any relationship.

Furthermore, to ascertain the relationship between teachers' satisfaction with the successes they earned on the job and gender, the teachers were asked to indicate the level to which they were satisfied with the successes they earned on the job on a five-point scale. The responses were merged into two responses and cross-tabulated with gender. The result presented in Table 13.

Table 13

Percentage distribution of Teachers' satisfaction with success earned on the Job by Gender

	Gender				
	Male	Female	χ^2	df	p-value
Responses					
Not satisfied	40% [20]	56% [9]			
			1.299	1	0.254
Satisfied	60% [30]	44% [7]			
Total	100% [50]	100% [16]			

Note: Absolute numbers in parentheses

**= p< 0.01 level

*= p< 0.05 level

Table 13 shows that male trained teachers were more satisfied with the success they earned on their job than their female partners (60% as opposed to 44%). Yet, the computed Pearson's chi-square test for independence indicated no significant gender difference at the 5% level. Thus, it was concluded that gender is independent of success earned on a job. This finding implies that the fulfillment derived from successfully executing a job contributes greatly to the job satisfaction of both male and female teachers. Hellriegel, Jackson, and Slocum (1999) confirmed this when they explained that employees (teachers) fulfill their sense of mastery when they successfully perform a task to its successful completion and given timely feedback on performance. This results in job satisfaction.

In finding out the relationship between teachers' satisfaction with the respect the public accorded them and gender, the teachers were asked to indicate their degree of satisfaction with the respect the public accorded teaching as a profession on a five-point scale. The responses were merged into two responses and cross-tabulated with gender. The output presented in Table 14.

Table 14

Percentage distribution of Teachers' satisfaction with the respect the Public accords Teaching by Gender

	Gender		x ²	df	p-value
	Male	Female			
Response					
Not satisfied	80% [40]	81% [13]			
			0.012	1	0.913
Satisfied	20% [10]	19% [3]			
Total	100% [50]	100% [16]			

Note: Absolute numbers in parentheses

**= p< 0.01 level

*= p< 0.05 level

Table 14 shows that both male and female teachers were not satisfied with the respect the public accorded them. Comparing the proportions of male and female teachers who were not satisfied, the representation of the female teachers in the not satisfied group did not differ much from their male counterparts (81% as opposed to 80%). A computation of Pearson's chi-square test for

independence revealed no significant gender difference at the 5% level. That is, both males and females are peeved by the respect the public accords them. This is confirmed by Adesina (1990) who noted that teachers are accorded relatively little recognition by the public especially in Africa including Ghana to which the Bolgatanga Municipality is not excluded. This implies that both males and female teachers identify public respect for their professional role as teachers as a major contributor to their job satisfaction. Agyemang (1986) earlier explained that the social prestige associated with a job strongly influences the employees' (teachers') satisfaction with the job. The finding contradicts Macmillan (2008) who found that female teachers are more satisfied with the respect accorded their professional role as teachers than their male counterparts. One possible explanation for this variation in findings could be attributed to the differences in choice of needs that teachers expect their job to fulfill. For instance, Bennett (1994) found that employees in developing countries including Ghana place emphasis on the fulfillment of their lower-order needs while the counterparts in developed countries work to fulfill their higher-order needs. Hence, teachers in a developing country such as Ghana, regardless of their gender, attach great importance to the respect the public accord their job as a correlate for their job satisfaction because such recognition increases their self-confidence and job satisfaction.

Moreover, to explore the relationship between teachers' satisfaction with the extent to which they accounted to their school head for their performance on the job and gender, the teachers were asked to opine on their degree of

satisfaction with the extent to which they accounted to their school head for their performance on the job on a five-point scale. The responses of the teachers were merged and cross-tabulated with gender and the result presented in Table 15.

Table 15

Percentage distribution of Teachers' satisfaction with extend of their accountability to School Heads by Gender

	Gender		x ²	df	p-value
	Male	Female			
Responses					
Not satisfied	44% [22]	56% [9]			
			0.874	1	0.350
Satisfied	56% [28]	44% [7]			
Total	100% [50]	100% [16]			

Note: Absolute numbers in parentheses

**= p< 0.01 level

*= p< 0.05 level

From Table 15, it is observed that male teachers were more satisfied with the success they earned on their job than their female partners (56% as opposed to 44%). In spite of this difference in attitude, the computed Pearson's chi-square test for independence revealed no significant gender variation in the responses at the 5% level to suggest the existence of any meaningful relationship between the variables. This finding implies that accountability of performance to superiors is of equal significance for both male and female teachers' satisfaction with their job. Gold (1994) noted that teachers who are held liable for their successes or failures on their job exhibit high level of interest and commitment in its execution and job satisfaction.

In addition, other task was to investigate the relationship between teachers' satisfaction with the chance to be sponsored for further studies and gender. To do this, the teachers were asked to show their satisfaction with their chance to be sponsored for further studies on a five-point scale. The responses of the teachers to the item were collapsed into two responses and cross-tabulated with gender and the output of the data analysis presented in Table 16.

Table 16

Percentage distribution of Teachers' satisfaction with the chance to be sponsored for further Studies by Gender

	Gender				
	Male	Female	χ^2	df	p-value
Responses					
Not satisfied	20% [10]	31% [5]			
			0.213	1	0.645
Satisfied	80% [40]	69% [11]			
Total	100% [50]	100% [16]			

Note: Absolute numbers in parentheses

**= $p < 0.01$ level

*= $p < 0.05$ level

From Table 16, both male and female teachers were satisfied with the chance to be sponsored for further studies. A comparison of the percentages of male and female teachers in the satisfied category showed that more male teachers

were satisfied with the chance to be sponsored for further studies than their female counterparts (80% as opposed to 69%). However, a computation of chi-square test indicates no significant gender differences in satisfaction at the 5% level. It was, consequently, concluded that the chance to be sponsored for further studies is independent of gender. This implies that both male and female teachers see their opportunity in enjoying study leave as a key factor for their job satisfaction. This is because teachers perceived the pursuance of further education as an opportunity to assume greater responsibility and authority, which is rewarded with higher pay, benefits, and personal growth.

Hypothesis 2: There is no significant relationship between job satisfaction and age of teachers in senior high schools in the Bolgatanga Municipality. Pearson's correlation was computed to test the hypothesis. First, the responses of items of the job satisfaction scale were computed into numeral scores so that both variables [items of job satisfaction and age] become continuous variables. The items of the job satisfaction scale were then correlated with age and the results of the analysis presented in Table 17.

Table 17

Correlation of Facets of job Satisfaction with Age (n=66)

Items of Job Satisfaction	Correlation (r)	p-value
5	0.039	0.755
6	0.222	0.074
7	0.043	0.734
8	-0.120	0.336
9	- 0.120	0.336
10	-0.113	0.367
11	- 0.090	0.471
12	- 0.145	0.245
13	- 0.079	0.527
14	- 0.027	0.832

Note: n = Number of respondents

**= p< 0.01 level

*= p< 0.05 level

Table 17 shows that age is not significantly related to any of the items of job satisfaction. Consequently, it was concluded that the facets of job satisfaction are not related to age. Generally, all age groups were satisfied with items such as the way their school heads treated them (59.1%), the acceptance and love they enjoyed from colleagues (84.8%), the freedom they had to make and implement work decisions (53%), the successes they earned on the job (56.1%), and the extent to which they accounted to their school heads (77.3%). However, they were not satisfied with their conditions of service (86.4%), the salary they earned (92.4%), the state of the equipment they used in performing their job (81.8%), the respect the public accorded them (80.3%), and their chances of being sponsored for further studies (84.8%).

This finding is in contrast to Kalleberg and Loscocco (1998) who stated that chronological age differences significantly affect job satisfaction. Narayana and Rao (2000) further revealed that older workers are more satisfied with their job than younger workers. The possible explanation for this contradiction in findings could be that the condition of service and scheme of work of Ghana Education Service provide approximately equal benefits and opportunity for male and female teachers. Another possible explanation could be that teachers have some common needs which they work to satisfy irrespective of their age differences. Maslow (1943) identified such common needs as lower-level needs which include the need for food, water, air, activity, rest, shelter, and warmth; the

needs to be free from pain, illness and danger, and the need for friendship, love, acceptance, conversation, and for be part of a group. This is supported by Bennett (1994) who found that, in developing countries including Ghana, the desire of majority of teachers to work stem from their quest to fulfill their lower level needs which are fundamental to all irrespective of age while, in developed countries, teachers work to satisfy their higher-order needs.

Hypothesis 3: There is no relationship between job satisfaction and level of education of teachers in senior high schools in the Bolgatanga Municipality. Pearson's correlation was computed to test the hypothesis. First, the responses of items of the job satisfaction scale were computed into numeral scores so that both variables [items of job satisfaction and level of education] will be continuous variables. The items of the job satisfaction scale were then correlated with level of education and the output presented in Table 18.

Table 18

Correlation of Facets (items) of job Satisfaction with level of Education attained (n=66)

Items of Job Satisfaction	Correlation (r)	p-value
5	- 0.184	0.139
6	0.142	0.255
7	0.106	0.397
8	0.059	0.640
9	0.165	0.184
10	0.029	0.816
11	0.036	0.773
12	- 0.134	0.283
13	0.162	0.195
14	- 0.182	0.143

Note: n = Number of respondents

**= p< 0.01 level

*= p< 0.05 level

From Table 18, it is noticed that the relationship between the level of education and the items of job satisfaction are not statistically significant. Consequently, it was concluded that there are no correlation between the level of education and the facets of job satisfaction. In general, all teachers of the various educational level groupings were satisfied with the way their school heads treated them (59.1%), the acceptance and love they enjoyed from colleagues (84.8%), the freedom they had to make and implement work decisions (53%), the successes they earned on the job (56.1%), and the extent to which they accounted to their school heads (77.3%). On the other hand, they were not satisfied with their conditions of service (86.4%), the salary they earned (92.4%), the state of the equipment they used in performing their job (81.8%), the respect the public accorded them (80.3%), and the chance to be sponsored for further studies (84.8%).

This contradicts Berns (1989) who found that teachers with Master degrees were more satisfied with teaching than teachers with only bachelor degrees. The possible reason for such contrast in findings may stem from the equal treatment of teachers, irrespective of their levels of education, could be responsible for the dissatisfaction among teachers who possess second degrees in the Ghana Education Service.

Hypothesis 4: There is no significant relationship between job satisfaction and years of teaching experience of teachers in senior high schools in the Bolgatanga Municipality. To test the hypothesis, Pearson's correlation was employed. First, the responses of items of the job satisfaction scale were

computed into numeral scores so that both variables [items of job satisfaction and years of teaching] become continuous variables. The scores of various items of the job satisfaction scale were then correlated with the years of teaching experience and the results of the data analysis presented in Table 19.

Table 19

Correlation of Facets (items) of job Jatisfaction with years of Teaching Experience (n =66)

Items of Job Satisfaction	Correlation (r)	p-value
5	0.044	0.725
6	0.087	0.490
7	0.098	0.435
8	-0.066	0.600
9	- 0.023	0.858
10	-0.074	0.556
11	- 0.113	0.368
12	- 0.092	0.464
13	- 0.082	0.512
14	- 0.090	0.473

Note: n = Number of respondents

**= p< 0.01 level

*= p< 0.05 level

From Table 19, it is clear that the relationship between the years of teaching experience and the items of job satisfaction are not significant. Consequently, it was concluded that years of teaching experience is not associated with job satisfaction. Generally, all teachers grouped according to years of teaching experience were satisfied with the way their school heads treated them (59.1%), the acceptance and love they enjoyed from colleagues (84.8%), the freedom they had to make and implement work decisions (53.0%), the successes they earned on the job (56.1%), and the extent to which they accounted to their school heads (77.3%). On the contrary, they were not satisfied with their conditions of service (86.4%), the salary they earned (92.4%), the state of the equipment they used in performing their job (81.8%), the respect the public accorded them (80.3%), and their chances of being sponsored for further studies (84.8%).

This finding is corroborated by Dinham and Scott (1996) who found that no relationship exists between the length of service of employees and their job satisfaction. This implies that both the long-serving and the short-serving teachers [employees] may be striving for the satisfaction of similar needs. In contrast, Klecker and Loadman (1997) revealed that job satisfaction decreased with the number of years the person has been on the job. One possible explanation for this variation in findings could be attributed to differences in work culture between countries.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Chapter five contains an overview of the research, a summary of main findings, conclusion, and recommendations.

Overview

The retention of trained teachers in senior high schools has become a major problem confronting the delivering of education in Ghana. Although Governments over the years have made tremendous efforts in addressing the problem, it still persists. One factor responsible for this situation is job dissatisfaction (Dilworth, 1991; Maslow, 1943). Herzberg, Mausner, and Syndermen (1959) associated job dissatisfaction with the absence of motivation and good work environment. Apart from these, studies done elsewhere attributed the demographic characteristics of employees to job satisfaction (Bennet, 1994; Narayana & Rao, 2000; Shamail, Tariq, Jalil, & Szabist, 2004; Staw & Rose, 1985). This study, therefore, sought to find out whether job satisfaction is related to the demographic characteristics of trained teachers in the Bolgatanga Municipality.

A random sample of 66 trained teachers who were at post as at 28th of September, 2008 to 10th of October, 2008 were drawn from senior high schools in the Bolgatanga Municipality for the study. They provided information on their job satisfaction and their demographic characteristics by answering a 14-item questionnaire which contains four items on teacher demographic characteristics and ten items on job satisfaction. The questionnaires were distributed and collected from the respondents by the researcher. The data gathered were computed using cross-tabulation for Pearson chi-square test of independence and Pearson's correlation coefficient where applicable to test the hypotheses.

Summary of main Findings

The analysis of the data collected revealed the following findings:

1. Job satisfaction among teachers in senior high schools in the Bolgatanga Municipality is independent of the gender of teachers. Both male and female teachers expressed lack of satisfaction with facets such as conditions of service, the salary earned, the state of the equipment they used, the respect the public accorded teaching, and the chance of being sponsored for further studies. However, they indicated some degree of satisfaction with job facets such as the way school heads treated them, the acceptance and love they enjoyed from colleagues, the freedom they had to make and implement work decisions, the successes they earned on the job, and the extent to which they accounted to their school heads.

2. Job satisfaction among teachers in senior high schools in the Bolgatanga Municipality is independent of age. Generally, the teachers expressed high satisfaction with facets such as the way school heads treated them, the acceptance and love they enjoyed from colleagues, the freedom they had to make and implement work decisions, the successes they earned on the job, and the extent to which they accounted to their school heads.
3. Job satisfaction among teachers in senior high schools in the Bolgatanga Municipality is independent of the level of education and generally low with facets such as conditions of service, the salary earned, the state of the equipment they used, the respect the public accorded teaching, and the chance of being sponsored for further studies.
4. Job satisfaction among teachers in senior high schools in the Bolgatanga Municipality is independent of years of teaching experience and generally high with facets such as the way their school heads treated them, the acceptance and love they enjoyed from colleagues, the freedom they had to make and implement work decisions, the successes they earned on the job, and the extent to which they accounted to their school heads.

Conclusions

Job satisfaction is generally low among teachers in senior high schools in the Bolgatanga Municipality. The lack of satisfaction is independent of gender, age, level of education, and number of years of teaching.

Recommendations

Based on the findings of the study and the conclusion drawn from them, the following recommendations are made to promote teachers' job satisfaction and retention:

1. Recognizing that gender, age, level of education attained, and years of teaching experience by themselves do not bring about job satisfaction, it is recommended that the Ghana Education Service, the Ghana National Association of Teachers [GNAT], the Ghana National Association of Graduate Teachers [NAGRAT] and school heads should use the job satisfaction questionnaire used in this study for evaluating the job satisfaction of teachers so as to plan the best interventions suited to teachers' needs in order to promote job satisfaction.
2. Most teachers were dissatisfaction with conditions of service, salary, state of equipment used, respect the public accorded teaching, and sponsorship for further studies. It is, therefore, recommended that the Ghana Education Service and its trade unions such as the Ghana National Association of Teachers [GNAT] and the Ghana National Association of Graduate

Teachers [NAGRAT] should work together to improve the existing conditions of service of teachers including salary and study leave system. Also, the Ghana Education Service should supply its schools with the needed training aids to improve teaching, learning, and teacher motivation. Apart from these, the Ghana National Association of Teachers [GNAT] and the Ghana National Association of Graduate Teachers [NAGRAT] should re-orientate teachers to be more professional in order to win public confidence, support, and respect. This will go a long way to improve the image of the teaching profession and promote teacher motivation and retention.

3. Although most teachers showed some degree of satisfaction with some job facets such as the way their school heads treated them, the acceptance and love they enjoyed from colleagues, the freedom they had to make and implement work decisions, the successes they earned on the job, and the extent to which they accounted to their school heads, it is recommended that school heads and departmental heads and other teachers in supervisory positions be informed of these facets so that continuous effort is put into promoting teacher motivation and satisfaction in schools.

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APPENDIX A

Table for determining sample size from a given population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375

APPENDIX A **continued**

N	S	N	S	N	S	N	S	N	S
70	59	220	140	500	217	1800	317	20 000	377
75	63	230	144	550	226	1900	320	30 000	379
80	66	240	148	600	234	2000	322	40 000	380
85	70	250	152	650	242	2200	327	50 000	381
90	73	260	155	700	248	2400	331	75 000	382
95	76	270	159	750	254	2600	335	1000 000	384

Source: Krejcie & Morgan (1970)

*N is the population size

*S is sample size

APPENDIX B
UNIVERSITY OF CAPE COAST
INSTITUTE OF EDUCATION
CAPE COAST, GHANA

QUESTIONNAIRE FOR SENIOR HIGH SCHOOL TEACHERS

In recent times, stakeholders in education have complained about the lack of trained teachers in public senior high schools in Ghana and its effect on students' academic achievement. However, not much has been done to find out your feeling toward your work. It is for this reason that this study is conducted to ascertain your feeling about the various aspects of your work. This is necessary to inform management as to what organizational and management practices best suit your needs. It is the hope of the researcher that your honest responses to the items of the questionnaire attached will go a long way to promote your satisfaction with your job and improve your students' academic performance. I realize you have a busy schedule and your time is valuable. However, I am sure you want to contribute in making your work a better place to be and improve the academic performance of your students as much as I do.

Please, your responses will be kept completely confidential. As a first step, I ask that you make no identification marks on the questionnaire. Kindly seal the completed questionnaire in the envelope provided and return it to the researcher in an hour. The Institute of Education of the University of Cape Coast has approved this study.

SECTION "A"

INSTRUCTION: Tick [] the response that best describes you.

1. Gender
 1. Male
 2. Female
2. Age
 1. 18-28
 2. 29-39
 3. 40-50
 4. 51-61
 5. 62 or more
3. What is your highest academic qualification?
 1. Diploma
 2. First Degree
 3. Post-graduate Certificate/Diploma
 4. Second Degree
 5. Doctorate
4. For how many years have you been teaching?
 1. 5 or less
 2. 6-11
 3. 12-17
 4. 18-23
 5. 24 or more

SECTION "B"

JOB SATISFACTION QUESTIONNAIRE [JSQ]

INSTRUCTION: Write in the bracket preceding each statement the cardinal number that best describes the degree of your satisfaction with such statement, using the following key:

- a. Extremely satisfied [5]
- b. Satisfied [4]
- c. Uncertain [3]
- d. Dissatisfied [2]
- e. Extremely dissatisfied [1]

HOW SATISFIED ARE YOU WITH THE FOLLOWING ASPECTS OF YOUR JOB?

- 5. [] The conditions of service of your job in comparison to similar professions.
- 6. [] The way your school head treats you.
- 7. [] The acceptance and love you enjoy from your colleagues.
- 8. [] Your salary and the work you do
- 9. [] The state of the equipment you use to perform your job.
- 10. [] The freedom you have to make and implement work decisions.
- 11. [] The successes you earned on your job.
- 12. [] The respect the public accords your job.
- 13. [] The extent to which you account to your school head for your performance on your job.
- 14.[] The chance to be sponsored for further studies.

THANK YOU

