



FACTORS INFLUENCING TEACHER JOB SATISFACTION AND COMMITMENT AT SENIOR HIGH SCHOOLS IN THE GREATER ACCRA REGION, GHANA

Divine Komla Vulleyⁱ

PhD, Bank of Ghana,
Banking Department,
P.O Box 2674,
Accra, Ghana

Abstract:

This paper examines the determinants of teacher's job satisfaction and the implications on their job commitment. The study concentrated on pre-tertiary school teachers in the Greater Accra region, Ghana. Quantitative survey approach based on positivist philosophies research design was adopted in gathering data. Over 96% (676) participated fully in answering questionnaire from a sampling frame of 700. For the analysis of data, a number of descriptive statistical tests and in combination of Exploratory Factor Analysis (EFA) and Confirmation Factor Analysis (CFA) was used. The main tools used were mean, standard deviation, frequency and Ordinary Least Squares (OLS) regression. The findings generally shows teachers are satisfied with their job profession intrinsically and this had impacted on their commitment level. However, extrinsically, results indicates teachers are not satisfied especially in the area of salary and other rewards and better conditions of service; career advancement; recognition and promotion policy; among others. Notwithstanding, the results have shown that teachers were committed to their professional job basically due to the love of the job and the students they teach.

Keywords: teachers, school, senior high, determinants; satisfaction; commitment; performance

1. Introduction

Education is a human right and schools are the platforms in which this right is realised Brown, 2018). However, school can only achieve this right when there are qualified teachers who are well-motivated and satisfied with their job (Ariani, 2015). This is because, without teachers there cannot be education and the right of human cannot be achieved. Studies have shown that when there is no education, the sustainability of economic, political and social expansion will not be possible (Abugre, 2014). Akafo and

ⁱ Correspondence: email vulley@yahoo.com, divine.vulley@bog.gov.gh

Boateng (2015) have noted that *“for education to be of high standard, there must be a corresponding high quality of teachers as well”*. However, due to lack of job satisfaction, the teaching profession which used to be a noble one has changed in recent time in Sub-Saharan Africa especially Ghana to the extent that teaching as a profession is now regarded as a stopgap for many entrants (Salifu & Agbenyega, 2013, Murage & Kimani, 2014). The study objective was to examine the determinants of job satisfaction among teachers and its implications on their commitment/performance. The study was conducted on the government funded secondary schools in the greater Accra region, Ghana.

2. Problem statement

Teacher job satisfaction is one of the major determinants of students' performance in national and international examinations. In Ghana for instance, Seniwoliba (2013) and Akafo and Boateng (2015) argue that the need for motivated and satisfied teachers is reaching *“crisis proportion”* in today's technological society. Akafo and Boateng (2015) add that there have been so many grievances about the declining standard of education in Ghana. Nyarko, Akenten and Abdul-Nashiru (2013) also observed that the education landscape in Ghana is now besieged with problems and incongruities. Whereas teachers accused government for neglecting her responsibility toward them, the government on other hand accused teachers of abandoning their core duties for other businesses for the reasons better known to them (Salifu, & Agbenyega, 2013). Many years ago, Akyeampong (2007) opined that *“the teaching profession has become unattractive and that compel teachers to agitate for needs satisfaction”*.

Studies have shown that the absence of job satisfaction among teachers seems to be determined by different factors such as rewards/incentives, environment and availability of teaching materials and schools' infrastructure (Murage & Kimani, 2014), and this is affecting the performance of students and many students also resort to examination malpractices to pass their exams. For example, on 08 of August 2016, TV3 news reported that the West African Examination Council (WAEC) has cancelled 1,500 June 2016 West Africa Senior Secondary Certificate Examination (WASSCE) results owing to examination malpractices. According to myjoyonline.com, 1800 results have been cancelled in 2017 by WAEC. The story is not different in 2018 as report by citinewsroom.com indicates that over 26,000 results were withheld by WAEC and 453 student's results cancelled owing to various cases of examination malpractices. Why is it that students engaged in examination malpractices? Is it due to the lack of job satisfaction among teachers? The present study aimed to unravel factors responsible for teacher job satisfaction in government's pre-tertiary institutions in Ghana.

3. Literature review

Job satisfaction is a concept that has been addressed in many studies since 1900s and has been included in the literature with its different definitions. Handsome (2009) has noted

that there are no generally accepted definitions of job satisfaction. In recent years, for example, Sheffield (2016) states that *“the ability to perceive and evaluate one’s own job as against those issues that they think are of important to them is what job satisfaction pertain”*. Sheffield (2016) also refers to job satisfaction as completeness of one’s views and approach to a particular job. Sawitri, Suswati and Huda (2016) posit that *“job satisfaction relates to how people perceive and evaluate their works contrary to those issues that they think are of importance to them”*.

It is evidenced from the various definitions and explanations that job satisfaction is about attitude, perception and emotion. Study has shown that job satisfaction should be perceived as an attitude that reflects specific job factors, individual characteristics as well as group relationships outside the job (Saka & Salman, 2014). Chan et al. (2015) have noted that job satisfaction cannot be separated from needs theories of motivation, and that, motivation theories laid the foundation for job satisfaction theories. Over the past decades for example, Farber (1991) avers that job satisfaction is one of individual’s needs fulfilments. From the various analysis it could be argued that job satisfaction will vary in proportionate with the extent to which the needs of individual are being satisfied. The stronger the need, the more closely will job satisfaction depend on its fulfilment. The basic principle of needs theories is that people will be motivated to behave in a certain way when their needs are satisfied.

Studies have shown that over the past decades, an attempt had been made to identify the sources of both satisfaction and dissatisfaction of teachers at elementary and secondary school level (Farber, 1991; Friendman & Farber, 1992). It has been observed that the satisfaction of teachers is clearly related to the levels of intrinsic environment, i.e. motivation. In recent years for instance, researchers (e.g., Kardam & Rangnekar, 2012; Dobre, 2013; Ahmed & Muchiri, 2014) have also indicated that teacher and employee satisfaction is related to intrinsic condition. Kardam et al., (2012) has noted that working with children brought about job satisfaction. They maintain that factors such as developing warm, personal relationship with pupils, the intellectual challenge of teaching and autonomy and independence brings satisfaction. Contrary to the above conditions, work overload, poor pay and remuneration as well as low status of teachers contributed to their dissatisfaction (Asim, 2013).

Coetzee et al., (2015) has found that the relationships that exist between job satisfaction and workers commitment, turnover, absenteeism, productivity and occupational stress brought about the discussion of this topic-job satisfaction. Many scholars have a different view on the concept of teacher job satisfaction. For example, Akyeampong et al. (2012) and Ahmed and Muchiri (2014) have observed that the concept of teacher job satisfaction is about their effective relation to the professional nature of their role and it is a function of perceived link between what one wants from teaching and what one perceives it is offering as a teacher. Therefore, the teacher attitude towards his/her work shows job satisfaction if it reflects the positive mood, but teacher job dissatisfaction is demonstrated if it reflects the negative mood.

In Zimbabwe for instance, different results were found. A study conducted by Takupiwa, Herbert, Nhamo, et al. (2013) has noted that the situations about teacher job satisfaction are mix in nature. Takupiwa et al. (2013) observed that infrastructure development and other teaching logistics are major challenges making posting to these areas unattractive to teachers. The report indicated that there is no motivation working in the countryside and this makes deployment of teachers to these areas very difficult for the authorities because most teachers resist being posted to these areas. Another study conducted earlier by Bhohat and Oosthuizen, (2006) also concluded that owing to inadequate infrastructure and logistics in the rural areas, both teachers and student's performances are not encouraging. This according to him was affecting pass rates in these areas. Similarly, a study conducted by Naidoo, Botha and Bisschoff (2013) in some designated province in South Africa revealed that work overload, job insecurity and lack of growth opportunity are some of the reasons for teacher job dissatisfaction. Naidoo et al., (2013) has also found that lack of teacher motivation caused high poor academic performance among students.

Furthermore, studies have shown (e.g, Maforah & Schulze 2012; Parvez, 2017) that other determinants of teacher job satisfaction are country-specific. They opined that teachers' job satisfaction relates to whether their perceptions about the teaching profession is ideal; whether they want to shift to other profession; and whether teachers are satisfied with the local education bureau. Earlier, Peltzer et al. (2009) found that community factors play an important role on the teacher's satisfaction and dissatisfaction. They opined that teachers are more satisfied in a community where economic activities are good and the probability for professional advancement is high. Furthermore, where the enabling environment is created to allow teachers to freely participate in the decision-making of the school's management and where there are resources available to aid teaching and learning even if there are large classes. It has also been noted that young male teachers with greater human capital are less satisfied. However, the situation is not the same for teachers who are more socially similar to the local community. Report indicated that these teachers are more satisfied (Parvez, 2017).

Similar study conducted by Mustapha and Ghee (2013) to determine the influence of job satisfaction on organisational performance among academics in selected four public secondary in Kelantan, Malaysia. The study used descriptive analysis to describe 320 respondents' profile and using Pearson Product Moment Correlation to test the relationship between the variables. It has been found that there is negative relationship between daily faculty workload and job satisfaction. It has been recommended that organisations should be concerned about the amount of workload on staff since daily workload will determine the satisfaction level of a worker (Mustapha & Ghee, 2013).

A study conducted by Makos and Sridevi (2010) has revealed that there is a positive relationship between job satisfaction and organisational performance on one hand and worker engagement and organisational performance on other hand. The study employed questionnaires and interviews and data was analysed using SPSS. According to the researcher, the study was purely on employee engagement, job satisfaction on

organisational performance. The sample size of 315 was analysed by employing both content and process theory that explain specific factors that motivate people.

In North-Central part of Nigeria, a research was carried out to determine the relationship between motivation, job satisfaction and job performance of library workers in both public and private secondary schools. A descriptive statistic tool was employed to analysis the data; the findings have shown moderate level of motivation and job satisfaction respectively while there was high level of job performance of library personnel. The study recommended that the management of these schools should take note of the following areas: encouragement of library personnel; adequate job design; participating in decision-making and leadership training programme; recognition and in-service training programme for library officers (Saka & Salman, 2014).

A previous study by French (2003) has noted that an organisation focusing solely on satisfying workers will not result in high performance and productivity. He argues that performance leads to rewards and that produces satisfaction. French further indicated that the relationship between job satisfaction and workers attitude is complex, and therefore suggested full participation of workers in the decision-making process of the organisation. Recently, it has been established that dissatisfied workers are unlikely to take on new responsibilities, and to go out of their way to help fellow employees, or go beyond job requirements in an effort to help customers (Parvez, 2017, Maroofi & Dehghani, 2013). Another study has shown that increasing satisfaction (by removing sources of dissatisfaction) is likely to increase membership, but will not generate extra role behaviour unless some source of motivation is present (Safdar, Waheed & Rafiq, 2010).

Similarly, study has shown that work can have an effect on total quality of life of employees (Rusu & Ayasilcai, 2013). They noted that job satisfaction might impact on employee absenteeism, complaints and grievance, labour unrest and high rate of labour turnover. Further, Maroofi and Dehghani (2013: 108) have indicated that “*the effect of work satisfaction is the rate of turnover, absenteeism and job performance*”. Other scholars who shared the same views argued that there is a positive relationship between job satisfaction and performance (Kudzanayi, Noreen & Kudakwashe, 2015). On teachers’ front, Agezo (2010) and Agbenyega (2011) observed that there is a positive correlation between teacher job satisfaction and job performance. In view of the above findings, this study aimed to add to the ongoing debate about the determinants of job satisfaction among teachers. Next section deals with method adopted in collecting data and its analysis.

4. Research method and design

In this study, the data collected is numerical; hence quantitative in nature. Quantitative research is “*explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics)*” (Saunders, Lewis & Thornhill, 2012). A quantitative research provides precise and numerical data; provides overall descriptions of situation or phenomena; useful for studying large population and its

findings are relatively independent from the researcher. The researcher made use of survey procedure to collect a quantitative data for analysis. This is because in gathering data from large population survey research design is often used because of the low cost associated with it and the easy access to information. It is also because this method is capable of gathering data and there is turn-around in data collection through administration of questionnaires from a fraction of a population called sample (Cooper & Schindler, 2013). Maxwell (2013) has also found that a descriptive study is concerned with finding out who, what, where and how of a phenomenon. Hence, the researcher found the design appropriate for the study as it permitted for investigation of how different determinants of job satisfaction affect teacher performance (Blanche, Durrheim & Painter, 2010).

4.1 Sampling technique

The present study adopted random and convenience sampling techniques. According to Bernard (2013), random sampling is a part of the sampling technique in which each sample has an equal probability of being chosen. A sample chosen randomly is meant to be an unbiased representation of the total population. Studies have shown that this method is the best if the population is huge and when it is difficult to sample the entire population (Saunders, et al., 2012). According to Bernard (2013:145), *“a convenience sampling is one that is simple available to the researcher by virtue of its accessibility”*. After the researcher had randomly sampled 20 schools, a questionnaire has been given to the teachers who were available and willing to participate at the time of the visit to the schools.

4.2 Procedures for the selection of the participants

A list of all secondary schools in the Greater Accra Region, Ghana was obtained from the office of the Director of education, greater Accra region as well as agencies and departments under Ministry of Education (MoE) and Ghana Education Service (GES) Head Quarters respectively. Twenty (20) schools were randomly selected after which the questionnaires were administered to the teachers in these schools. The heads or the assistant heads of the selected school in addition to 20 directors from GES and Ministry of Education answered a separate set of questions. Prior to this, introductory letters were obtained from the University of South Africa (Unisa) to the GES official to seek permission to sample views from the teachers under Greater Accra Region. The Office of the Chief Director-MoE, the Regional Directorate of GES-Greater Accra Region and the Director General-GES has been contacted for their approval and introductory letters for the study to take place. Overall, 700 participants comprising teachers, head teachers and directors of education were sampled from 20 schools in the Greater Accra Region as well as some municipal/ district directors of education and other departmental heads.

4.3 Data collection techniques and instrumentation

This researcher adopted questionnaire as an instrument for gathering data for the study. Both open-ended and close-ended questions were employed. In addition to close-ended questionnaire, respondents could express themselves as fully as they wish when open-ended questions are used. The researcher adopted the use of technique known as a Likert Scale. In this case (five-point Likert Scale), questions consist various statements relating to a particular individuals or group of people or an institution or concept), of which the respondents were made to answer whether they agreed or disagreed with a particular statement for which the responses ranges from 'strongly agree' to 'strongly disagree' (Creswell, 20013). After the scale has been administered, each response option has been assigned a number for scoring purposes (Lewis & Thornhill, 2012). It has been noted that for the purpose of the study to be well explained to the respondents and for the reason of studying the attitude, opinions, perceptions and preferences in the field of educational research, a questionnaire serves that purpose (Lewis & Thornhill, 2012; McMillan & Schumacher, 2010).

4.3.1 Questionnaire

A questionnaire was used to collect data for the study. The researcher grouped the participants into two categories: teaching staff (employees) on one hand and head teachers and directors (management/employer) on other hand. The developed questionnaire was in line with the two categories: one set of questions for teaching staff and another set of questions for head teachers/directors. The questionnaire for the teaching staff was made up of four sections (A, B, C & D). Section B relate to this present work. It about important factors determining job satisfaction of teachers where teachers were made to respond to statements as to whether the statement is rarely or never true; occasionally true; often true; usually true and mostly true. The questionnaire for the principals/Directors was made up of five sections (A, B, C, D & E). As in section B above, this area of section B also determined level of job satisfaction and using a scale of extremely satisfied; satisfied; neutral; dissatisfied and extremely dissatisfied to respond to a set of statement.

4.3.2 Data analysis and interpretation

The researcher used Microsoft Excel Packages and Statistical Product for Service Solutions (SPSS) 24 version for the data entry and its analysis. Variables were analysed using frequencies and descriptive statistics after the questionnaire have been retrieved. Job satisfaction were ranked and used for the analysis in terms of its characteristics. To ascertain the level of satisfaction of the individual variables as well as the aggregate variables so as to obtain the total level of satisfaction, grouped means and standard deviation were employed. In regard to this study, raw data took the form of survey responses and the results were then tallied for analysis. The results were organised based on the research objectives of the study.

4.3.3. Validity/Reliability

Singleton and Straits (2018) have noted that in quantitative research, validity refers to the careful sampling, appropriate methods and statistical treatments of data. They maintained that studies in any field are worthless if they arrive at false findings. For this reason, the researcher ensured that the questions were pre-tested to be able to identify any ambiguity therein and be able to realign them according to the objectives of the study. According to Silverman (2011), reliability is the degree to which the findings of a study are independent of accidental circumstances of the production. In the current study, the researcher administered the same type of questionnaire to the targeted population under investigation and using Cronbach reliability test, alpha values of degree or percentage that was attained, indicated whether the tool is right one for the assessment of job satisfaction of teachers. In this case, 0.7 is generally accepted. However, the researcher obtained <09, which was good testing.

4.3.4 Research ethics

According to Eibun (2013) and Cooper (2012), ethical standards promote the values that are important to collaborative works since research involved a great deal of cooperation and coordination work. This has brought about the need for trust, accountability, mutual respect, and fairness. The researcher tackled any ethical issues in this study since it is the human being that is the subject matter. This attest to the fact the College of Education Research Ethics Committee of Unisa provided the researcher with the ethical clearance certificate.

Informed consent relates to the communication of all the possible information as accurately as possible about the research to the participants so that they can make an informed decision as to whether they want to participate in the study or not (Rodrigues, 2010). The participants of the study were teacher and directors of education who have taught for many years. They are adult who were able to give consent directly and no information was hidden from them. The researcher obtained permission from all the authorities concerned (i.e. permission letters from office of the Director General-GES, Regional and Municipal Directorates of Education, Greater Accra Region and the Ministry of Education) to conduct research in the schools. The principals of the selected schools as well as all teachers were not left out. Therefore, permission was obtained from all the relevant role players before questionnaire was distributed to them.

5. Findings

The objective of this study was to evaluate the determinants associated with teacher job satisfaction. Descriptive statistics (i.e. means, standard deviation, and frequency) and ordinary least squares (OLS) regression are the main statistical tools used to present findings.

Table 1: Descriptive Statistics and
Univariate Normality Test for Job Satisfaction and Motivation

Indicators/variable	Mean	SD	z-score	SW test
I do not feel that the work I do is appreciated.	3.02	1.33	2.99	
The benefits I receive are as good as most other organizations offer.	1.73	1.11	1.71	
My job is enjoyable.	3.02	1.22	2.99	
A healthy school climate based on respect exists at my school.	3.23	1.16	-2.22	
The work ethic of teachers at my school is good.	3.47	1.02	2.44	
Housing and car loans are given to teachers who applied for them.	1.87	1.12	1.85	
I feel a sense of pride in doing my job.	3.15	1.36	2.12	
Teachers at my school are happy with their workload	2.42	1.18	2.40	
I do not lack teaching equipment.	2.05	1.2	2.03	
Many of our rules and policies make doing a good job difficult.	3.16	1.35	2.32	
Favouritism is not tolerated in GES.	2.56	1.32	2.53	
I feel I am being paid a fair amount for the work I do.	1.88	1.17	1.86	
Job Satisfaction	31.08	6.21	-2.11	0.432**
I have a strong relationship with the Head teacher and supervisor.	1.36	0.85	1.35	
There is a medical allowance for teachers under GES.	2.05	1.08	2.03	
My employers provide me with good work conditions.	1.84	1.08	1.82	
Future pension benefits are very good.	3.23	4.13	1.09	
Job security is 100% assured.	1.96	1.09	1.94	
There is a fair "reward system" for our increased efforts.	2.94	1.18	2.91	
Recognition and appreciation of job are done by the headmaster and supervisors occasionally.	2.13	1.09	2.11	
Incentives are provided to boost motivation.	3.2	1.12	1.98	
School policy is consistent and provides efficient guidelines for teaching.	2.96	1.23	2.93	
There are opportunity for advancement at my workplace.	1.92	1.09	1.90	
The salary I receive motivates me to go extra mile.	3.84	1.14	-1.09	
Relationship with fellow teachers are cordial.	1.61	0.96	1.59	
My salary adequately meets my needs.	1.89	1.16	1.87	
Hard works pays at GES.	3.32	0.96	-2.01	
Job motivation	36.97	9.64	-2.09	0.564**

**p>0.05

Source: Survey data, 2018

In Table 1 and Table 2, attention is focused on only the z-score and SW (Shapiro-Wilk's) test that respectively identify outliers in the data and tests for the normality of the data. Gunes (2016) asserts that a variable that has no outlier should account for a z-score that falls within the interval $-3 \leq z \leq 3$, which means that none of the z-scores in Tables 1 and 2 should be less than -3 or greater than +3. It can be seen that this condition is approximately met. That is, every item of job commitment, satisfaction and motivation accounted for a z-score that is within the range $-3 \leq z \leq 3$. By confirming normality of the

data associated with the three main variables (i.e. satisfaction, motivation, and commitment), a basis is set for using the proposed parametric tools to assess the relationships of interest.

Table 2: Descriptive Statistics and Univariate Normality Test for Commitment

Indicator/variable	Mean	SD	z-score	SW Test
General satisfaction	2.96	0.95	1.65	
General motivation	2.89	0.93	-2.09	
I am proud to tell others that I am part of GES.	3.48	1.78	-2.11	
I have no reservation to recommend the teaching profession to others.	2.96	1.24	2.09	
I teach only because I need to earn a monthly income.	2.01	1.10	1.66	
I have no intention to leave the classroom in the near future.	2.77	1.31	2.54	
I consider my school's problems to be part of my responsibilities	3.68	1.04	3.09	
I think that my profession, more than any other, is essential to society.	4.19	1.17	1.98	
I am willing to put in a great deal of effort beyond that normally expected in order to help my school be successful.	4.20	0.87	-1.09	
I find that my values and those of my school are very similar.	3.66	0.93	-2.06	
Commitment	26.55	4.90	1.99	0.43**

**p>0.05

Source: Survey data, 2018

6. Discussion

6.1 Job Satisfaction of Directors

Table 3: Descriptive Statistics on Opinions of Directors and Heads Regarding their Training and Development

Indicator	Max.	Mean	SD	Rank
GES offers me the training I need to help me on my job as a Principal/ Director.	5	3.63 ^d	1.12	1
My immediate boss supports my efforts to seek relevant job training.	5	3.50 ^d	1.03	2
I am allowed to take initiative to assess my skills and seek appropriate training.	5	3.46 ^a	1.11	3
Training is offered at time convenient to me.	5	3.15 ^a	1.19	4
I have an adequate budget to organize a periodic training for my subordinates.	5	2.51 ^a	1.18	7
I think the benefit offered by GES meet my needs.	5	3.00 ^a	1.32	5
GES offers a comprehensive benefits package than other agencies of the government.	5	2.85 ^a	1.09	6

Note: ^a = most respondents disagree to the statement or remain indifferent; ^d = most participants agreed to the statement.

Source: Survey data, 2018.

In Table 3, “GES offers me the training I need to help me on my job as a Principal/ Director” produces the largest mean score (Mean = 3.63; SD = 1.12). This means that GES offers directors and headmasters relevant training. The item “My immediate boss supports my efforts to seek relevant job training” produces a relatively large mean score (Mean = 3.50; SD = 1.03), which means that headmasters and directors received moderate support from their subordinates. In contrast, heads and directors are not able to provide training to their subordinates as the item “I have an adequate budget to organise a periodic training for my subordinates” produced a small mean score (Mean = 2.51; SD = 1.18). The item “GES offers a comprehensive benefits package than other agencies of the government” also produced a small mean score (Mean = 2.85; SD = 1.09). Therefore, directors and heads disagreed that GES offered a better benefit package relative to other agencies of government. Generally, mean scores in the table are low and are backed by the small mean score produced by the ‘overall condition’ variable in Table 4 (Mean = 2.71; SD = 1.04) as shown below.

Table 4: Descriptive Statistics on Opinions of Directors and Heads Regarding their Pay and Promotional Potential

Indicator	Max.	Mean	SD	Rank
I think I am paid fairly.	5	3.17 ^a	1.23	6
GES pay policy helps attract and retain high performing employees.	5	2.39 ^a	1.00	13
The salary I receive	5	3.11 ^a	1.20	7
Allowances	5	2.89 ^a	0.98	11
Job security	5	2.70 ^a	0.98	12
Availability of transport and medicals	5	3.53 ^a	1.38	1
Accommodation facility	5	3.07 ^a	1.50	8
Job satisfaction	5	2.93 ^a	1.39	10
Teaching enjoyment	5	3.18 ^a	1.01	5
Recognition and promotion	5	3.36 ^a	1.05	3
My status as a head teacher and or director	5	3.29 ^a	1.18	4
Career achievement	5	3.40 ^a	1.14	2
The autonomy nature of the job	5	3.06 ^a	1.20	9

Note: ^a = most respondents disagree to the statement or remain indifferent

Source: Survey data, 2018

In Table 4, virtually all factors of promotion produce low mean scores, which suggest that most heads and directors rated these factors lowly. The item “GES pay policy helps attract and retain high performing employees” produces one of the least mean scores (Mean = 2.39; SD = 1.00). ‘Allowances’ and ‘job security’ are other factors that produced low mean scores, which indicate that directors and heads had poor job security and low allowances. Job satisfaction is also low (Mean = 2.93; SD = 1.39), and this is an expected outcome because of the low level of job security and monetary motivation in the sample. It can be deduced from the evidence presented above that directors and headmasters are as poorly motivated and promoted on the job as teachers. In essence, GES has a less satisfactory approach to employee motivation and promotion.

6.2 Intrinsic Satisfaction

6.2.1 Job Satisfaction of teachers

Generally, the research finding shows that teachers are satisfied with their profession intrinsically and this had impacted on their commitment level. It has been observed from the result that teachers enjoy teaching. For example, “my job is enjoyable” had a mean score of 3.02; “a healthy school climate based on respect exists at my school” had a mean score of 3.23. “I feel a sense of pride in doing my job” had a mean score 3.15, indicating that internally, teachers are happy with their profession.

6.2.2 Career advancement

This study found the lack of career advancement on the part of the teachers. “There are opportunities for advancement at my workplace” had a mean score less than 2 (see Table 1). This should be a worrying issue to GES and other stakeholders. The probability of teachers leaving the profession for the lack of career advancement could be high in the future if the necessary steps are not taken to address the phenomenon. However, directors had opposite views as they are satisfied with their career progression at GES. Their career progression at GES had a mean score of 3.54 and SD of 1.03.

6.2.3 Recognition and Promotion

The present findings indicate that most of the participants (teachers) disagree with the statement “I do not feel that the work I do is appreciated”. It had a mean score of (3.02) and SD of 1.33. This indicates that the work of a teacher is generally appreciated but with (2.13) means score, which indicates that management and supervisor do not recognise and reward teacher for a good work done. Indeed, the head of schools and directors disagree with the statement that their works are well recognised with a mean score of (3.36) (see Table 4). This should be disturbing news for policy makers in education. Therefore, school management should give appreciation to all teachers with a special attention to those excellent teachers who have made extra efforts. The top management at GES should also be worried about the fact that the implementers of their policies disagree with the statement that their works are recognised and rewarded.

6.3 Extrinsic satisfaction

6.3.1 Salary, reward and remuneration

Extrinsically, teachers are not happy with their pay and other conditions of service. Successful collaborative work among teachers should be rewarded. Financial incentives are often more effective when directed at entire teaching teams as opposed to individual teachers. Developing fair and transparent reward systems of this kind is a major challenge in the context of public education systems in most Less Developing Countries (LDCs) (Cherian & Jacob, 2013). As a result, the link between academic and professional qualifications and teacher pay need to be progressively examined. When the respondents were asked how strongly or otherwise they agree with the statement, “I feel I am being paid a fair amount for the work I do”, the respondents strongly disagree, with a mean

score of (1.88). The respondents also disagree with the statement that “my salary adequately meets my needs” with a mean score of (1.89) (Table 1 and Table 4).

The views of the teachers corroborated with that of the heads and directors. For example, about half of the heads and directors participants disagree with the statement “GES pay policy helps attract and retain high performing employees” shows their disagreement (see Table 4). Most of the heads and directors also disagree with statement that “There is a fair “reward system” for our increased efforts”, scoring a mean of (2.96). It seems the pay they received is inadequate but both directors and teachers are still committed to their job (see Table 1, 2). The challenge of low salary and poor reward system should be of concern to top management of GES and to especially the MoE who are the policy makers.

6.3.2 Pension, medical accommodation and transport allowances

Literature revealed that teachers complained about unavailability of pension scheme, free medical care, and free accommodation and transport facilities. It has been recommended that for teachers to have stable mind to deliver, these facilities should be at their disposal (Huber et al., 2016). The findings also show the lack of these facilities at the disposal of the respondents. The respondents disagree that these facilities are provided to them or are given to them by GES when they applied. For example, “Housing and car loans are given to teachers who applied for them” had a mean score of (1.87; SD = 1.12), which means that teachers did not receive any form of housing or car loans from GES. The head teachers and directors have expressed similar views. Most of the heads and directors disagree with the statement “GES offers a comprehensive benefits package than other agencies of the government”, amounting to a mean score of (2.85=SD 1.09). The challenge of the lack of these facilities for teachers is worrisome and should be critically examined if GES wants to attract and maintain qualified and experienced teachers.

7. Recommendation

The findings above were be grouped under the following:

Poor working conditions, lack of performance recognition and lack of participation in decision-making.

7.1 Poor working condition

It is recommended that working conditions of teachers should be improved. Teachers’ salary and other incentives should be examined holistically considering the nation building roles teacher play. Despite some improvement in pay in recent time especially the introduction of Single Spine Salary Scheme (SSSS), most teachers in the country are unable to meet their basic needs. As a result, many of them are forced to find sources of income therefore making some of them leaving the classroom during the teaching hours. The agitation that newly posted teachers get their first salary after a year of posting must be strongly examined by GES and MoE. The absence of medical, accommodation and car

loans allowances, better pension package bonuses, and end of service benefits should be critically addressed if GES is willing to retain experienced teachers in schools. An increase in incentive leads to better performance and vice versa. Therefore, anything that will make the teaching profession attractive should be codified into condition of service for teachers.

Furthermore, schools need to be provided with the resources they need for effective efficient teaching and learning by the GES. It is the responsibility of GES and MoE to maintain school infrastructure but in most cases, this is lacking, therefore making head teacher resorting to taxing of parents to fix broken facilities. It is recommended that budgetary allocation should be made available for head of schools to undertake periodic maintenance in their schools.

7.2 Performance recognition

Management should recognise teachers' accomplishments, contributions and exceptional performance towards corporate goals and objectives in communities where teachers work. Though there is the best teachers' award instituted by government, many people are against the selection process and for the fact that the system is not broad enough to cater for those in rural communities as well. Therefore, it is recommended that head teachers should be empowered to institute performance award scheme in every school to boost the morale of teachers and those who perform extremely should be adequately rewarded.

7.3 Teachers' involvement in decision-making

Teachers' participation in the school's decision-making can be considered priority for maintaining and refreshing their motivation and job satisfaction. Teachers feel that they are acknowledged and appreciated when their opinions are heard. Most of the time, they make useful suggestions concerning the progress of their pupils, for example, curriculum assessment and discipline. When children are genuinely valued, the school's discussions, decision and policies are focused on the pupil's progress and the teachers' skills, therefore contributing to expanding the teachers' knowledge and increasing their effectiveness in the classroom. It is strongly recommended that teachers should be made to take part in the decision-making process and be involved in the formulation of educational policies. This will make teachers make inputs that will impact on their livelihood in a positive manner. This may lead to policy formulation that will address issues affecting teachers directly than those issues that do affect general education.

8. Conclusion

Education is the backbone of a nation and if facilitators of that backbone were unhappy and dissatisfied with their job, what would be the future of that nation? The hungry teacher can never be a dynamic and effective one and teachers' attitudes are at least partially linked to their levels of job satisfaction and performance. More importantly, the

stakeholders of education should understand that the treatment of teachers' welfare determines the success and progress of the learners they teach.

Several factors were found to determine the satisfaction of teachers. The presence of the following determines their job satisfaction or otherwise appreciation, recognition, a healthy school climate, housing and car loans, teaching equipment, workload, school policies and rules, job enjoyment/sense of pride, and equitable benefits. The findings indicate that teachers are not satisfied with their benefits received from GES as compared to what other organisations provide to their employees. In the statement "The benefits I receive are as good as most other organizations offer" had a (Mean = 1.73; SD = 1.11). Again, the respondents are not satisfied with their pay. For instance, "I feel I am being paid a fair amount for the work I do" had a (Mean = 1.88; SD = 1.17).

It appears that an important message that teachers wanted to convey to those managing education in Ghana was we need to be valued and acknowledged; our pay and other incentives need to be competitive; and our general conditions of service need to be critically examined. These pleas of teachers need to be attended to by policy makers (MoE) and implementers (GES).

Disclosure of Conflicts of Interest

The author whose name is listed immediately below certify that he has no affiliations with or involvement in any organization or entity with any financial interests and or non-financial interests whatsoever in the subject matter or the material described in the manuscript. There are no conflicts of interest associated with this publication and there has been no financial assistance for this work that could have influenced its outcome

About the Author

Divine Komla Vulley is a seasoned banker for the past 15 year. I worked previously with Barclays Bank Ghana Ltd and currently working with the Bank of Ghana. I graduated from the University of South Africa with a PhD in Education Management in 2019. In 2017, I obtained a Master in Business Administration (MBA) Human Resources Management option from the Kwame Nkrumah University of Science and Technology (KNUST) Kumasi. I obtained M.A in Education and Management Studies from Wisconsin International University College-Accra in 2012. In 2010, I graduated from KNUST with a Commonwealth Executive MBA (Management option) and presently pursuing MSc in Accounting and Finance in the same University. I had my first degree in History and philosophy from University of Ghana-Legon in 2004. I have keen interest in Human Resources and Capacity development and have written extensively in both print and electronic media in the area of motivation and job satisfaction of worker.

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Divine Komla Vulley
FACTORS INFLUENCING TEACHER JOB SATISFACTION AND COMMITMENT
AT SENIOR HIGH SCHOOLS IN THE GREATER ACCRA REGION, GHANA

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