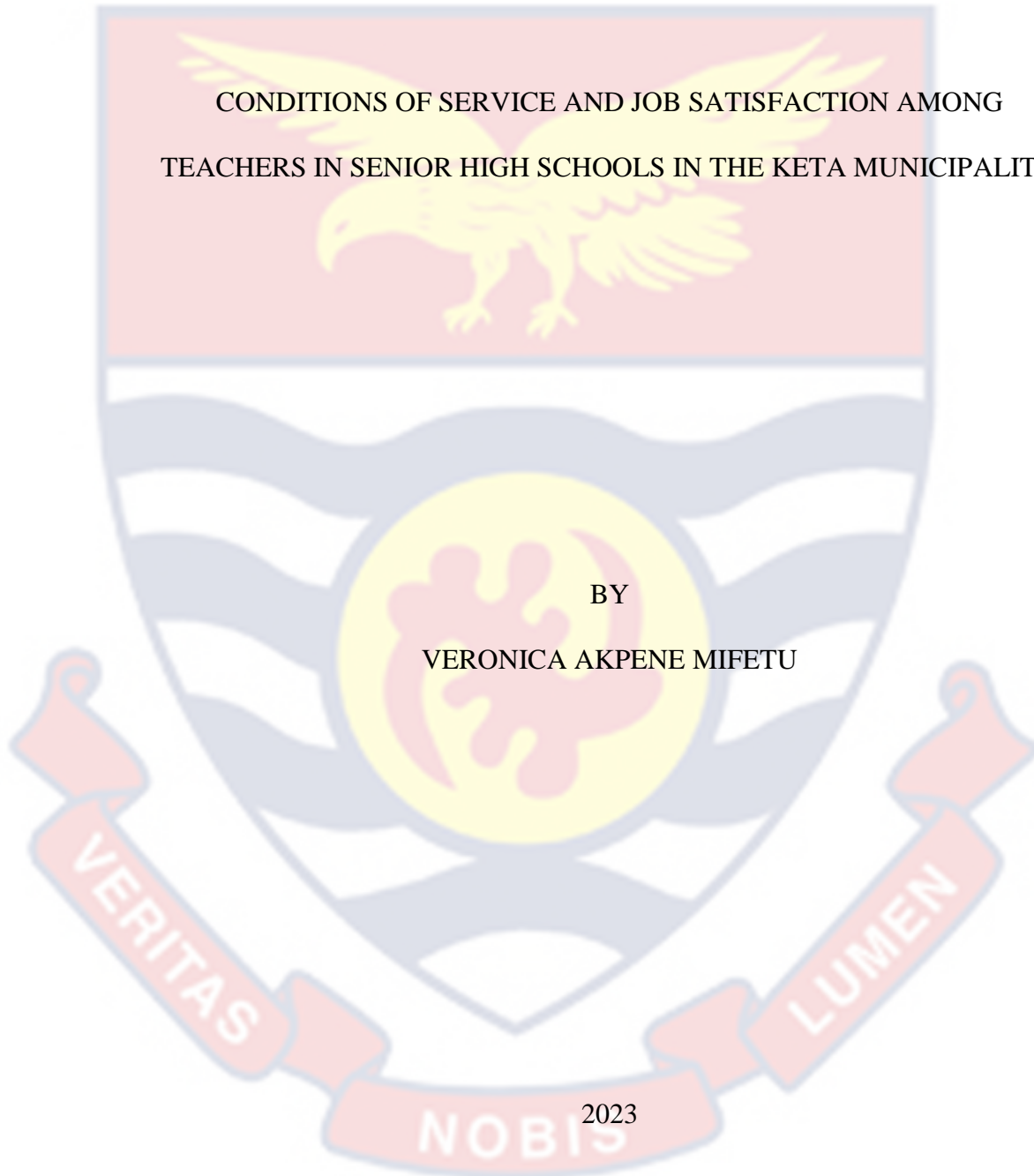


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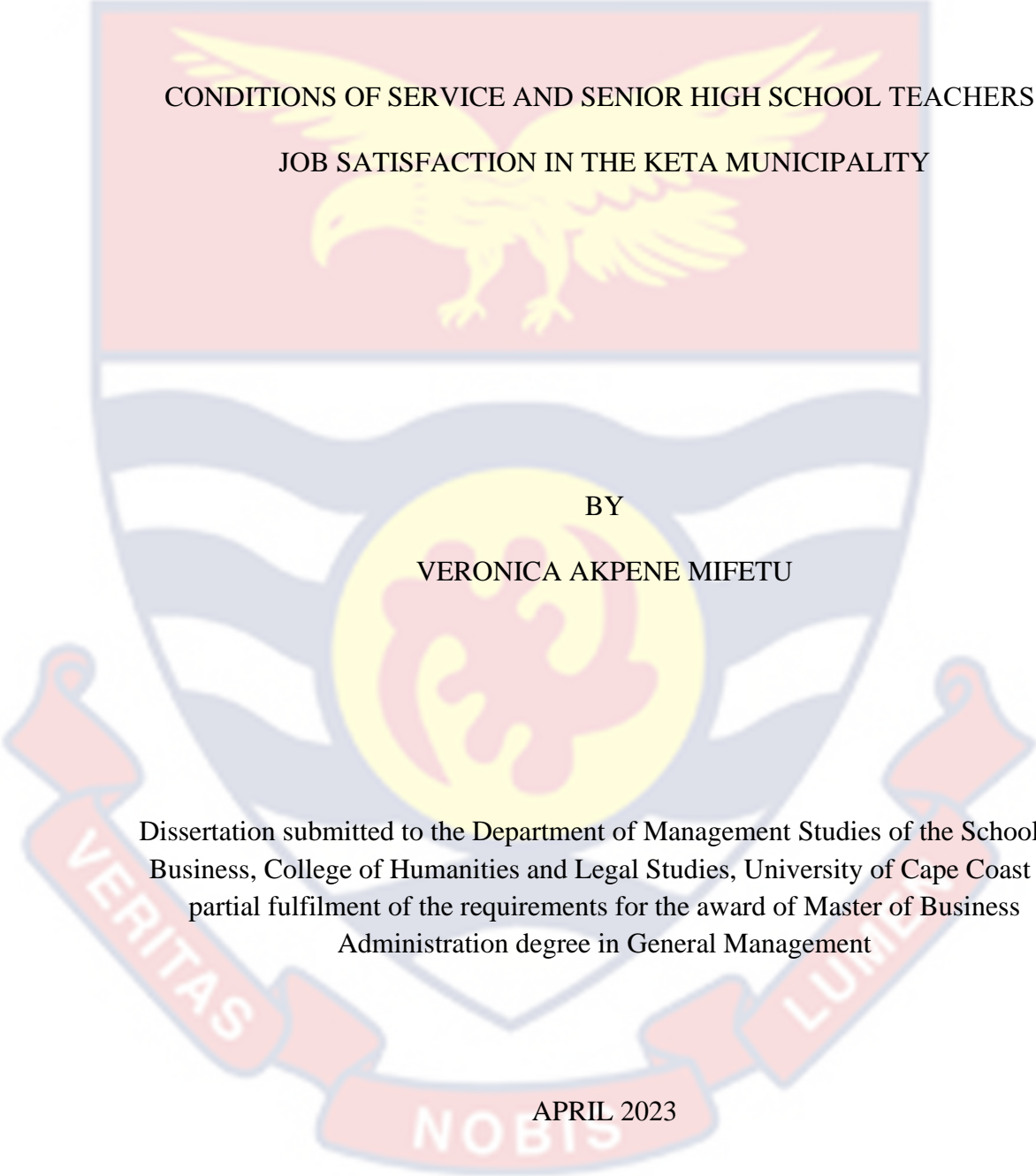
CONDITIONS OF SERVICE AND JOB SATISFACTION AMONG
TEACHERS IN SENIOR HIGH SCHOOLS IN THE KETA MUNICIPALITY

BY

VERONICA AKPENE MIFETU



UNIVERSITY OF CAPE COAST



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VERONICA AKPENE MIFETU

Dissertation submitted to the Department of Management Studies of the School of Business, College of Humanities and Legal Studies, University of Cape Coast in partial fulfilment of the requirements for the award of Master of Business Administration degree in General Management

APRIL 2023

DECLARATION

Candidate's Declaration

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

Candidate's Signature: Date:

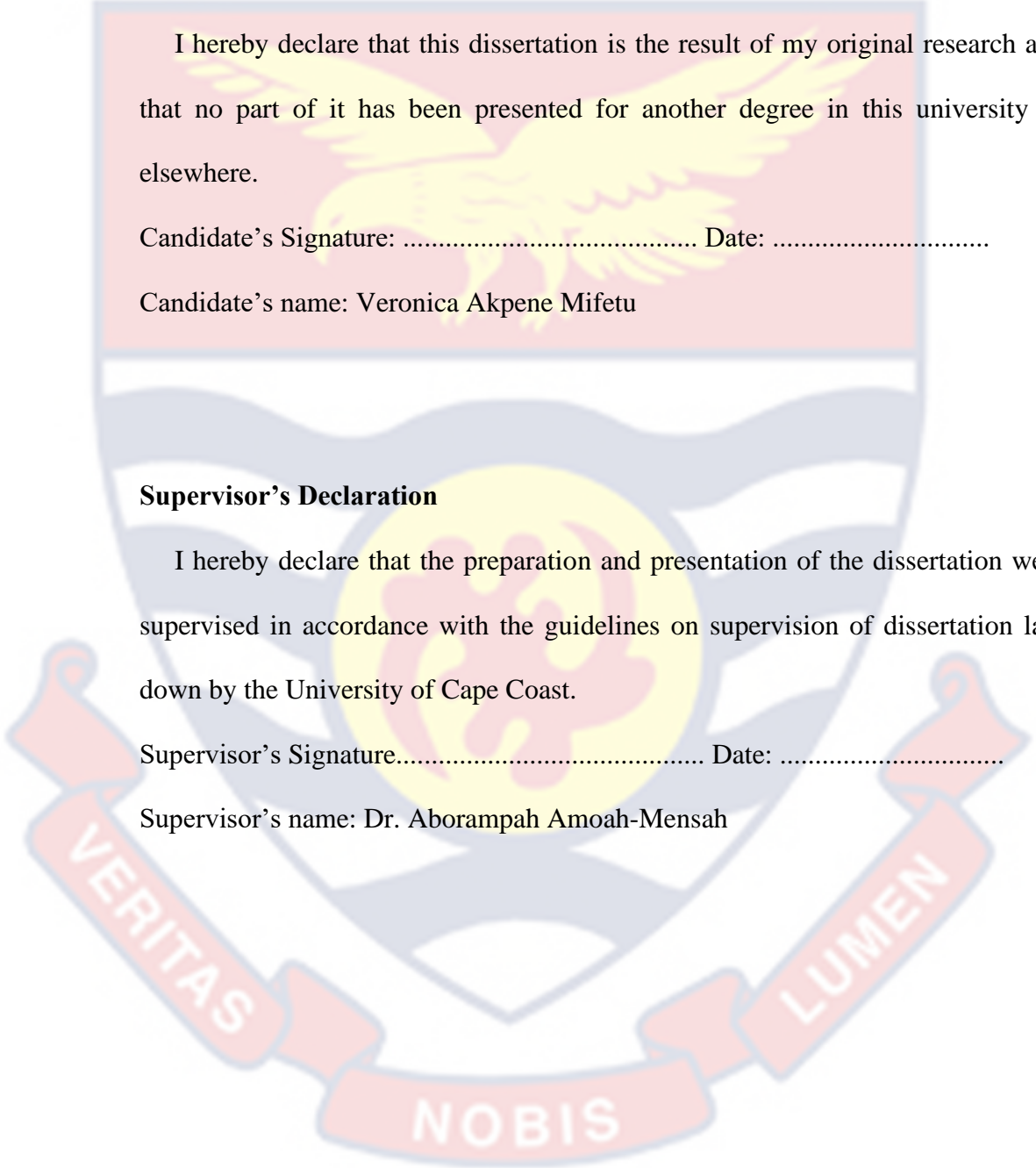
Candidate's name: Veronica Akpene Mifetu

Supervisor's Declaration

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

Supervisor's Signature..... Date:

Supervisor's name: Dr. Aborampah Amoah-Mensah



ABSTRACT

This study investigated the relationship between teachers' conditions of service and job satisfaction (both intrinsic and extrinsic job satisfaction). An explanatory design was employed. Two hundred and thirty-five teachers from four senior high schools in Keta Municipality in Volta Region participated in the study. Two research objectives and three null hypotheses guided the study to find out whether there is relationship between prompt payment of teachers' salary, fringe benefits, training and development, teachers' regular promotion and job satisfaction. The selection of four schools and 235 respondents were carried out by simple random sampling technique. Data was obtained through the use of research questionnaire developed by the researcher for the study which was validated by the research supervisor. Data collected was obtained and analysed. Findings indicated that there was significant relationships between prompt payment of salary, promotion, fringe benefits, staff development and job satisfaction. It is recommended that government through the Ministry of Education should review the existing conditions of service of teachers, pay teachers' salaries promptly, promote teachers regularly, and send teachers on training programmes. Finally, suggestions were proffered for further studies to be carried out in other districts of the country so that ideas can be compared.

KEY WORDS

Conditions of service

Job satisfaction

Intrinsic

Extrinsic



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DEDICATION

To my lovely husband and children for their inspiration.

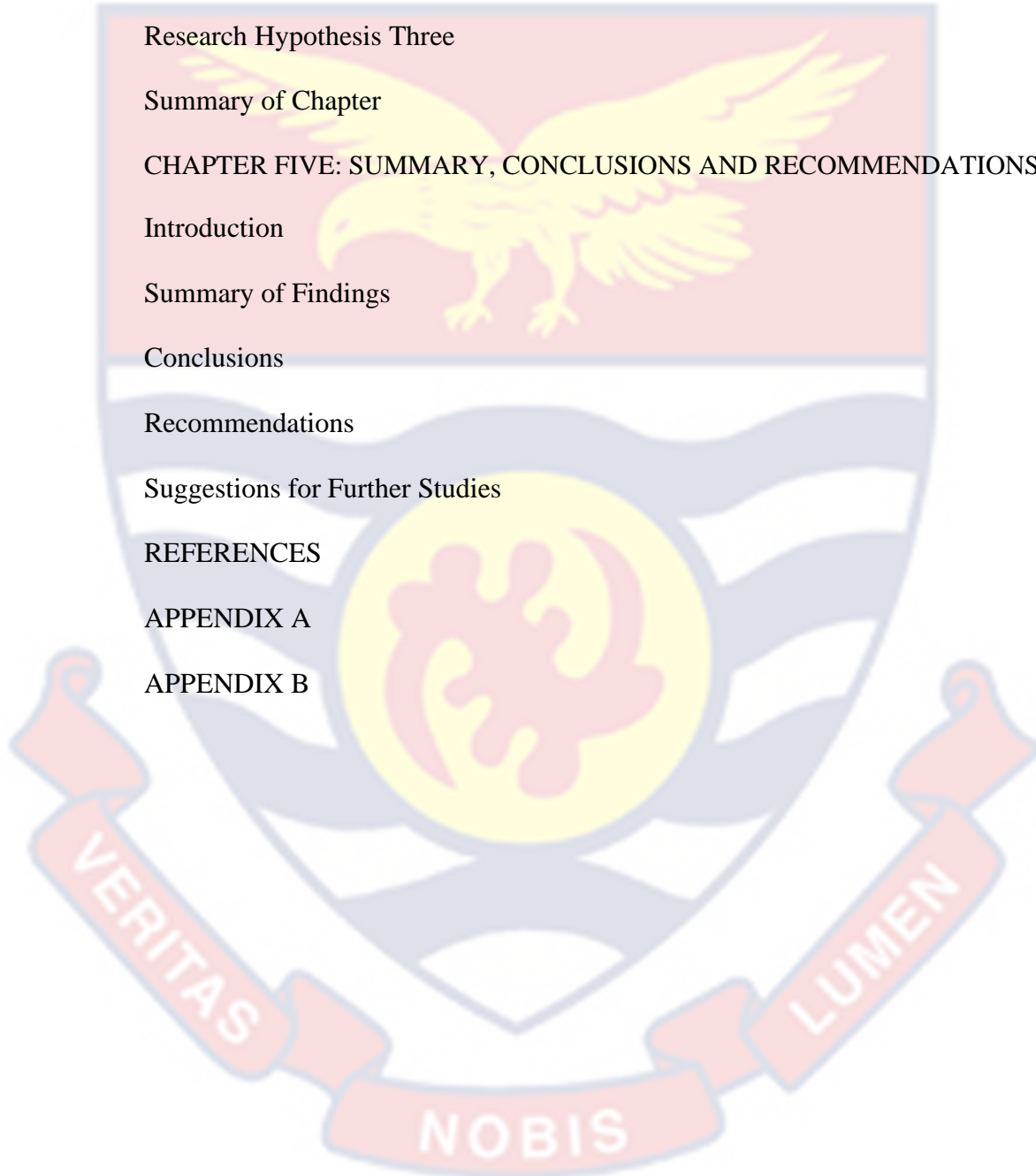


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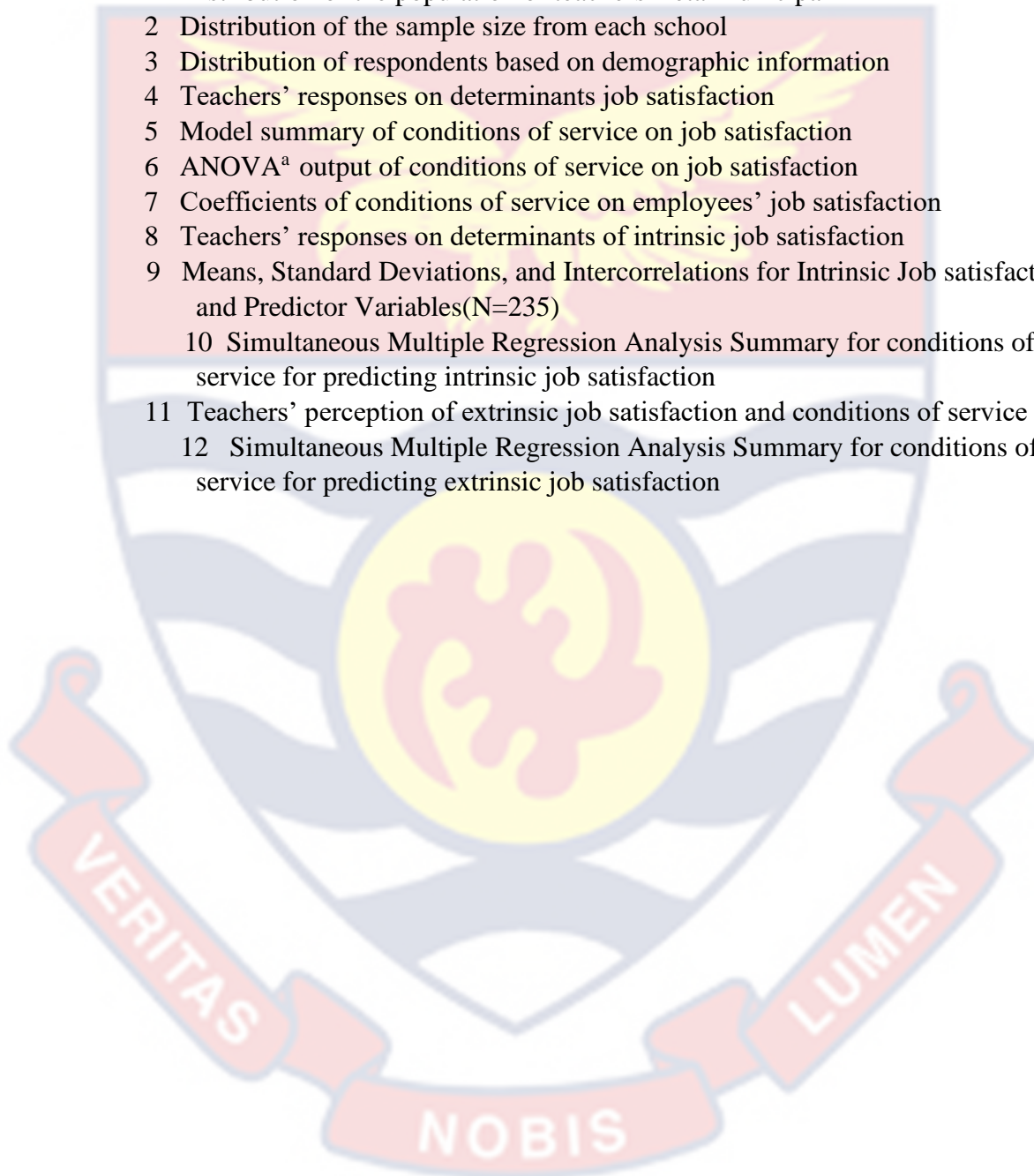
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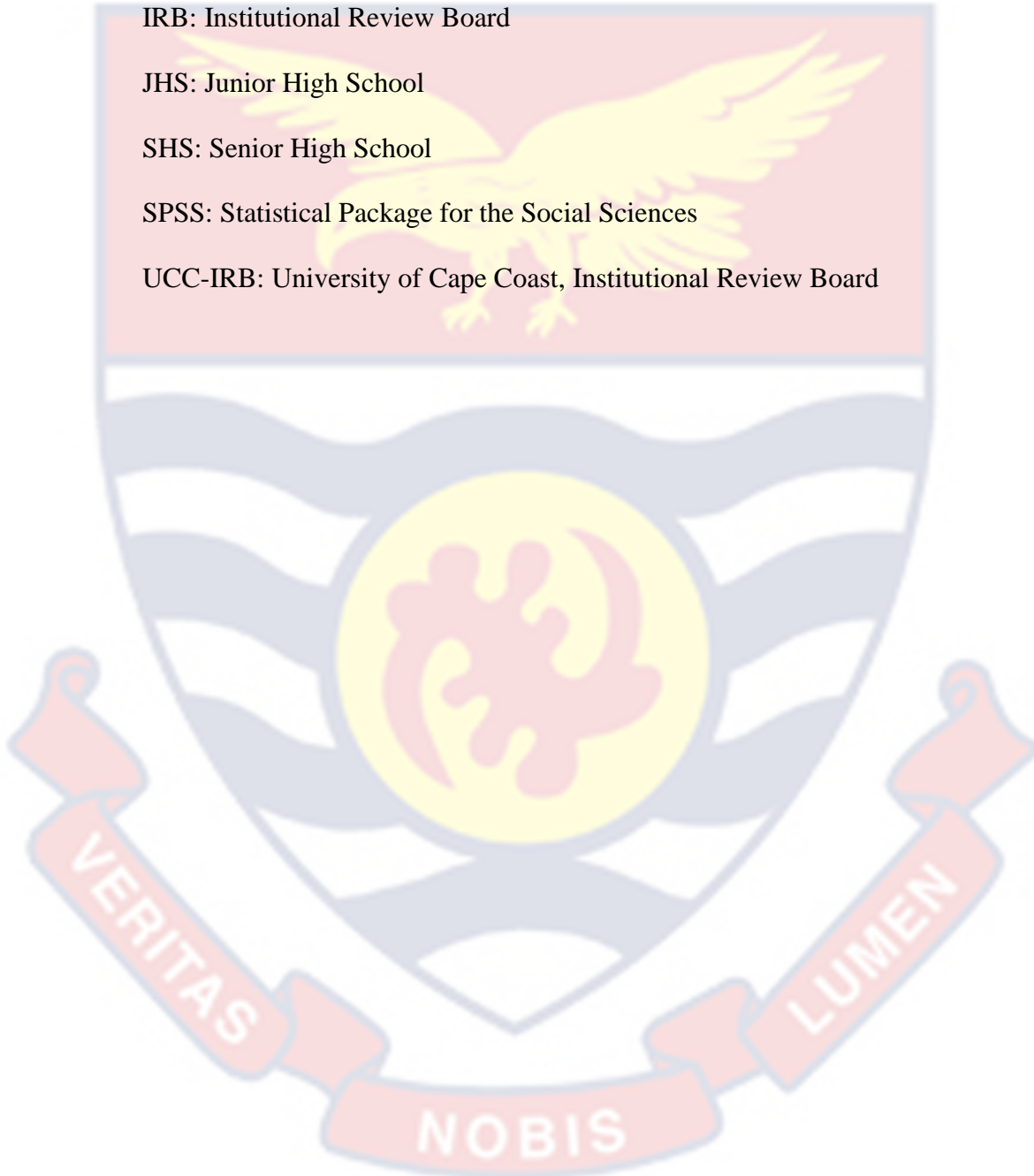
1 Linking conditions of service to job satisfaction

33



LIST OF ACRONYMS

<u>Cases</u>	<u>Page</u>
ICT: Information Communication Technology	47
IRB: Institutional Review Board	48
JHS: Junior High School	74
SHS: Senior High School	10
SPSS: Statistical Package for the Social Sciences	51
UCC-IRB: University of Cape Coast, Institutional Review Board	54



CHAPTER ONE

INTRODUCTION

This chapter provides the background to the study, the statement of the problem, the purpose of the study, research objectives, research hypotheses and significance of the research, delimitations, limitations, and definition of terms and organisation of the study.

Background of the Study

Organizations today work in globally competitive business contexts. (Mehrad, 2016). As a result, they are unable to appreciate the significance of workplace practices for the contentment of their staff (Raziq & Maulabakhsh, 2015). According to the Education Ministry (2020), a condition of service is a clause in an employment contract that specifies the duties, obligations, hours of work, pay, holidays, and other advantages that an employee is entitled to. Poor service conditions may result if any of the aforementioned requirements are not properly addressed. So, the purpose of this study was to investigate how senior high school teachers' conditions of employment impacted their level of job satisfaction in Keta Municipal.

There are many variables that greatly influence organizational outcomes and boost employee performance. Condition of service is one of these variables. Conditions of service is a standard guideline to manage the human resources within a service (Ekpoh, 2018; Ukpoh & Okon, 2020). When a person works in an unfavourable setting or is denied benefits, those conditions are known as having poor working conditions (Tio, 2014). Bad service conditions have grown to be a

serious problem in organizations, which has impacted their ability to produce. Benefits for the staff, such as leave bonuses, salary, and training stipends, are withheld (Kumedzro, 2018). Even the working conditions for the workers are unfavourable; they are not given the necessary tools; and, most importantly, promotions are postponed.

Employees are the most important asset of the organization (Kuranchie-Mensah & Amponsah-Tawiah, 2016). They are likely to play a big role in determining the organization's driving force and strength (Mehrad, 2016). Furthermore, the firm needs exceptional and contented staff in order to provide services of a high caliber. An organization cannot provide significant quality services if its staff are not happy and thrive in their work (Javed, Javed, Ahmed, & Anjum, 2019). Job satisfaction constitutes one of the crucial elements outlined in Herzberg's Motivation-hygiene Theory (Herzberg, Mausner, & Snyderman, 1959). A pleasant or positive emotional state resulting from one's work or employment is referred to as job satisfaction (Klassen & Chiu, 2010).

In other words, it refers to how much people genuinely love what they do for a living (Abdulla, Jebarni, & Mellahi, 2011). Due to its impact on both individuals and organizations, job satisfaction has received more attention than any other factor relating to organizations. This study gave a lot of consideration to elements related to working circumstances that affect how satisfied workers are at their jobs. Hence, "working circumstances" refers to any workplace procedures, policies, arrangements, or equipment that has an impact on employees' performance, either positively or negatively. It also covers the culture, resources,

working relationships, policies, and location of the workplace, all of which have an impact on how an individual performs their job functions (Abdulla et al., 2011).

As a result, research has uncovered a number of crucial variables that affect job satisfaction. Pay and incentives, as well as training and advancement possibilities, are some of these variables (Asif, Mirza, & Khan, 2017). These elements significantly influence how satisfied employees are with their jobs, however this study only looks at salary, promotions, training, and workload in senior high schools. According to many investigators, such as Abdulla et al. (2011), Herzberg et al. (1959), Raziq and Maulabakhsh (2015), and Ukpung and Okon (2020), conditions of service can have a favorable impact on an employee's performance (Casu, Mariani, Chiesa, Guglielmi, & Gremigni, 2021).

The connection between conditions of service and job satisfaction can be identified by company's rules (Tio 2014). The regulations that are immediately related to the organization and that have an immediate impact on its daily business and operations are all included in the conditions of service. The institution often has control over these regulations. Most companies, it has been noticed, overlook the working conditions within their organizations, which has a negative impact on the productivity of their personnel (Raziq & Maulabakhsh, 2015). Salary, fringe benefits, promotions, educational opportunities, terminal advantages, responsibility, and acknowledgment for great result, motivation for functioning well, and involvement in the company's decision-making process are all a component of the employment conditions of service (Pindek, Zhou, Kessler, & Spector, 2021).

As a result, while job design, feedback, recognition, and independence as well as participation in judgement call are all potential intangible elements promoting performance and satisfaction, they are also significant. In light of these disagreements, the current study will thus look into the connection between teachers' working circumstances and job satisfaction. Conditions of employment in this study are restricted to pay, benefits, promotions, and opportunities for growth and development (Tio, 2014). This relates to the terms of employment for instructors at higher education institutions. Hence, if the workplace environments in educational institutions are favorable to employees, teachers and other knowledge of the skills stand to be content with their jobs (Toropova, Myrberg, Johansson, & Myrberg, 2021).

The workplace conditions have a significant impact on how intellectual capacity develops and changes (Vulley, 2021). Yet, comfortable working conditions that are supplemented with ample learning and instruction opportunities and a pleasant climate allow teachers to focus more intently on their academic tasks, which leads to great academic achievement (Amaechina & Ezech, 2019). All parties involved in the education system are concerned about how workplace conditions affect teachers' work satisfaction.

Because of the poor service characteristics, the educational environment in schools is becoming boring for teaching and learning (Vulley, 2021). An increasing percentage of teachers leave the classroom each year as a result of the cumulative effect. These influences on job happiness at work and each of these points of view highlighted the important impact external factors have on the degree of job

satisfaction. Yet, it was discovered that differences in job satisfaction can be explained by employees' views that they have distinct conditions of service (Lambert et al., 2001). Researchers contend that the circumstances of service are a greater predictor of job satisfaction than personal variables, despite the fact that they are used as clearly competing models of job satisfaction.

Statement of the Problem

Humans are the most crucial resource in every firm (Roddy, 2019). Employee work satisfaction is a critical problem that every firm is concerned about. According to Tio (2014), the employment situation has an impact on job satisfaction since employees care about an enjoyable workspace. So, organizations should focus on work place happiness in order to increase employee output and efficiency because a higher degree of work satisfaction results in higher staff efficiency and effectiveness (Kuranchie-Mensah & Amponsah-Tawiah, 2016).

Employee job satisfaction and working conditions have become increasingly important issues in both corporate enterprises and educational institutions (Osibanjo, Kehinde, & Abiodun, 2012). Insufficient and unsatisfactory teacher pay have persisted in Ghana for more than a generation (Kwarteng, 2013). Yet, teachers have the greatest influence on students since they play a crucial role in their learning and since one strategy is likely to result in different outcomes from another (Kuranchie-Mensah & Amponsah-Tawiah, 2016). Over decades, there have been numerous mass demonstrations and rallies by teachers against their pay, and a significant number have quit their jobs in search of other employment options (Ayele, 2014). Unfortunately, the Keta municipal has given little consideration to

the working conditions and satisfaction of instructors. Teachers quit their jobs to look for new employment alternatives or to completely stop providing educational services (Kumedzro, 2018).

While the Keta Municipality has concerns with the teacher-to-student ratio, a few studies on employees' working conditions and job satisfaction in Ghana haven't focused on it (Ansah-Hughes, 2016; Kumedzro, 2018; Kuranchie-Mensah & Amponsah-Tawiah, 2016). As a result, there may be a gap in applying the findings of these studies to the factors affecting teachers' job satisfaction in Keta Municipal. There are numerous needs of teachers that must be met through service requirements related to their work. It is believed that teachers will use these benefits, such as monthly salary, incentives, promotions, and development, among others, to progress themselves when all rights owed to them are made available and disbursed on time. Once they are capable of discovering remedies to their issues, people will indeed be content with their faculty positions.

Academic achievement may be impacted by better teacher working conditions. This will result in a further lowering of our educational standards. Circumstances of engagement in this study are restricted to pay, perks, promotions, training, and professional development for teachers working in senior high schools in the Keta Municipality.

The purpose of the Study

The purpose of the study is to investigate the relationship between teachers' conditions of service and job satisfaction among senior high school teachers in Keta Municipal.

Objectives of the Study

In order to achieve the purpose of the research, the following objectives guided the study;

1. To examine the effect of teachers' conditions of service on intrinsic job satisfaction.
2. To analyse the influence of teachers' conditions of service on extrinsic job satisfaction.

Research Hypotheses

The research hypotheses that guided the study were;

H₀₁: There is significant relationship between teachers' conditions of service and job satisfaction of teachers in Keta Municipal.

H₀₂: There is significant influence of teachers' conditions of service on their intrinsic job satisfaction in Keta Municipal.

H₀₃: There is significant relationship between teachers' conditions of service and their extrinsic job satisfaction in Keta Municipal.

Significance of the Study

In order to impart knowledge and skills to pupils in schools, teachers play a key and significant role. This study's determination of the link between teachers' working circumstances and job satisfaction will help determine what steps or measures should be implemented to increase teachers' job satisfaction. The goal of this study project is to make recommendations to the Ministry of Education regarding how to enhance the workplace practices for its staff. By increasing

instructors' employment happiness, the results might help to improve the teaching and learning processes.

It is anticipated that the research's conclusions and suggestions will inform those who set educational policy. The Ghana Education Service would be able to understand the implications of inadequate service circumstances thanks to the conclusions drawn from the data gathered. The results would be used as a reference work on work satisfaction among school stakeholders.

Delimitation of the Study

The goal of the study was to better understand how working circumstances and teacher job satisfaction relate to one another. Teachers attending the public senior high schools in Keta Municipality, Ghana's Volta Region, were the only participants in the study. As the dependent variable and the independent variable, respectively, in this study, it is teachers' job happiness. As a result, the study's findings were not expanded beyond its parameters.

Limitations of the Study

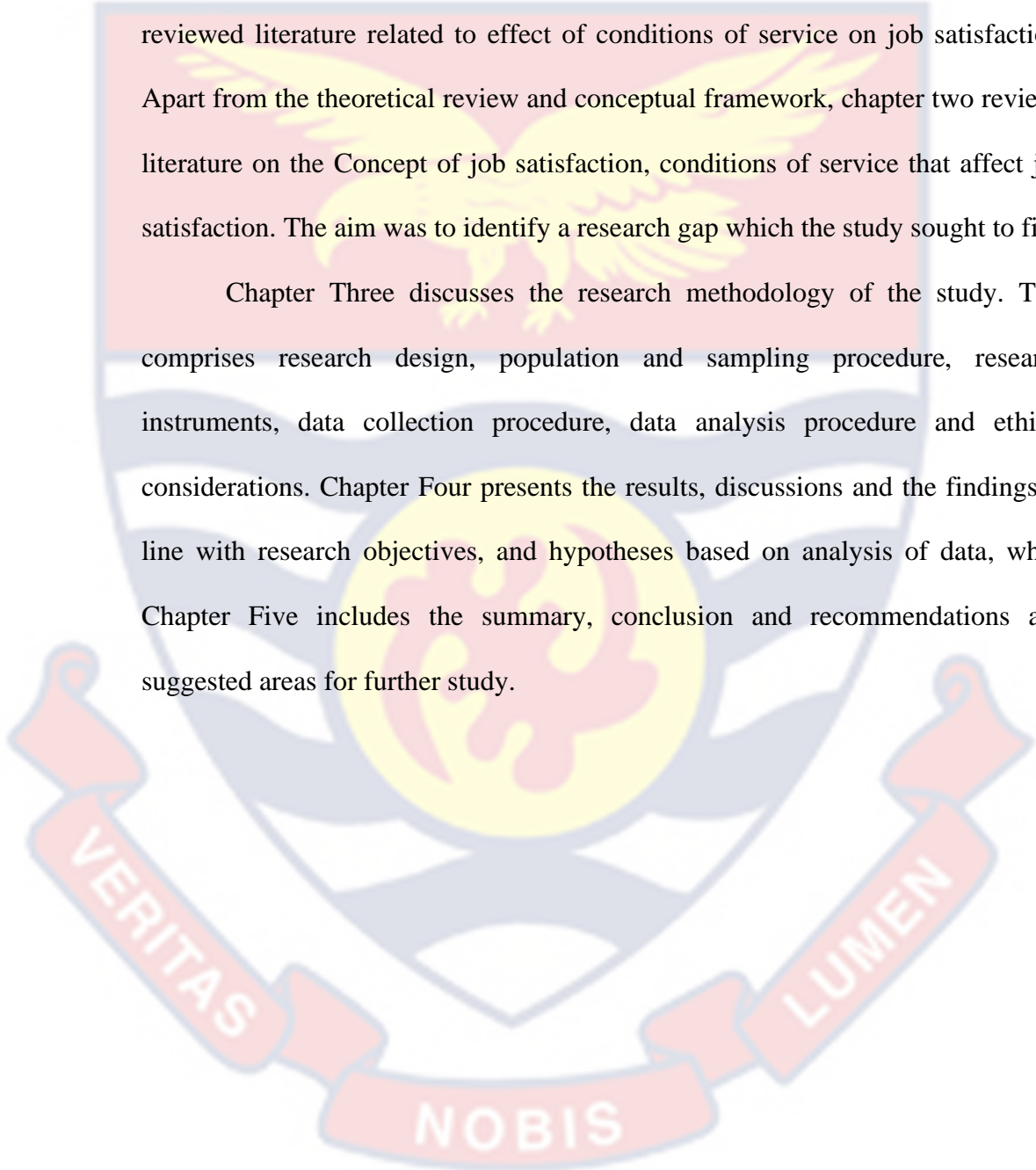
The study limitations were inadequate time for the research. The researcher was not able to cover a large geographical area. The study approach only quantitative design. Furthermore, the time scheduled to undertake the data collection was limited.

Organisation of the Study

The work was systematically planned in five different chapters. Chapter One presents an introduction, covering a background to the study and statement of the problem. This chapter further discusses the purpose of the study, objectives of

the study, research questions and the hypotheses to be tested at 0.05 significance level. The last part of this chapter presents the significance of the study, delimitations, limitations and finally, the organization of the study. Chapter Two reviewed literature related to effect of conditions of service on job satisfaction. Apart from the theoretical review and conceptual framework, chapter two reviews literature on the Concept of job satisfaction, conditions of service that affect job satisfaction. The aim was to identify a research gap which the study sought to fill.

Chapter Three discusses the research methodology of the study. This comprises research design, population and sampling procedure, research instruments, data collection procedure, data analysis procedure and ethical considerations. Chapter Four presents the results, discussions and the findings in line with research objectives, and hypotheses based on analysis of data, while Chapter Five includes the summary, conclusion and recommendations and suggested areas for further study.



CHAPTER TWO

LITERATURE REVIEW

This chapter presents a review of related literature to conditions of service in relation to job satisfaction of teachers in Keta Municipal. Apart from theoretical review and conceptual framework, literature was reviewed empirically under the employee's conditions of service as a determinant of work pleasure.

Theories

Herzberg's two-factor theory served as the foundation for this investigation. According to the hypothesis, one's job description or other elements of an employee's work environment have an impact on their level of work satisfaction.

Two-Factor Theory

Frederick Hertzberg proposed the "hygiene" and "motivation" elements of job satisfaction in the late 1950s (Dartey-baah & Amoako, 2011). In contrast to hygiene elements, motivation factors contribute to happiness even though their absence may not result in discontent. The application of Hertzberg's two-factor theory is that, in order to drive workers to perform and raise job satisfaction, it's necessary to have a clear connection between performance and reward, whether extrinsic like praise or intrinsic like naturally liking one's work (Bevins, 2018).

Indeed, extrinsic and intrinsic job satisfaction combine to form overall job satisfaction. Feeling pleased with one's work and the obligations that come with it leads to intrinsic job satisfaction. It occurs when a person exclusively thinks about the duties that help compensate their employment and the type of work they do. When one thinks about work circumstances including compensation, coworkers, and supervisor, they are referring to extrinsic job happiness. However, despite the

two-factor theory's apparent attraction, scholars have criticized it (Breda, 2018). Herzberg's conclusions have been replicated and evaluated in a large number of empirical research, but with limited success (Dartey-baah & Amoako, 2011). In contrast to Herzberg's assertion, studies have repeatedly demonstrated that both internal and external influences play a role in feelings of contentment and discontent (Worlu & Chidozie, 2012).

The idea offered some understanding of how the idea of job fulfillment has been developed. It was crucial because it offered a foundation for connecting working conditions to employee job satisfaction across all organizational domains (Davidescu, Apostu, Paul & Casuneanu, 2020). This idea broadens our comprehension of what is happening in that regard. The Herzberg's Two-Factor Theory, which seeks to explain job happiness and dissatisfaction, is one of the most widely accepted theories, according to Onyango and Sika (2020). Herzberg, Mausner, and Synderman conducted research that led to the development of this idea (1959). It investigated the claim that while certain aspects of a worker's employment were fulfilling, others were unsatisfactory.

This theory primarily focuses on the causes of both job satisfaction and job discontent. The hierarchy of needs developed by Abraham Maslow is the source of this two-factor hypothesis. Herzberg used Maslow's hierarchy of needs to guide his widely publicized motivational study (Herzberg et al., 1959). According to Herzberg, a person's relationship to his or her working environment might decide whether or not they are successful (All Answers Ltd, 2018). Participants were asked to describe instances in which they felt happy or unhappy about the working

environment at their current employment or any other past job. Reviewing Herzberg's (1959) two-factor theory led to the prediction that service conditions, which are an independent variable, would predict employees' job satisfaction.

In his explanation of the causes of occupational satisfaction, Herzberg. Based on the notion of job satisfaction, Herzberg's information provides guidance for survey question formulation. If it is discovered that conditions of service may accurately predict job satisfaction, methods to improve employee job satisfaction may be established. Herzberg stated that organizational leaders should ensure that cleanliness standards are adequate in order to lower employee unhappiness (Lee, 2017). Also, to increase employee motivation in a company, organizational managers should provide motivating and rewarding work conditions (Pagalung & Pontoh, 2018). Studies have found that employee commitment to a particular organization and job satisfaction affect employee performance rates. It is noteworthy that Herzberg's theory offered useful measures for assessing the relationship between working circumstances and job satisfaction.

It has been suggested that it would be more appropriate and understandable to analyze factors that affect job satisfaction under the headings of intrinsic satisfaction and extrinsic satisfaction in light of the overall assessment of the prior studies (Bektas, 2017; Unterrainer, Jeppesen, & Jnsson, 2013). For instance, if a person is unhappy with their current job, they should consider if their dissatisfaction is intrinsic (connected to the type of work they do) or extrinsic (related to their working environment). Extrinsic job satisfaction is indeed the sense of pressure,

tension, or worry when executing a task in order to ensure that the desired outcome will be attained.

The most important factor in determining total job satisfaction, as determined by Bektas (2017), is the nature of the work itself. Employees were asked to rate many aspects of their jobs, including management, compensation, and chances for promotion, among others. The most significant job aspect was revealed to be the content of the work, which includes employment challenge, autonomy, variety, and scope (together referred to as "intrinsic job qualities"). It was discovered that some of the most crucial elements of a fulfilling career were fascinating and difficult work, work that is not monotonous, and a job that offers prestige. Employees put more effort and focus into completing jobs correctly when they feel that they have some control over the consequences of their work, according to Unterrainer et al. (2013). Similar to this, Lee (2017) emphasized the value of intrinsic rewards when participants listed engaging work, open communication, and career growth chances as your top three employment requirements.

Conceptual Review

A conceptual review is a researcher's synthesis of the literature to explain a phenomenon. It explains the researcher's earlier consideration of alternative viewpoints from earlier investigations (Regoniel, 2020). This study of the literature discusses the significance of the elements of service standards and teacher job satisfaction.

Conditions of Service

It is critical to offer employees working conditions that are supportive of their overall growth (Ekpoh, 2018). Workers require a setting that is safe, healthy, and that supports their personal comforts as well as their ability to perform their jobs well (Subramaniam & Basheer, 2017). The staff will find it simpler to do their jobs if the working environment is neat and appealing. Poor working circumstances, on the other hand, will make it harder for employees to complete tasks. Researchers have discovered a number of issues that plague education notwithstanding the government priority initiatives mentioned. Teachers deal with a variety of issues, such as excessive staff salary inflation, slow promotion of instructors, stagnant pay raises while earning new qualifications, and poor basic pay increases.

As a result, teachers' conditions of service go from bad to worse. The specific problems created because of poor conditions of service include (Ministry of Education, 2019): Poor class attendance by teachers in the sense that most of them look for other means of getting their daily bread instead of relying only on teaching, most qualified teachers are quitting teaching profession and giving room to the unqualified ones and most of the teachers on ground are not given opportunity for training/retraining so as to gain more knowledge. All these problems affect teachers' job satisfaction, task performance and students' academic achievements in examination. Thus, it can be claimed that having welcoming and encouraging working environments might boost job satisfaction. Conditions of service that affect job satisfaction includes; Salary, fringe benefits, promotion, training and development (Mehrad, 2016).

Salary

According to Daniel (2020), a pay is a factor that shows how much a person gains from devoting their time and effort to achieving business goals. As a reward for their diligent efforts, Daniel claimed that the remuneration policy outlines the monetary and non-monetary perks of employees. In order for this to occur, managers must create enticing compensation structures that will draw in and keep talented workers while also raising employee satisfaction (Armstrong, 2007). In the early days of every organization, salaries and other benefits were paid to employees so they could fulfil their basic necessities, such as buying food and clothing (Vance, 2006).

Salary, however, can represent much more than just being able to meet basic demands. One employee may view their salary as a sign of success, a source of recognition, and much more, whilst another employee may view it as a sign of security, as is the case in third-world nations (Bilal, Syed, Hussain, & Khan, 2020). Salary is acknowledged as a crucial, yet cognitively challenging, and multifaceted component in job satisfaction (Subramaniam & Basheer, 2017). Money is essential for satisfying higher-level wants in addition to assisting people in meeting their basic needs (Bilal et al., 2020). Pay is frequently viewed by workers as a measure of how management values their contribution to the company.

According to Fabiyi (2017), out of all the circumstances of employment, income is the best indicator of a teacher's effectiveness and output. According to her observations, positions offering greater salaries will draw more applicants with higher levels of qualification than those with lower salaries. She continued by saying that because teachers' incomes are so low, it is quite challenging for them to

meet their fundamental needs. Comparing teachers' pay to those of other workers with equivalent training and experience is demoralizing. It is possible to characterize other economic sectors as favorable, including banking, site engineering, and nursing. The Ghana Education Service is required to provide promotions for employees who are eligible to advance in rank each year. Although a delay is required, these promotions result in an increase in the staff's wage under the Single Spine Salary Structure payment system (Oppong, 2022).

Fringe Benefits

Fringe benefits are a variety of extra advantages offered to employees that, if certain criteria are met, are not subject to taxation. These are extra benefits offered to employees on top of their pay or earnings. It goes beyond a typical wage or compensation. Extra duty pay, salary advances, health care benefits, life and wellness insurance, free lodging, automobile loans, and transportation pay are examples of fringe perks. Even if they are less impactful, fringe benefits are nonetheless important. Undoubtedly, one factor is that the majority of employees are unaware of the advantages they are receiving (Vance, 2006).

Furthermore, because they are unaware of their high monetary value, most people have a tendency to underestimate these advantages. Internal rewards, like difficult tasks, and external rewards, like increased pay and peer recognition, can be mixed into salary in the form of rewards (Smith, Joubert, & Karodia, 2015). According to Smith and others, the poor performance of professional workers is caused by environmental and service-related issues. Hence, large improvements in pay, benefits, and promotions serve to keep staff happy, which in turn boosts output.

Promotion

Moving an individual up the organizational ladder is referred to as promotion, and it typically results in an increase in responsibility, position, and compensation (Pule, Mwesigye, Kanyangabo, & Mbago, 2014). The impact of promotions on job satisfaction appears to differ. This is due to the fact that promotions can take many various shapes and come with a wide range of benefits (Smith et al., 2015). Roddy (2019) claims that promotion refers to the processes an organization uses to promote or transfer personnel from their existing roles to higher positions of service within the organization.

Employees are rewarded for prior achievements with promotions, which also serve to motivate them to continue contributing to the organization's expansion and development (Daniel, 2020). Employers are more likely to be satisfied with their jobs in organizations that provide enough opportunity for promotion (Roddy, 2019). The opposite is also true with reference to expectation theory (Vroom, 1964), which claims that people will be motivated if they believe they can benefit anything from a particular situation. According to Vroom, most employees want to be given the opportunity to advance their careers, and an individual's level of job satisfaction is correlated with how strongly they feel that getting a promotion is a result of their work performance.

According to Vance (2006), giving employees fair and equal chances for advancement based on their abilities and talents makes them more devoted to their jobs and a source of relevant workability for the employers in the form of higher productivity and job satisfaction. In order to increase employee work satisfaction, institutions must ensure equity in the promotion of staff members. As a result,

contented personnel are easier to manage, extremely committed, and goal-oriented (Elrehail et al., 2020). Those who believe that decisions about promotions are handled in a fair and reasonable manner are more likely to feel satisfied in their jobs (Zardasht, Omed, & Taha, 2020). Because of unjust policies and procedures, employees frequently feel discouraged and unsatisfied at work.

Training and development

Teachers' working conditions have been viewed as being significantly influenced by their training. Training and development of labor, or the human factor in production, is one of the tenets of human capital theorists. These theorists contended that opening up opportunities for training and advancement for the worker is the only way to achieve higher productivity. The development of both cognitive and emotive skills is required to complement psychomotor or technical expertise. The activities offered to middle and senior management inside and outside of a business can be summed up as staff development. It is a learning exercise that was organized and started by a group.

The institution that is the school must provide the bare minimum of training to all of its personnel (teaching and non-teaching) in order to at least familiarize them with the goal, policies, rules, standards, and procedures unique to the school organization and the individual position. Focusing on enhancing the school program will make the staff development training more profitable. In-service training for instructors, on-the-job training, refresher training, conference training, staff seminars, and workshops are some of the training options that may be easily accessible to educational organizations. If teachers do their jobs successfully, they

will naturally become a natural and essential part of the educational system and experience complete happiness from their work.

Osamwonyi (2016) categorizes in-service education programs into eight different sorts of forms. i Institutes (a series of lectures designed to give attendees as much information in a short amount of time, usually two or three days); ii Conferences (offer attendees the chance to ask questions and discuss ideas presented); iii Workshops (typically a moderate size group, where each person has a problem that is closely related to his field); and iv Staff Meetings (may perform a useful in-service function but generally used to acquaint teachers with administrative proceeds users and policies), (v) committees (five or more people work together to solve a problem that may be too complex for the entire staff to handle); vi) professional reading (with the help of study groups held in professional libraries); vii) one-on-one meetings (reliant on the teacher and supervisor feeling a sense of mutual understanding and support); and viii) demonstrations (opportunity to observe actual teaching techniques). In a similar spirit, Akande (2014) again provided the following summary of the various in-service education programs: Typical courses: These are the full-time classes taken throughout the regular academic year.

Conferences are academic gatherings when a speaker is invited or paid to arrive prepared to start a conversation on a topic that is either moderately interesting or contentious. Attendees typically come to conferences to listen, interact with the keynote speakers, add to their prepared or unprepared remarks, assess ideas and viewpoints, and engage in formal and informal discussion among themselves.

Workshops: Like conferences, workshops can be thought of as academic gatherings, but in this case, the primary goal is to give participants intellectually stimulating practical experiences that will improve their performance at work. Role assignments for individuals or groups define workshops. Resources are typically invited, and they equip participants with working methods and arrive prepared.

Seminars: A seminar is a platform for academic conversation with a primary focus on reflection or problem-solving. It is led by a coordinator, who is tasked with recording in writing a precise or succinct summary of the opinions voiced by each participant in the discussion panel. The organizer summarizes the main points made during the discussion and then encourages audience members to add questions, comments, observations, or other contributions to ensure full involvement.

Distance learning courses: There is no direct physical interaction between the teacher and the student during this kind of in-service training. Correspondence education gets its name from the fact that correspondence is how teachers and students communicate. Teachers were prepared for work effectiveness through in-service training. According to Afolabi (2013), teachers who have received quality training are more likely than those who have not to be happier with their jobs. Lack of preparation makes it much harder for instructors to handle situations, especially early in their careers, which may have a negative impact on their job satisfaction. . To guarantee that continuously excellent teaching standards are attained, it is crucial to offer regular, high-quality in-service training (Afolabi, 2013).

The availability of in-service training is currently assessed as bad by three-quarters of instructors, and only one-third of teachers attended in-service training the previous year, he continued. This demonstrates even more how crucial in-service training is to teachers. It is essential for improving the productivity and drive of field teachers. Lack of in-service training will hinder teachers' professional development and create "missing gaps" among expectations and actual success levels (Osamwonyi, 2016). If teachers want to do their jobs successfully, be motivated, and feel completely satisfied with their work, staff development and training should be a built-in and integrated component of the educational system.

Concept of Job Satisfaction

One technique for creating and sustaining a healthy organizational structure is job satisfaction (Abdulla et al., 2011). Organizations today consider their employees to be valuable assets and highly value job happiness among them (Regoniel, 2020). In organizations where management is concerned with the mental and physical health of the individual, measuring job satisfaction levels has become a regular practice (Pindek et al., 2021). Hence, it is clear that everyone is interested in measures to increase job happiness, including administrators, supervisors, human resource professionals, employees, and the broader population (Pule et al., 2014).

The definition of job happiness varies depending on the perspective each academic uses. For instance, Regoniel (2020) sees an employee's attitude toward their work as a key component of job satisfaction. Effect on an employee's functions and responsibilities at work, positive or negative. Regoniel noted, though, that it's crucial to comprehend the idea of job happiness because there isn't a single

approach to make all employees happy at work. Work satisfaction is related to a sense of personal accomplishment and is influenced by elements such as compensation, work environment, and age. If an individual's current employment does not meet their psychological or physiological needs, their job satisfaction may be low (Ansah–Hughes, 2016).

Over the years, some research has been done to comprehend the connection between working conditions and job satisfaction in many contexts throughout the world (Appiah-Agyekum, Suapim, & Peprah, 2013; Davidescu et al., 2020; Herzberg et al., 1959; Kuranchie-Mensah & Amponsah-Tawiah, 2016; Onyango & Sika, 2020; Vroom, 1964). Due to its nature and effects on society, the study is becoming more and more significant over time. The outcomes of a Ghanaian study point to the necessity of examining any potential gaps in the application of these studies' findings regarding the effects of teachers' working circumstances on job satisfaction in Keta Municipal (Appiah-Agyekum et al., 2013; Kuranchie-Mensah & Amponsah-Tawiah, 2016).

Herzberg and colleagues (1959) created a motivational model for job satisfaction and discovered via his study that elements connected to the job can be classified into two categories: motivational and hygiene aspects. While motivating factors have a longer-lasting impact because they increase positive attitudes about the profession and turn dissatisfaction into contentment, hygiene elements can only alter unhappiness into no dissatisfaction or short-term motivation. The likelihood of employees being dissatisfied increases in the absence of hygienic elements

(working conditions of service such as compensation, promotion, training, postings, and workload).

A study on the job satisfaction of employees of industrial concerns and human needs was undertaken by Zardasht et al. in 2020. He discovered that when a person's personal needs are met, their level of job happiness rises. This study demonstrates a link between meeting personal needs and being satisfied at work. Cardona (1996) reported that 81% of the managers of the Association for Investment Management and Research (AIMR) were satisfied or extremely satisfied with their jobs. Pay, promotion, training, posting, and the workload of instructors were seen as factors that contribute to employees' bad attitudes toward their jobs. According to Pule et al. (2014), the gap between an employee's inputs and their job's outputs is what determines job happiness. If the response is affirmative, the employee is happy with their position, and vice versa.

According to Bilal et al. (2020), the most important elements that affect an employee's job satisfaction are promotion, salary, fairness, and working conditions. 200 Pakistani workers in the telecom industry were the subject of the study. It was determined that the salaries and benefits of Pakistani telecom workers have a significant impact on their level of job satisfaction. Consequently, we can infer that an employee's positive reaction to a job's diverse components constitutes job satisfaction. The gap between an employee's expectations for the job's outcome and what the job actually gives can be used to measure whether or not anything is helping to improve job performance.

Empirical Review

To demonstrate the state of the art, the empirical review places the current research in context. It comprises a review of the actual research that has already been done on the issue and an assessment of the success and failure of the earlier studies in resolving the issue at hand. The current study will meticulously highlight the parallels and, more crucially, the discrepancies between earlier studies and this one.

Conditions of Service and Teachers' Job Satisfaction

Remuneration, fringe benefits, promotions, training, and development are examples of working conditions that have an impact on job satisfaction (Mehrad, 2016). Employee satisfaction is frequently believed to depend on pay (Vance, 2006). Because of the impact on living standards and its significance in fostering a sense of stability, according to Vance (2006), employees are extremely sensitive to compensation issues. Numerous studies have looked into salaries in an effort to better understand how they affect job satisfaction. This focus resulted from the dated notion that paying workers more will make them happier (Bilal et al., 2020).

Salary is a mechanism for satisfying both people's lower and higher wants, according to Subramaniam and Basheer (2017). According to Herzberg et al. (1959), the wage factor is a "hygiene element" that keeps the employee from being happy. Vulley (2021) noted that certain hygiene-related issues can affect job happiness, though. It is interesting to note that, in some instances, the association between wage and satisfaction has been found to be rather weak based on the very comprehensive research on the topic (Pindek et al., 2021). While pay and benefits

packages are important motivators for teachers, Rasheed, Aslam, and Sarwar (2010) sought to study several problems of satisfaction for the instructors. They found that there are certain additional financial concerns that have an impact on teachers' contentment. Employee job satisfaction is significantly influenced by compensation. Muguongo et al. (2015) found that job satisfaction is predicted by one's belief that they are getting paid what they are worth. Using a sample of 81 principals, 215 teachers, and 86 supervisors from five selected schools, Akande (2014) conducted research to determine whether there is a relationship between prompt payment of teachers' salaries and job satisfaction. The results showed that there is a strong relationship between employees' job satisfaction and immediate salary payment. Akande suggests that in order to increase teachers' satisfaction, salaries should be paid on time.

Although Hu and Hirsh (2017) stressed the value of compensation, they also noted that a high wage alone would not solve the issues associated with low employee job satisfaction. Hence, huge salaries or salary increases are not always necessary. When an employee believes their pay is fair compared to other employees' pay, there appears to be a link between salary and contentment (Worlu & Chidozie, 2012). When workers are aware of the justice or fairness of their pay, income has been linked to job satisfaction in prior studies (Al-Zawahreh & Al-Madi, 2012; Bilal et al., 2020; Hu & Hirsh, 2017; Muguongo et al., 2015; Subramaniam & Basheer, 2017). Equality and equity are more significant determinants of employee engagement than absolute pay level, according to Kim et al. (2019). Rahmah (2020) conducted a meta-analysis and discovered that reward

management and justice had a strong relationship. Fringe benefits are extras that firms give workers on top of their pay.

According to Adams' (1963) equity theory, people's employment include pay benefits as one of the results, and when they look at themselves in relation to others, they see one of three states: overpayment inequity, underpayment inequity, or equitable payment. Employees respond by either increasing or decreasing inputs and outcomes depending on how they perceive equity or inequity. According to Daniel (2020), when employees receive merit-based compensation, they are inspired to put in extra effort so they can benefit from the benefits that come with high performance.

According to Akande (2014), the organization is a system of exchange in which rewards are given in return for labour, much to how teachers are paid in exchange for their labour in schools. Akande continued by saying that a worker would stay with a company as long as they felt the rewards were sufficient. This is true because, for instance, a teacher may be persuaded to continue serving as a school's head teacher due to additional perks associated with the position, such as free housing, free transportation, and free medical care, as well as the obvious social reorganization that comes with the post. It has been demonstrated that the more one is rewarded, the harder they will work and the more or to what extent the employee will respond, probably out of appreciation or loyalty by functioning well at work.

A study by Akande (research 2014) that examined the influence on teachers' fringe benefits and staff job satisfaction using a sample of 81 principals, 215

teachers, and 86 supervisors from five chosen schools found that there was a substantial connection between these two variables. To increase teachers' contentment, Akande suggests providing them with free housing, transportation, and medical care in addition to social reorganization. According to Afolabi (2013), certain fringe perks are crucial to productivity in addition to paying employees a fair rate and salary. They consist of pension schemes, retirement benefits, and leave bonuses. As a result, allowances are the most efficient rewards for increasing productivity, especially when they are based on productivity as a result of job satisfaction. In their study to examine several aspects of satisfaction for teachers in higher education, Rasheed, Aslam, and Sarwar (2010) proposed that teachers receive remuneration and benefits package since these concerns have an influence on their drive.

Promotional possibilities have been identified as a conditional antecedent to job satisfaction in studies of employee satisfaction (Asif et al., 2017; Ellafi & Noor, 2021; I. Ghazzawi, 2016; K. Ghazzawi, Shoughari, & Osta, 2017; Javeria et al., 2013; Toban & Sjahrudin, 2016). Promotional chances significantly affect job satisfaction, according to a study by Bilal et al. (2020) among teachers in Government Primary Schools in District Sargodha, Pakistan. According to Asif et al. (2017), while it is true that people look for fulfilment in their work environments, they also value the prospects for advancement that these positions provide.

Employees who believe there are little prospects for growth have negative attitudes regarding their work and their organizations, according to Andrade et al. (2021). They came to the conclusion that while seniority-based promotions

frequently result in increased job satisfaction for employees, this is not always the case. According to Akande's (2014) study, there is a meaningful correlation between employees work performance and the standard endorsement of teachers.

The study used a sample of 81 principals, 215 teachers, and 86 supervisors from five selected schools to determine whether there is a relationship between frequent teacher promotions and job satisfaction. Akande suggests that in order to increase teachers' satisfaction, they should be compensated and promoted frequently. Vijayakumar and Patgar agreed with this (2015).

Although a number of studies have found a link between promotions and job satisfaction, I. Ghazzawi (2016) contends that this relationship is contingent on employees' views of justice and equity. Employee job unhappiness is predicted if they are given unfair and unequal advancement possibilities in comparison to other employees at work who have comparable credentials and years of experience. Consequently, it is necessary to have a transparent promotion strategy and process that management and staff are both aware of. Training has been regarded as a crucial component of teachers' employment terms, whether they include paid or unpaid study leave. According to Tahir et al. (2014), training and development refers to any effort to enhance present or future employee performance by raising employee performance through learning. According to Pule et al. (2014), who concurred, a company can build a pool of qualified replacements for workers who might quit or get promoted to other positions of service by investing in training and developing existing personnel.

Afolabi (2013) used a sample of 500 teachers from the 18 secondary schools to look at the correlation between teachers' workplace practices and fulfilment in secondary schools in the Ado and Efon Local Government Areas of Ekiti State, Nigeria. The results showed a significant connection between teachers' training and satisfaction. It was suggested, based on the findings, that instructors should regularly participate in in-service training to increase their satisfaction. Teachers with suitable training are more likely to instruct students properly and successfully. Osamwonyi (2016) contends that in-service training is essential to boosting the productivity and job satisfaction of teachers on the job. As he conducted research on the state of in-service teachers in Nigeria and their challenges in order to create programs that would assist teachers in maintaining their knowledge, expertise, abilities, and competence in the teaching field, he offered this advice.

Ibrahim (2001) examined the connection between pay and employee motivation to boost productivity in AACOLIS in another study on the theme of job satisfaction. According to the researcher, the study used a survey research design. In order to analyze and comprehend how wage administration, fringe benefits, and employee consultation affect staff motivation and higher productivity in carrying out their duties, qualitative data that was taken from the conducted interviews was utilised. The results of the study have demonstrated that the staff at the Atiku Abubakar College of Legal and Islamic Studies, Nguru in particular, and in relation to applications to tertiary institutions in Borno State as a result of the implementation of the said contentious, have a high level of satisfaction.

The value that employees place on their take-home meal is the source of their contentment. The final finding, which may be the most important finding in the investigation and meaningful to our current study, is that income is generated serves as the major and powerful intrinsic motivation aspect that leads to workers giving their best effort in their various unit of duties within the company. The researchers revealed that there was some reduction in complaints about their disposable income caused by the new salary structure even in the face of the current prancing inflation in the Nigerian economy. According to the research study, income increases are strongly correlated with workers' production.

Contrary to the widely held belief that happy employees should show up early to reap the benefits they enjoy at work, Eton (1984) conducted a study on the relationship between job satisfaction and tardiness. The average correlation is actually fairly modest. This demonstrates that a happy employee need not be a hard worker or a great employee. The same held true for performance. The study supported the idea that the association is strongest when it comes to compensation and promotion satisfaction. Furthermore, Rasheed, Aslam, and Sarwar (2010) strongly suggested that in-service training be given to instructors in order to improve their ability to teach in their study to explore various topics of satisfaction for the teachers in higher education. Additionally, training and development improves staff productivity and job satisfaction, enabling businesses to exploit cutting-edge technology and quickly adjust to shifting environmental conditions (Zardasht et al., 2020).

Conditions of Service and Intrinsic Job satisfactory

Wernimont (1996) collected responses from 50 teachers regarding their self-descriptions of both satisfying and unsatisfactory work situations. When explaining both scenarios, the teachers favoured intrinsic rather than external factors. The terms compensation, organizational culture, and incentive were used most frequently to describe happy outcomes. He came to the conclusion that both intrinsic and extrinsic elements could contribute to happiness or unhappiness, but intrinsic causes are more potent.

In contrast, a study by Huang and Vliert (2003) that used data from two separate questionnaire surveys given to 107,292 employees in 49 countries to look for cultural traits that mitigate the ordinary person relationship between job features and job fulfilment revealed that there is no significant correlation between intrinsic job features and satisfaction with work. In this regard, inherent job traits are less likely to be effective in nations with inadequate social welfare policies and cultures of great power disparity. Also, they discovered that regardless of the degree of power distance, intrinsic job qualities tend to promote motivated pleasure in nations with effective governmental social welfare systems.

Yet a study by Pagalung and Pontoh (2018) that sought to evaluate and analyze the impact of intrinsic elements on internal auditor job satisfaction, gathering information from 86 teachers using a questionnaire, revealed that the intrinsic factors have no appreciable impact on job happiness.

Conditions of Service and Extrinsic Job satisfactory

Extrinsic job satisfaction is the sense of pressure, tension, or worry when executing a task in order to ensure that the desired outcome will be attained.

Extrinsic satisfaction, according to Kavoo-Linge and Mutinda (2015), is the fulfilment that comes from taking action to ensure that an external goal is reached or that an artificially created restriction is met. Significant correlations between job satisfaction and the extrinsic factors were discovered by Kavoo-Linge and Mutinda. They discovered extrinsic elements that have an impact on workers' job satisfaction in faith-based enterprises. They employed a descriptive research design for their investigation. The 161 workers at the Nairobi Chapel served as the study's population. The sample size for the investigation was decided using the stratified random sampling method. 49 people made up the sample size that was drawn from the population. The primary data was gathered using a standardized questionnaire. Using descriptive statistics, the data was examined. To ascertain the relationship between extrinsic factors and work satisfaction, a correlation study was performed. The findings indicated a strong relationship between positive relationships and compensation, coworkers, and job satisfaction.

On the other hand, a study by Pagalung and Pontoh (2018) that sought to examine and analyze the impact of extrinsic factors on internal auditor job satisfaction and collected data from 86 teachers through a questionnaire revealed that the extrinsic factors have no discernible impact on job satisfaction.

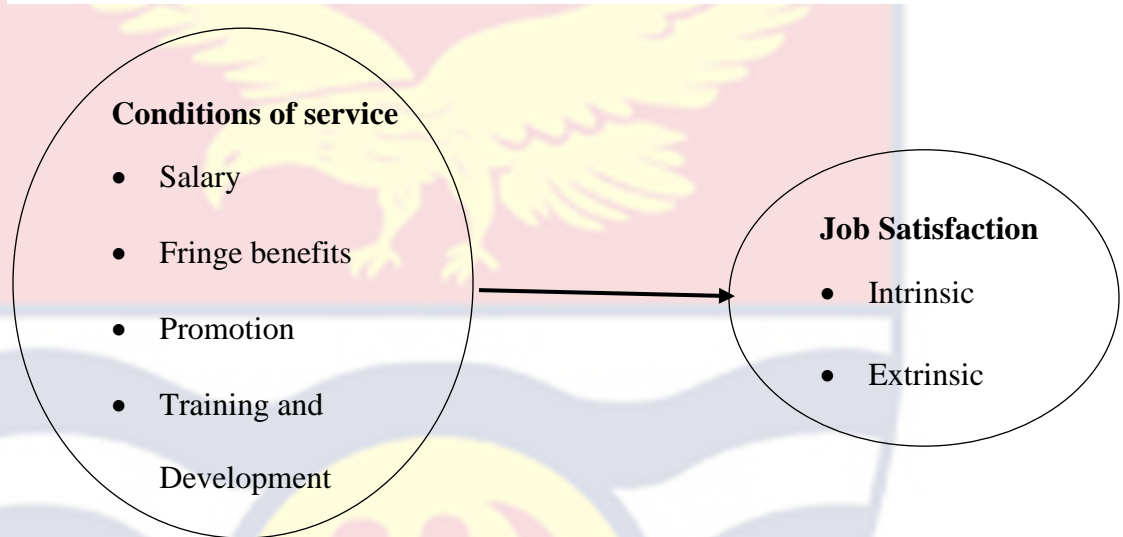
Conceptual Framework

The researcher's comprehension of the connections between the variables under study is referred to as a conceptual framework (Fatawu et al., 2022). A conceptual framework that is based on the goals of the research and the assumptions

of the two-factor theory served as the study's direction. It provides an overview of the study's main elements. Figure 1 depicted the conceptual framework.

Figure 1

Linking conditions of service to job satisfaction



Source: Author's construct (2022)

The study is based on the direct relationship between working conditions and instructors' job satisfaction. According to Figure 1, the independent variable, conditions of service, may have an impact on the dependent variable, teachers' work satisfaction. While studying the connection between teaching conditions of service and quality of work life, it is important to take into account elements like salary, benefits and perks, promotion, education, and advancement.

Chapter Summary

The chapter examined the body of research on how teachers' job satisfaction is impacted by their working environment. The concepts of job satisfaction and working conditions have been covered in this chapter. It is clear from the literature that teachers' job satisfaction is still a crucial requirement for the success of

education in Ghana. Shaw and Leahy (2020) and Yelkpiri et al. (2012) held different opinions to those of Afolabi (2013), Khan and Masood (2013), and Rasheed, Aslam and Sarwar (2010) regarding the connection between teachers' working circumstances and their motivation. According to Afolabi (2013), salary incentives had been found to be ineffective at raising teachers' satisfaction. According to Khan and Masood (2013), instructors' perceptions of their own efficacy or self-worth proved to be the key motivator.

In addition to income and benefits, Rasheed, Aslam, and Sarwar (2010) found that other intangible elements, such as job design, work atmosphere, feedback, recognition, and empowerment or participation in decision-making, might also be possible motivators for teachers. In light of these disagreements, the current study will thus look into the connection between teachers' working circumstances and job satisfaction. Conditions of employment in this study are restricted to pay, fringe benefits, promotions, training, and development. So how do the working circumstances for teachers in Keta Municipal relate to their happiness with their jobs? The researcher wants to learn more about this. The study's research methodology will be covered in the following chapter.

CHAPTER THREE

RESEARCH METHODS

The study sought to investigate the relationship between teachers' conditions of service and job satisfaction among senior high school teachers in Keta Municipal.

This chapter shows how the research was carried out, covering research design, population, sampling procedure, research instruments, data collection procedure, data analysis procedures and ethical considerations.

Research Approach

The researcher adopted the deduction approach in the study. This approach involves the development of a theory that is subjected to a rigorous test that allow the anticipation of phenomena, predicting their occurrence and therefore permit them to be controlled (Creswell, 2017). Additionally, the deduction approach ensures that concepts are operationalised in a way that enables facts to be measured quantitatively. The quantitative nature of the study more often draws inferences based on statistical procedures and often makes use of figures in its analysis (Campbell & Stanley, 2015). It is therefore quantitative in nature in terms of its analysis and inferences drawn from the data collected from the respondents.

Quantitative research methodology is used because the effect conditions of service has on the job satisfaction of teachers required empirical measurements or variables for the purpose. Finally, this approach ensures that the final characteristics of deduction can be generalised, thus the researcher selected sufficient sample size in order to be able to generalise statistically.

Research Design

The clearly stated frameworks for the study's implementation are known as the research design (Creswell, 2017). A quantitative design may be correlational or experimental (Cohen, Manion, & Morrison, 2007; Creswell, 2017; Fraenkel, Wallen, & Hylun, 2022). The goal of the investigation determines which quantitative design should be used (Campbell & Stanley, 2015). The study adopt correlational research design. When doing research using a correlational design, the researcher examines how closely two or more pertinent variables co-vary and how changes in one variable affect changes in the others (Creswell, 2012). Simple associations between two variables are the foundation of correlational designs (Conditions of service and job satisfaction). The most suitable design for this investigation was a correlational one. Evaluation of the strength and nature of the association between variables is the main goal of correlational or non-experimental approaches (Cohen et al., 2007). The likelihood of discovering an erroneous link between a dependent and independent variable is the main issue with non-experimental research (Cohen et al., 2007).

The advantage of employing correlational studies, according to Fraenkel et al. (2022), has stronger external validity because the variables under study remain constant. The design was therefore appropriate because: 1) it is a quick and easy way to determine whether or not there is a relationship between the conditions of service and job satisfaction that is worthwhile exploring further; 2) a correlation coefficient is a simple and objective way to describe the strength of a relationship between two variables; and 3) one particular advantage of research method is that

it can be used to assess behaviour as it occurs in people's everyday lives. When experimental research is not feasible due to the inability to change the predictor variables, correlational designs can be employed. They enable the researcher to analyse behaviour as it occurs in daily life (Fraenkel et al., 2022).

Additionally, this design made it possible for the researcher to gather information from a lot of respondents in a short amount of time; it allowed the researcher to adopt a holistic approach to the study in sample schools by gathering data from a sample rather than the entire population at one time; and it was simple to use the research instrument, such as questionnaires (Cohen et al., 2007; Fraenkel et al., 2022). Determining how teachers' conditions of service connect to their job satisfaction within the Keta municipality in Ghana's Volta Region led the researcher to conclude that the study's design was adequate.

Study Area

Keta Municipal was the area under examination. One of the seventeen districts in Ghana's Volta Region is Keta Municipal. The Municipal capital is Keta. Low teacher retention in the Keta Municipality was a major factor in the municipal's selection (Komashie, 2017). The researcher is familiar with many of the schools because she taught in the municipal for a while; as a result, she has easy access to the necessary data that made data collecting effective.

Population

The complete teaching staff from the eight second cycle schools in the Keta Municipality served as the population for this work. For the 2022 academic year, Keta Municipal had 570 teachers (Ghana Education Service, 2022). The high rate

of turnover in the local government forced the selection of this demographic (Komashie, 2017). A GES category B school, a GES category C school, and the remaining seven public second cycle schools are located in the municipality (Ghana Education Service, 2021). All of the schools are coeducational. Just two of these schools are thought to be urban; the others are thought to be rural. In the municipality, there are no private senior high schools. The majority of the teachers are from the Volta region, but they come from all sixteen of Ghana's regions. Table 1 shows the distribution of the population in the study area.

Table 1*Distribution of the population of teachers Keta Municipal*

School	Males	Females	Total
Abor Senior High School	93	21	114
Anlo Afiadenyigba Senior High School	46	15	61
Anlo Awomefia Senior High School	39	14	53
Atiave Senior High/Technical School	38	10	48
Atorkor Vocational Training Institute	07	14	21
Keta Business College	90	22	112
Keta Senior High/Technical School	95	24	120
Tsiame Senior High School	32	09	41
Total	440	130	570

Source: Fieldwork (2022)

From Table 1, out of the five hundred and seventy (570) senior high school teachers in the municipality, four hundred and forty (440) are males and the rest are females. Most of these teachers are first degree holders. Very few of them hold postgraduate degrees.

Sampling Procedure

Sampling is the practice of selecting a portion of the population to represent the entire population (Cohen et al., 2007). Simple random sampling was used as the sampling method for this study's findings. A single random sample is chosen from a population as part of a simple random sampling, which is an easy probability sampling technique (Creswell, 2017). Each person in the population has an exact equal probability of getting chosen using this sampling technique. Using randomization, simple random sample techniques provide strong internal and external validity and little danger of bias in research (Mohajan, 2017; Taherdoost & Group, 2016). Due to time and budget limitations, four (4) schools were chosen at random from a total of eight. These two sample methods were used in the study at different levels (Alvi, 2016). Using this sampling strategy, the researcher picked a sample size of 235 people from the four chosen schools. Based on the sample size calculation by Yamane (1967), with a margin of error of 5% and a confidence range of 95% (Tepping, 1968). The following formula shows this:

$$n = \frac{N}{1 + Ne^2}$$

Where n represents the sample size

N represents total population ($N = 570$)

e represents margin of error (which is set at 5%)

$$n = \frac{570}{1 + 570(0.05)^2}$$

$$n = 235.05$$

$$n \cong 235$$

Based on this number, the researcher divided the sample size among the four selected schools within the municipality. The targeted sample size of 235 was broken down proportionally according to the numbers of teachers in each school. Table 2 shows the distribution of the sample size.

Table 2

Distribution of the sample size from each school

School	Target Population(N)	Sample size(n)
Abor Senior High School	114	69
Anlo Afiadenyigba Senior High School	61	45
Keta Business College	112	55
Keta Senior High/Technical School	120	66
Total	407	235

Source: Fieldwork (2022)

From Table 2, the researcher collected data from 235 respondents from the four selected schools. Roscoe (1975) suggested that sample sizes larger than 30 and less than 500 are appropriate for most research.

Data Collection Instruments

According to Cohen et al. (2007), an instrument is any one of a researcher's many methods for gathering data for a study. Data was gathered via a questionnaire in order to ascertain the impact of the independent variables (conditions of service) on the dependent variable (teacher job satisfaction). According to Straub (1989), a

questionnaire is a document with a list of questions that is specifically targeted to a statistically significant number of people and is used to collect data for surveys. It is used to compile statistical data or views on individuals (University of Pretoria, 2020). A questionnaire is cost-effective for both the sender and the recipient in terms of time and effort. If the sample population is dispersed over a vast area, it is usually the best approach to gather information when compared to other methods like interview or observation. Many teachers who would not otherwise be reachable can be contacted by questionnaire, and responses may come in quite rapidly. Comparatively speaking, creating and using a questionnaire is simpler (Choudhury, 2020).

The structured questionnaire used to collect data had two parts comprising 10 items. The first part was constructed by the researcher. The rest of parts was adapted Job Descriptive Index and Minnesota Satisfaction Questionnaire from Weiss, Dawis, England and Lofquist (1967), Afolabi (2013), Akande (2014) and Appiah-Agyekum et al. (2013). The first part assessed the study respondents' demographics. The second part asked respondents' opinion on relationship between conditions of service (fringe benefits, promotion, and training/development) and job satisfaction.

Validity and Reliability of the Instrument

Validity is the degree to which an instrument measures what it is intended to measure, according to Mohajan (2017, p. 14). Validity discusses the measurement accuracy of the study tool. The accuracy of the measurement method' outcomes determines how valid a researcher's data are (Anastasi & Urbina, 2007). Investigating the connection between working circumstances and job satisfaction

among teachers in Keta Municipal is the phenomenon of interest in this study. The researcher modified more questionnaire items to guarantee that the highest rate of validity was attained. Prior to providing the senior research supervisor the questionnaire, two of her colleagues reviewed its content and construct validity.

Before pre-testing, the instrument was reviewed by the research supervisor, and any necessary changes were made. The phrase "extent to which a measuring device provides the same results on repeated applications" alludes to reliability (Anastasi & Urbina, 2007, p.12). It refers to a measurement instrument's level of dependability. Several steps were used to control the test items' internal logic.

Pre-Testing of Questionnaire

Teachers from the closest school in the study region, Three Town Senior High School, will take part in the pre-testing activities. 30 respondents were chosen at random from among the teachers at Three Town Senior High School using a convenience sampling technique. The same traits and traits of the teachers in the study area were a factor in the decision to attend this school. A blank document for feedback on the instruments' clarity, ambiguity, and weaknesses was distributed along with the questionnaire. Out of these comments, statements that were vague, deceptive, and/or repetitious were changed, eliminated, reconstructed, or simplified. The reliability coefficient of the questionnaire's subscales, which ranged from 0.70 to 0.86 according to the results of the estimation of the subscales, showed acceptable levels of internal consistency reliability of the measures utilized in this study. The questionnaire was chosen in accordance with the general criterion that a data set is acceptable if Cronbach's Alpha is greater than 0.70 (Pallant, 2020).

Data Collection Procedure

The researcher will send an introductory and a permission letters one week before the data gathering exercise, the heads of the chosen schools. Preceding the distribution of questionnaires to teachers on the data collection day, the researcher will explain the reasons for the study to the teachers. The questionnaires will be given to the teachers in their staff common rooms. The teachers spend approximately 30 minutes on the questionnaires. This process will be repeated in all the four schools in the selected Stratum. The questionnaires will be collected and analysed.

Data Processing and Analysis

The purpose of data analysis in research is to present data gathered in the study in a well-organized and meaningful way in order to answer research questions and hypotheses. Results are presented in tables indicating descriptive statistics such as means, standard deviations and percentages using analysed data from Statistical Package for the Social Sciences (SPSS) version 23. The descriptive statistics will be compared to check if the scores differ markedly. To establish whether the observed difference are statistically significant, the independent sample t-test will be run on the raw scores.

Before the analyses of the data are done, the researcher will do preliminary data screening. This involved checking for missing values, checking for assumptions of outliers and normality. The data entries were done by the researcher in order to check the accuracy of the data. Data cleaning was done and this helped to get rid of errors that could result from coding, recording, missing information, influential

cases or outliers". Regression correlation will be used to investigate the relation between of teachers' salary, fringe benefits, promotion, training and development on teachers' job satisfaction. Analysis of variance ANOVA and independent sample t-test will be performed at a significant level of 0.05 (Morgan, Leech, Gloeckner and Barrett, 2004).

Data management

Participants' responses to the research questionnaires were coded and entered into the SPSS program for data analysis. Each participant's coded questionnaire was kept in the researcher's locker, which he has access to. Before, during, and after data analysis, a soft copy of the scores entered into the SPSS program was saved onto the researcher's Dropbox account. For reasons of confidentiality, this is done to prevent outside parties from having access to the completed questionnaire.

Ethical considerations

The researcher will go for a research introductory letter from the department of management studies of school of business, University of Cape Coast. The department will review the proposal and approved the research. The introductory letter will be issued to embark on data collection process. A permission letter will be sent to the heads of all sampled schools a week prior to the data collection exercise. The permission letter will explain the reason of the study and request them to permit teachers to partake in the study.

To ensure that the respondents have a thorough grasp of the study, the purpose, method, requirements, and potential advantages will all be described. Confidentiality is the act of managing respondents' information in a private,

secretive manner. The study's data collection approach will be conducted in a way that respects anonymity and confidentiality. During all stages of the research process, the data collected will be securely stored and handled with confidentiality.

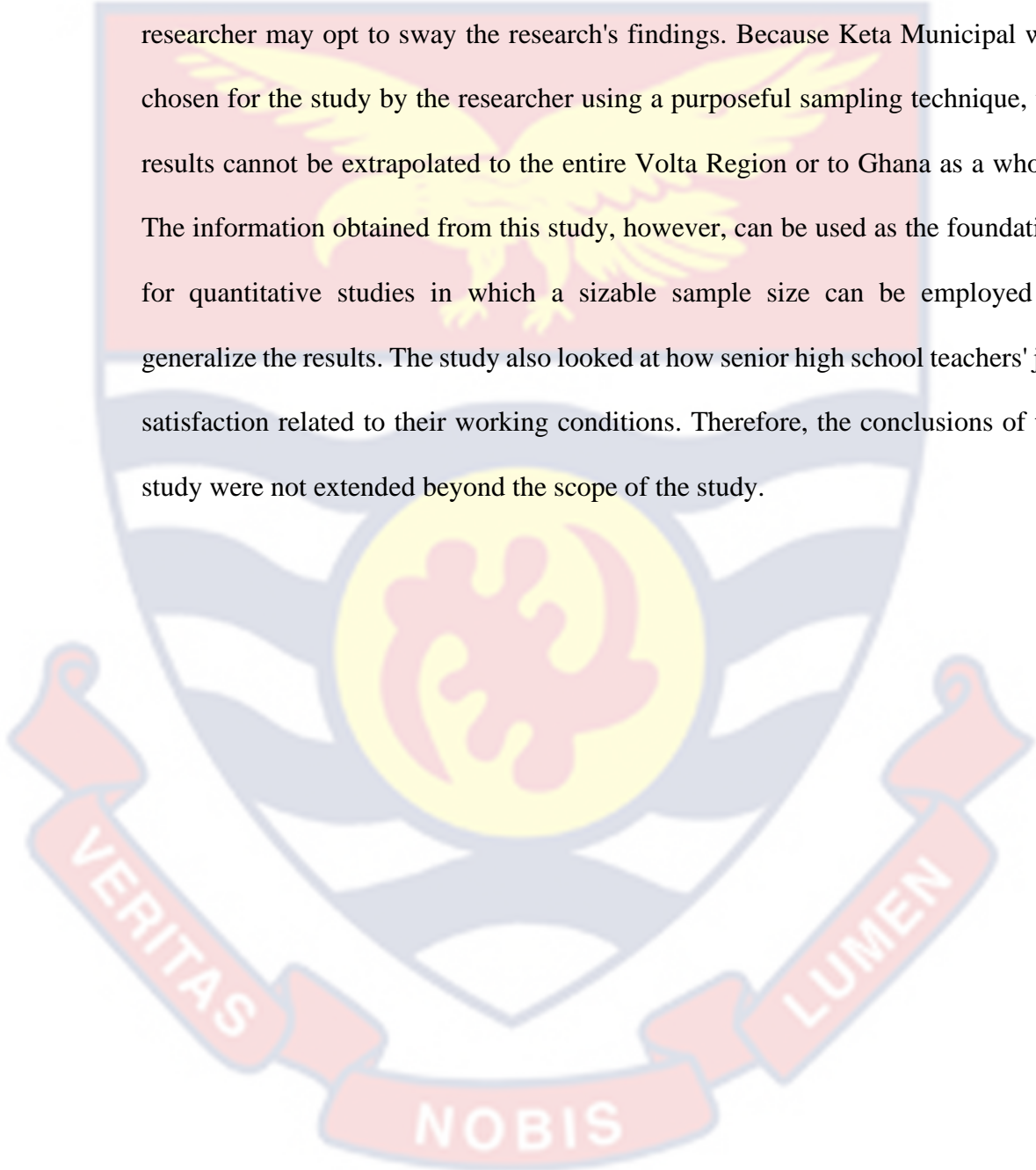
The identity of respondents who took part in the research will not be recorded on the instrument in order to guarantee a high response rate for the administered items and anonymity.

The ethical principles will be adhered to in this study in order to take into account the potential significance of collecting and sharing different types of data as well as to guard against potential misunderstandings. The researcher I will not exaggerate the accuracy or explanatory power of the data; (ii) will present results and interpretations fairly and accurately; (iii) will avoid making false or misleading claims; (iv) will only collect the data necessary for the study; and (vi) will take actions to correct or refine the data by using statistical methods.

Chapter Summary

The study attempted to determine how senior high school teachers in Keta Municipality felt about their jobs in relation to their working conditions. The design, study area, population, sampling techniques, data collection tools and processes, data analysis techniques, and ethical considerations were all covered in this chapter. It used a correlational design. Eight separate schools in the Volta Region of Ghana's Keta Municipality participated in the study. The four schools were chosen using a straightforward random sample procedure, and 235 respondents were chosen for the study. The study used a sample size of 235 participants. Questionnaires were the major tools utilized to collect data.

Potential restrictions include the possibility that respondents will choose not to answer some questions or will answer them incorrectly if they believe the questions are too private. Due to bias or personal view toward a particular subject, the researcher may opt to sway the research's findings. Because Keta Municipal was chosen for the study by the researcher using a purposeful sampling technique, the results cannot be extrapolated to the entire Volta Region or to Ghana as a whole. The information obtained from this study, however, can be used as the foundation for quantitative studies in which a sizable sample size can be employed to generalize the results. The study also looked at how senior high school teachers' job satisfaction related to their working conditions. Therefore, the conclusions of the study were not extended beyond the scope of the study.



CHAPTER FOUR

RESULTS AND DISCUSSION

The study, essentially sought to investigate the relationship between teachers' conditions of service and job satisfaction among senior high school teachers in Keta Municipal. This chapter presents the analysis of data collected, the interpretation and presentation of the result in two sections; background information of the participants, and the main results. The main results derived from the data analysis were presented under specific subheading according to the research objectives and hypotheses. There were two research objectives and four research hypotheses. Detail discussions regarding the findings with reference to implications were also done for each of the specific objectives.

Demographic Information of Respondents

In order to better understand the respondents' demographic characteristics, it was deemed appropriate to collect demographic information from them. The demographic characteristics of the respondents included their gender, age, education, rank, and teaching experience. Table 3 presents the distribution of respondents based on demographic information.

Table 3*Distribution of respondents based on demographic information*

Variables	Categories	Frequency	Percentage (%)
Gender	Male	163	69.4
	Female	72	30.6
	Total	235	100
Age	29 years or less	26	11.1
	30 to 39 years	104	44.3
	40 to 49 years	76	32.3
	50 years or more	29	12.3
	Total	235	100
Qualifications	Masters' degree	22	9.4
	Post Graduate Diploma	11	4.7
	Bachelors' degree	202	86.0
	Total	235	100
Ranks	Deputy Director	04	1.7
	Director I & II	17	7.2
	Assistant Director I	36	15.3
	Assistant Director II	52	22.1
	Principal Superintend	126	53.6
	Total	235	100
Experience	0-5 years	61	26.0
	6-10 years	76	32.3
	11-15 years	59	25.1
	16 years or more	39	16.6
	Total	235	100

Source: Fieldwork (2022)

From Table 3, there were more males (163), representing 69.4% of respondents than females (72), representing 30.6% of respondents in the study. This

suggests that a large number appeared to have worked in schools. It was not shocking that there was a gender gap in work opportunities in Ghana. According to Ghana Statistical Services' (2020) report, even though women make up more than half of the population, their rate of labour force participation is still lower than that of men. Majority (130) (55.4%) of the respondents were below the age of 40 years, while only 29 representing a percentage of 12.3% were above the age of 50 years. The overall age structure shows that the respondents are relatively youthful and therefore management of education can take advantage of this and make intensive use of these human capitals over the remaining useful lifespan of these teaching staff.

Regarding the highest level of qualification, the table shows that most (202) (86.0%) respondents were holding only bachelors' degrees. In addition to the bachelors' degree, 4.7% (11) of respondents had post graduate diploma in education whereas 9.4% (22) had masters' degree in education. This implies that the respondents are highly educated and therefore, qualified to teach in the second cycle institutions in the municipal. The demographic information of the respondents regarding the ranks of respondents, shows that most 126 (53.6%) of the respondents were on the rank of Principal Superintendent whilst 52 (22.1%) and 36 (15.3%) of respondents were on rank of Assistant Director II and I respectively. 17 (7.2%) of respondents were on the rank of Director II & I whereas 1.7% (4) were on the rank of Deputy Director.

Relating to the length of service of respondents, the table showed that most of respondents have taught for six to ten years 76 (32.3%). 61 (26.0%) of the

respondents have taught not more than five years whilst 59 (25.1%) have taught for 11—15 years. 39 (16.6%) have taught for more than 15 years. The overall, this implies that the respondents were fairly represented and therefore the information gathered from the primary data is reliable. These demographic information sets the foundation of understanding the issues that relate to condition of service and teachers' job satisfaction within the municipality.

Analysis of the Main Results

In accordance with the study's goals and hypotheses, the results are presented in this section. Both descriptive and inferential statistics were used in the analysis of the data. The study employs a quantitative approach and is descriptive in character. The research aims and hypotheses guided the chronological organization of the analyses and findings.

Research Hypothesis One

H₀₁: There is a significant relationship between teachers' conditions of service and job satisfaction of teachers in Keta Municipal.

The relationship between job happiness and service conditions is the subject of this theory. In order to accomplish this, respondents were given a set of assertions and asked to indicate whether they agreed with them or not. The statements were scored on a Likert scale of 1 to 5, with; 1, 2, 3, 4, 5 presenting strongly disagreed, disagreed, undecided, agree, and 5 strongly agreeing respectively. The mean and standard deviations of the replies provided by respondents were computed for analysis purposes. Afterwards, mean ranks were used to analyze these. Mean values

were considered as agreement when they were near to 3 or above and as disagreement when they were below 3. Table 4 provides a summary of the results.

Table 4

Teachers' responses on determinants job satisfaction

Conditions of Service	N	Mean	Std. Dev.
Salary	235	1.40	.93
Extra duty allowance	235	1.54	.73
Free accommodation	235	1.44	.83
Medical allowance	235	1.26	.44
Transportation allowance	235	1.32	.57
Promotion And Career Advancement	235	1.74	1.04
Training And Development	235	1.77	1.23
Average	235	1.50	.76

Source: Field survey (2022)

From table 4, it was shown that respondents do not feel content with their work due to poor conditions service ($M = 1.50$, $SD = .76$), using determinants such as salary ($M = 1.40$, $SD = .93$), extra duty allowance ($M = 1.54$, $SD = .74$), free accommodation ($M = 1.44$, $SD = .83$), medical allowance ($M = 1.26$, $SD = .44$), transportation allowance ($M = 1.32$, $SD = .57$), promotion and career advancement ($M = 1.74$, $SD = 1.04$), and training and development ($M = 1.77$, $SD = 1.23$).

Regression was the statistical tool employed to analyse the correction. This result is indicated in Table 5. Per the regression table salary, extra duty allowance, free accommodation, medical allowance, transportation allowance, promotion and career advancement, training and development are the independent variables and employees' job satisfaction is the dependent variable.

Table 5*Model summary of conditions of service on job satisfaction*

Model	R	R Square	Adjusted R Square	Std. Error Estimate
1	.172 ^a	.029	.000	.50836

a. Predictors: (Constant), salary, extra duty allowance, free accommodation, medical allowance, transportation allowance, promotion and career advancement, training and development

Source: Field survey (2022)

The Table 5 showed the results of a regression analysis between the two variables; condition of service (independent) and job satisfaction (dependent). From the table, the value of .172 showed a small relationship between the dependent and the independent variables because the value falls between .10 and .30 which is considered a small relationship. Also, since the value is positive, it indicated that increases in the independent variables cause an increase in the dependent variable and vice versa. The R-square figure which is .029 indicated that 2.9% of satisfaction can be explained by conditions of service packages available to the teachers.

The Analysis of variance (ANOVA) test was then carried out. Table 6 evaluates the regression model's statistical significance.

Table 6*ANOVA^a output of conditions of service on job satisfaction*

Model		SS	df	MS	F	Sig.
1	Regression	1.780	7	.254	.984	.044
	Residual	58.663	227	.258		
	Total	60.443	234			

Source: Field survey (2022)

From Table 6, the p -value of .044 is less than the significant level of .05. As a result, the null hypothesis is rejected. This indicates that the combination of these variables; salary (SA), extra duty allowance (EDA), free accommodation (FA), medical allowance (MA), transportation allowance (TA), promotion and career advancement (PCA), training and development (TD), significantly predicts the dependent variable (Job satisfaction). Implying that the conditions of service has a significant effect on job satisfaction. This support the view of Akande (2014), that conditions of service influences job satisfaction. The degree of conditions of service effect on employees' job satisfaction is shown in Tale 7.

Table 7*Coefficients of conditions of service on employees' job satisfaction*

Model	Unstandardized		Standardized	<i>T</i>	<i>Sig.</i>
	Coefficients		Coefficients		
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
(Constant)	1.615	.148		10.889	.000
SA	.102	.085	.185	1.199	.032
EDA	.101	.066	.146	1.545	.124
FA	.160	.112	.262	1.425	.155
MA	.042	.101	.036	.419	.676
TA	-.205	.110	-.231	-1.856	.045
PCA	.122	.073	.250	1.660	.098
TD	.034	.100	.084	.342	.733

a. Dependent Variable: job satisfaction

Source: Field survey (2022)

According to Table 7, where the availability of pay has been shown to be a factor in teachers' contentment, with a value of .102 indicating a positive

association between pay and satisfaction, a 100% increase in pay will result in a 10.2% rise in teacher satisfaction. Due to the value being less than 0.05, the significance value of .032 demonstrated statistical significance. Moreover, allowances have positively impacted teachers' satisfaction (.101), demonstrating a link between allowances and happiness. Thus, if the stipend is increased by 100%, teacher satisfaction will rise by 10.1%. As the value is bigger than 0.05, the sig-value of .124 suggested that there was no statistical significance.

These results are consistent with those of Muguongo et al. (2015), who found that salaries and benefits teachers receive relative to those of their counterparts in the civil sector are some of the key elements affecting teachers' work satisfaction, that quick payment of teachers' salary will increase their satisfaction (Akande, 2014). This findings disagrees with that of Boyd et al. (2011), who contend that working circumstances rather than pay are the primary reason why most teachers quit their positions. This supports the conventional wisdom that says paying workers more will make them happier (Bilal et al., 2020). The fact that medical benefits have influenced teachers' job satisfaction and received a regression coefficient of .042 further demonstrated the favourable association between the two variables.

This indicates that if medical allowances are provided at a 100% increase in the municipality, teacher job satisfaction will rise by 4.2%. Since the value is

greater than 0.05, the significance value of .676 indicated that there was no statistical significance. This result concurred with that of Muguongo et al. (2015) that insurance coverage and medical insurance have a beneficial impact on teachers' job satisfaction. Contrary to view of Ellafi and Noor (2021), Ukpogon and Okon (2020) argued that medical, health and safety allowance does not influence employees' decision to stay with a particular work environment.

Also, the hypothesis that promotions have helped teachers in the municipality feel more satisfied received a coefficient of .122, demonstrating a favourable association between the two variables. Thus, if there is a 100% increase in the number of promotions available to teachers in the municipality, teacher satisfaction will rise by 12.2%. Since the value is greater than 0.05, the significance value of .098 indicated that there was no statistical significance. This result is consistent with that of Patgar and Vijayakumar (2015), who claimed that a number of factors play a significant role in a worker's decision to leave or remain employed by a company. They include pay scales, convenient and flexible work schedules, recognition and awards for success, opportunity for professional advancement and job stability, job security and training, and development programmes.

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Objective one: To Examine the Effect of Teachers' Conditions of Service on Intrinsic Job Satisfaction

This objective was to see how teachers' conditions of service affect their intrinsic job satisfaction. Respondents were given a set of statements and asked to indicate whether they agreed or disagreed with each one. The statements were scored on a Likert scale of 1 to 5, with 1, 2, 3, 4 and 5 representing strongly disagreed, disagreed, undecided, agree, and 5 strongly agreeing respectively. The mean and standard deviations of the replies provided by respondents were computed for analysis purposes. Afterwards, mean ranks were used to analyze these. Mean values were considered as agreement when they were near to 3 or above and as disagreement when they were below 3. Table 8 presents a summary of the results.

Table 8*Teachers' responses on determinants of intrinsic job satisfaction*

Conditions of Service	N	Mean	Std. Dev.
Salary	235	2.64	1.51
Extra duty allowance	235	2.34	1.49
Free accommodation	235	2.15	1.59
Medical allowance	235	2.23	1.70
Transportation allowance	235	2.06	1.69
Promotion And Career Advancement	235	2.85	1.39
Training And Development	235	2.95	1.44
Average	235	2.46	1.54

Source: Field survey (2022)

Table 8 showed the means of 2.64 (standard deviation of 1.51), 2.85 (standard deviation of 1.39), and 2.95 (standard deviation of 1.44) for salary, promotion and career advancement, and training and development respectively, showed that respondents disagreed with these views. Similarly, respondents do not feel content with their work and other responsibilities that go along with the work itself without fringe benefits such as extra duty allowance ($M = 2.34$, $SD = 1.49$), free accommodation ($M = 2.15$, $SD = 1.59$), medical allowance ($M = 2.23$, $SD = 1.70$), and transportation allowance ($M = 2.06$, $SD = 1.69$).

Research Hypothesis Two

H₀₂: There is a significant influence of teachers' conditions of service on intrinsic job satisfaction of teachers in Keta Municipal.

This hypothesis test the relationship between conditions of service and employee intrinsic job satisfaction. Multiple regression was conducted to determine the best linear combination of salary, extra duty allowance, free accommodation,

medical allowance, transportation allowance, promotion and career advancement, training and development for predicting intrinsic job satisfaction. Table 9 present Tolerance values in the Coefficients table for the existence of multicollinearity.

Table 9

Means, Standard Deviations, and Intercorrelations for Intrinsic Job satisfaction and Predictor Variables(N=235)

<i>Variable</i>	<i>M</i>	<i>SD</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>
Intrinsic Job satisfaction	1.46	.51	.01*	.03*	.07*	.07*	.08*	.02*	.04*
Predictor variable									
1. SA	2.64	1.50	-	.92	.75	.71	.79	.63	.65
2. EDA	2.34	1.49		-	.79	.78	.82	.62	.57
3. FA	2.14	1.59			-	.98	.97	.79	.45
4. MA	2.23	1.70				-	.96	.82	.46
5. TA	2.06	1.69					-	.79	.48
6. PCA	2.85	1.38						-	.65
7. TD	2.94	1.43							-

$p^* < .30$

$.60 < p < .99$

Source: Fieldwork (2022)

The means, standard deviations, and intercorrelations found in Table 9 indicates a negligible relationship between intrinsic job satisfaction and predictor variables (because the value falls below .30). However, there exists a moderately high positive relationship among predictor variables themselves ($.60 < p < .99$). Table 10 evaluates the simultaneous Multiple Regression Analysis Summary for salary, extra duty allowance, free accommodation, medical allowance,

transportation allowance, promotion and career advancement, training and development for predicting intrinsic job satisfaction.

Table 10

Simultaneous Multiple Regression Analysis Summary for conditions of service for predicting intrinsic job satisfaction

Variables	Unstandardized Coefficients		Standardized Coefficients		Sig.
	β	SEB	Beta	t	
(Constant)	1.520	.092		16.44	.000
SA	-.10	.073	-.299	-1.384	.168
EDA	.019	.068	.057	.286	.775
FA	-.040	.135	-.124	-.293	.770
MA	.004	.130	.015	.035	.972
TA	.136	.093	.452	1.463	.145
PCA	-.071	.051	-.194	-1.402	.162
TD	.055	.037	.156	1.487	.138

$R = .166^a$; R^2 adjusted = .002, $R^2 = .028$; $F(7, 227) = .92$; $p = .491^b$

a. Dependent Variable: *intrinsic job satisfaction (IJS)*

b. Predictors: (Constant), SA, FDA, FA, MA, TA, PCA, TD

Source: Fieldwork (2022)

Table 10 revealed a negligible relationship between the predictive variables and intrinsic job satisfaction ($R = 0.166$). This implies that the conditions of service and intrinsic job satisfaction both move in the same direction. Any increase in one variable will lead to a corresponding increase in the other variable because of their association. From Table 10, the R^2 value for the overall model was 0.028 with indicating the predictive capacity of the model of 2.8% of the variance in the dependent variable (conditions of service) can be accounted for by all the seven (7)

independent variables collectively in the model $F(7, 227) = 0.920$, $p = 0.491$ as shown in Table 10. However, a 9.2% variance in employee intrinsic job satisfaction is caused by factors that are not considered in this study.

In the final model, the combination of these variables; salary, extra duty allowance, free accommodation, medical allowance, transportation allowance, promotion and career advancement, training and development, insignificantly contributing to the equation ($IJS = 1.52 - 0.15SA + 0.019EDA - 0.04FA + 0.004MA + 0.136TA - 0.071PCA + 0.055TD$). The values for the slope and the intercept in the observed regression model is 1.52. Implying, in the absence of employee conditions of service, employee intrinsic job satisfaction will be 1.52. A unit increase in salary will lead to a 15% intrinsic job dissatisfaction, a unit increase in extra duty allowance, will result in corresponding 1.9% increase in intrinsic job satisfaction, a unit increase in free accommodation will result in 4% decrease in intrinsic job satisfaction, a unit increase in medical allowance increase intrinsic job satisfaction by 0.4%, a unit increase in transportation allowance will increase intrinsic job satisfaction by 13.6%, a unit increase in promotion and career advancement will lead to 7.1% decrease in intrinsic job satisfaction and a unit increase training and development lead to 5.5% increase in intrinsic job satisfaction. Implying that the conditions of service has no significant effect on job satisfaction, consequently, the null hypothesis is maintained at $F(7, 227) = 0.920$, $p = 0.491$.

This view support Pagalung and Pontoh (2018) that the intrinsic factors has no significant effect on job satisfaction. Based on the interpretations of the findings,

it emerged that the respondents do not feel content with their work and other responsibilities that go along with the work itself over the determinants.

Objective Two: To Analyse the Effect of Teachers' Conditions of Service on Extrinsic Job Satisfaction

This objective was to see how teachers' conditions of service affect their extrinsic job satisfaction. Respondents were given a set of statements and asked to indicate whether they agreed or disagreed with each one. The statements were scored on a Likert scale of 1 to 5, with 1, 2, 3, 4 and 5 representing strongly disagreed, disagreed, undecided, agree, and 5 strongly agreeing respectively. The mean and standard deviations of the replies provided by respondents were computed for analysis purposes. Afterwards, mean ranks were used to analyze these. Mean values were considered as agreement when they were near to 3 or above and as disagreement when they were below 3. Table 11 presents a summary of the results.

Table 11

Teachers' perception of extrinsic job satisfaction and conditions of service

Conditions Of Service	N	Mean	Std. Dev.
Salary	235	3.55	1.50
Extra duty allowance	235	3.63	1.35
Free accommodation	235	3.56	1.48
Medical allowance	235	3.35	1.67
Transportation allowance	235	3.50	1.59
Promotion And Career Advancement	235	3.63	1.33
Training And Development	235	3.54	1.57
Average	235	3.54	1.50

Source: Field survey (2022)

From table 11, it was shown that respondents agreed with the conditions service such as salary ($M = 3.55$, $SD = 1.50$), extra duty allowance ($M = 3.63$, $SD = 1.35$), free accommodation ($M = 3.56$, $SD = 1.48$), medical allowance ($M = 3.35$, $SD = 1.67$), transportation allowance ($M = 3.50$, $SD = 1.59$), promotion and career advancement ($M = 3.63$, $SD = 1.33$), and training and development ($M = 3.54$, $SD = 1.57$) are determinants of extrinsic job satisfaction.

Research Hypothesis Three

H₀₂: There is a significant relationship between teachers' conditions of service and extrinsic job satisfaction of teachers in Keta Municipal.

This hypothesis test the relationship between conditions of service and employee extrinsic job satisfaction. Multiple regression was conducted to determine the best linear combination of salary, extra duty allowance, free accommodation, medical allowance, transportation allowance, promotion and career advancement, training and development for predicting extrinsic job satisfaction. Table 12 presents the simultaneous Multiple Regression Analysis Summary for salary, extra duty allowance, free accommodation, medical allowance, transportation allowance, promotion and career advancement, training and development for predicting extrinsic job satisfaction.

Table 12

Simultaneous Multiple Regression Analysis Summary for conditions of service for predicting extrinsic job satisfaction

Variables	Unstandardized		Standardized		
	β	SEB	Beta	t	Sig.
(Constant)	1.523	.138		11.023	.000
SA	-.061	.070	-.179	-.871	.385
EDA	.042	.059	.112	.715	.475
FA	-.029	.102	-.086	-.287	.774
MA	.072	.105	.234	.680	.497
TA	-.030	.065	-.092	-.452	.651
PCA	.001	.055	.002	.012	.990
TD	-.009	.039	-.026	-.221	.826

$R = .085^a$; $R^2_{\text{adjusted}} = .023$, $R^2 = .007$; $F(7, 227) = .237$; $p = .976^b$

a. Dependent Variable: extrinsic job satisfaction (EJS)

b. Predictors: (Constant), SA, FDA, FA, MA, TA, PCA, TD

Source: Fieldwork (2022)

Findings obtained from Table 12 revealed a negligible relationship between the predictive variables and extrinsic job satisfaction ($R = 0.085$). This implies that the conditions of service and extrinsic job satisfaction both move in the same direction. Any increase in one variable will lead to a corresponding increase in the other variable because of their association. Furthermore, the multiple correlation coefficient (R), using all the predictors simultaneously, is .085 ($R^2 = .007$) and the **adjusted** $R^2 = .023$, only predicted 2.3% of the variance in extrinsic job satisfaction from extra duty allowance, free accommodation, medical allowance, transportation allowance, promotion and career advancement, training and development combined. However, a 23.7% variance in employee extrinsic job

satisfaction is caused by factors that are not considered in this study as revealed by the model $F(7, 227) = 0.237, p = 0.976$.

In the final model, the combination of these variables; salary, extra duty allowance, free accommodation, medical allowance, transportation allowance, promotion and career advancement, training and development, insignificantly contributing to the equation ($EJS = 1.523 - 0.061A + 0.042EDA - 0.029FA + 0.072MA - 0.030TA + 0.001PCA - 0.009TD$). The values for the slope and the intercept in the observed regression model is 1.523. Implying, in the absence of employee conditions of service, employee extrinsic job satisfaction will be 1.523. A unit increase in salary will lead to a 6.1% decrease in extrinsic job dissatisfaction, a unit increase in extra duty allowance, will result in corresponding 4.2% increase in extrinsic job satisfaction, a unit increase in free accommodation will result in 2.9% drop in extrinsic job satisfaction, a unit increase in medical allowance increase extrinsic job satisfaction by 7.2%, a unit increase in transportation allowance will decrease extrinsic job satisfaction by 3%, a unit increase in promotion and career advancement will lead to 0.1% increase in extrinsic job satisfaction and a unit increase training and development lead to 0.9% decrease in intrinsic job satisfaction

From Table 12, the p -value of .976 is more than the significant level of .05. As a result, the null hypothesis is maintained. This indicates that the combination of these variables; salary, extra duty allowance, free accommodation, medical allowance, transportation allowance, promotion and career advancement, training and development, failed significantly to predicts the dependent variable. The

findings revealed that the respondents do feel of being pressured to work. This view support Pagalung and Pontoh (2018) that the extrinsic factors has no significant effect on job satisfaction.

Summary of Chapter

This chapter analysed the information gathered and produced conclusions that clarified the objectives and hypotheses put forth. The demographics section included information on the following: gender, age, qualifications, rank, and teaching experience. The first hypothesis revealed that respondents do not feel content with their work due to poor conditions service, such as salary, extra duty allowance, free accommodation, medical allowance, transportation allowance, promotion and career advancement, training and development. Second hypothesis revealed that respondents feel content with their work and other responsibilities that go along with the work itself over salary, promotion and career advancement, and training and development. Finally, the third hypothesis also looked into factors that account for teachers' intrinsic job satisfaction in Keta Municipality.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter of the study explored the summary of findings, conclusion and recommendations. The summary of findings is captured under the objectives as stated in the introductory chapter. Finally, there is suggestion for future research. It employed the quantitative approach to research. Data collected for the study was by the use of a questionnaire.

Summary of Findings

The goal of the study was to determine how senior high school teachers in the Keta Municipality felt about their jobs in relation to their working conditions. Four hypotheses were developed for the study, which has three aims. The associated literature was reviewed in Chapter 2, and the researcher used a correlational design in Chapter 3. Using simple random sampling techniques from the target population, the findings were based on the opinions of 235 study area employees out of a total population of 570. The primary research tool was a self-administered survey. The questionnaire was broken into subscales and has a number of items. Respondents were given a set of statements and asked to indicate whether they agreed or disagreed with each one. The statements were scored on a Likert scale of 1 to 5, with 1 being strongly disagreed, 2 disagreed, 3 undecided, 4 agree, and 5 strongly agreeing. Using the Statistical Package for Social Sciences (SPSS) version 23.0 software, the mean and standard deviations of the responses provided by respondents were calculated for analysis purposes.

The following is a summary of the main findings in relation to the specific study objectives; In terms of how teachers' working conditions affect their intrinsic job satisfaction, the data showed that respondents prioritized their work and other duties over compensation, promotions and other forms of professional progression, as well as training and development. Teachers tend to become more devoted to their jobs as a result of this. Nonetheless, the results revealed that respondents agreed that factors influencing extrinsic job satisfaction include compensation, extra duty pay, free housing, medical pay, transportation pay, promotion and career progression, and training and development. The study looked at how teachers' working conditions impacted their happiness at work. Using determinants including income, additional duty allowance, free housing, medical allowance, transportation allowance, promotion and career progression, and training and development, it was discovered in this analysis that respondents do not feel satisfied with their employment due to inadequate conditions of service.

Conclusions

It is important to recognize the role that compensation plays in all aspects of human endeavour. Several academics view it as a crucial driver toward achieving the goal of assuring employee pleasure. According to studies, both intrinsic and extrinsic compensation satisfaction has a large and considerable impact on employees' job satisfaction. The primary goal of the study was to determine how the working conditions of teachers in Keta Municipality affect their students' job satisfaction. The statistics support the conclusion that employee conditions of service have a beneficial impact on job satisfaction.

Recommendations

It is important to recognize the role that compensation plays in all aspects of human endeavour. Several academics view it as a crucial driver toward achieving the goal of assuring employee pleasure. According to studies, both intrinsic and extrinsic compensation satisfaction has a large and considerable impact on employees' job satisfaction. The primary goal of the study was to determine how the working conditions of teachers in Keta Municipality affect their students' job satisfaction. The statistics support the conclusion that employee conditions of service have a beneficial impact on job satisfaction.

The study's findings support the crucial impact that an organization's employee conditions of service play in raising employee job satisfaction. In order to prevent losing qualified and competent teachers to other sector organizations, the study recommended that the government, through the Ministry of Education, review the current conditions of service for teachers and make other compensation packages, such as allowances and housing, available to all teachers. To be more specific: (1) Teachers' salaries should be paid on time to allow them to focus on their work and deliver it effectively; (2) Regular teacher promotions should be ensured by the government; (3) Teachers should receive unexpected benefits like soft loans, free health care, and free housing; and (4) Regular staff development is a catalyst for effective job performance and satisfaction.

Suggestions for Further Studies

In order for ideas to be compared and comprehensive government action to be taken in order to realize full and proper job satisfaction of teachers in the sudden

realisation of their job objectives in senior high schools in Keta Municipal of Volta, the researcher hereby suggests that similar studies be carried out in other districts of the nation.



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APPENDIX A

UNIVERSITY OF CAPE COAST
College of Humanities and Legal Studies

School of Business

Department of Management

QUESTIONNAIRE

Dear respondent,

VERONICA AKPENE MIFETU is a Master of Business Administration (Management) student in the University of Cape Coast (School of Business). This instrument aims at collecting data on the *“relationship between teachers’ conditions of service and job satisfaction in Keta Municipal”*. I am, by this means, assuring you of maximum confidentiality in that, your responses will be used solely for academic work. Please, kindly provide sincere and objective responses to the questions.

SECTION A: DEMOGRAPHIC FACTORS

Check the appropriate box that describe your teaching profession with a (√)

1. What is your gender?

 Male Female

2. How old are you?

 I am 29 or less years old I am 30 to 39 years old I am 40 to 49 years old I am more than 50 years old

3. What is your highest professional qualification?

- Master's degree
- Post Graduate Diploma
- Bachelor's degree
- Others (specify)

4. What is your current rank?

- Deputy Director
- Director I & II
- Assistant Director I & II
- Principal Superintendent
- Others (specify)

5. Present school:

6. How long have you been teaching?

- Taught 5 years or less
- Taught for 6 to 10 years
- Taught for 11 to 15 years
- Taught for more than 15 years

SECTION B: Perceived conditions of service of teachers and job satisfaction

7. How do these conditions of service in your opinion appeals to your intrinsic job satisfaction?

(Intrinsic job satisfaction is the result of feeling content with the work (itself) one does and the responsibilities that go along with the work itself. Using a scale of 1 to 5, please choose the best option that describe your teaching profession's

conditions of service; where 1= Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree and 5 = Strongly Agree)

CONDITIONS OF SERVICE	1	2	3	4	5
SALARY					
Extra duty allowance					
Free accommodation					
Medical allowance					
Transportation allowance					
PROMOTION AND CAREER ADVANCEMENT					
TRAINING AND DEVELOPMENT					

8. How does these conditions of service in your opinion appeals to your extrinsic job satisfaction?

(Extrinsic job satisfaction refers to performing an activity with a feeling of being pressured, tension or anxiety just to make sure that one would achieve the result he or she desires. Using a scale of 1 to 5, please choose the best option that describe your teaching profession's conditions of service; where 1= Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree and 5 = Strongly Agree)

CONDITIONS OF SERVICE	1	2	3	4	5
SALARY					
Extra duty allowance					
Free accommodation					
Medical allowance					
Transportation allowance					
Promotion and Career Advancement					
Training and Development					

9. How satisfy are you with your job, in relating these conditions of service to job satisfaction?

(Job satisfaction is how contented a teacher is with his or her job in the school. Job satisfaction is an employee's positive or negative feeling towards his or her job. Using a scale of 1 to 5, please choose the best option that describe your teaching profession's conditions of service; where 1 = fairly satisfied, 2 = slightly satisfied, 3 = satisfied, 4= highly satisfied and 5 = very highly satisfied).

CONDITIONS OF SERVICE	1	2	3	4	5
SALARY					
Extra duty allowance					
Free accommodation					
Medical allowance					
Transportation allowance					
PROMOTION AND CAREER ADVANCEMENT					
TRAINING AND DEVELOPMENT					

11. How satisfy are you with job?

Highly satisfied Somehow satisfy Somehow dissatisfy Highly dissatisfied

APPENDIX B

Introduction Letter

