

AKENTEN APPIAH-MENKA UNIVERSITY OF SKILLS TRAINING AND
ENTREPRENEURIAL DEVELOPMENT

JOB SATISFACTION AMONG BASIC SCHOOL TEACHERS IN TWO CIRCUITS IN
THE BOSOMTWE DISTRICT OF THE ASHANTI REGION, GHANA.

FELIX AMOAKO

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**A Thesis in the Department of Educational Leadership, Faculty of Education and
Communication Sciences, submitted to Graduate Studies, Akenten Appiah-Menka
University of Skills Training and Entrepreneurial Development, in partial fulfilment of
the requirements for the award of Master of Philosophy (Educational Leadership)
degree**

MARCH, 2023

DECLARATION

CANDIDATE’S DECLARATION

I, FELIX AMOAKO, declare that this thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and that it has not been submitted, either in part or whole, for another degree elsewhere.

CANDIDATE SIGNATURE

DATE.....

SUPERVISOR’S DECLARATION

I hereby declare that, the preparation and presentation of this thesis was supervised in accordance with the guidelines on supervision of the thesis as laid down by the Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development

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SIGNATURE:.....

DATE:.....

DEDICATION

To my late lecturer and mentor Mr. Francis Donkor who is not here to witness the great seed he sowed has turned out to be. May his gentle soul rest in perfect peace.

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TABLE OF CONTENT

CONTENT	PAGE
TITLE PAGE	
DECLARATION	iii
DEDICATION	iv
ACKNOWLEDGEMENT	v
TABLE OF CONTENT	vi
LIST OF TABLES	xi
LIST OF FIGURES	xii
ABSTRACT	xiii
CHAPTER ONE: INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem	5
1.3 Purpose of the Study	6
1.4 Objectives of the Study	6
1.5 Research Questions	7
1.6 Hypothesis	7
1.7 Significance of the Study	8
1.8 Delimitation of the Study	9
1.9 Organisation of the Study	9
CHAPTER TWO: LITERATURE REVIEW	10
2.1 Introduction	10
2.2 Theoretical framework	10

2.2.1 Maslow's hierarchy of needs	10
2.2.2 Herzberg's two-factor theory	13
2.3 Conceptual framework	16
2.4 Concept of job satisfaction	16
2.5 Level of job satisfaction	20
2.6 Factors that influence teacher's job satisfaction.	22
2.6.1 Extrinsic/external factors of teacher job satisfaction	25
2.6.1.1 Salary	25
2.6.1.2 Promotion opportunities	27
2.6.1.3 Working conditions	28
2.6.1.4 Supervision	29
2.6.1.5 Co-Workers	29
2.6.1.6 Job security	30
2.6.1.7 Organisational policy and fairness	31
2.6.2 Intrinsic/internal factors of teacher job satisfaction	31
2.6.2.1 Recognition	32
2.6.2.2 The work itself	33
2.6.2.3 Responsibility	34
2.6.2.4 Training and development	35
2.6 Influence of head teacher's leadership styles	36
2.7 Job satisfaction and the performance	37
2.8 Empirical review	39

CHAPTER THREE: RESEARCH METHODOLOGY	42
3.1 Introduction	42
3.2 Research Design	42
3.2.1 Research approach	43
3.3 Population of the Study	44
3.4 Sampling Techniques and Sample Sizes	45
3.5 Data Collection Instrument	48
3.6 Data Collection Procedure	50
3.7 Validity	50
3.7.1 Content validity	50
3.7.2 Pre-testing/face validity	51
3.8 Reliability	52
3.9 Data Analysis	53
3.10 Ethical Considerations	54
CHAPTER FOUR: PRESENTATION OF RESULTS	55
4.0 Introduction	55
4.1 Demographic information of respondents	55
4.1.1 Gender of respondents	55
4.1.2 Age of Respondents	56
4.1.3 Academic qualification	57
4.1.4 Number of years of teaching experience	58
4.2 Level of job satisfaction among basic school teachers	59
4.3 Leadership styles mostly used by the heads	64

4.4 Factors that affect basis school teachers job satisfaction	69
4.5 Influence of head teacher’s leadership styles on teachers’ job satisfaction	74
CHAPTER FIVE: DISCUSSION OF RESULTS	76
5.1 Introduction	76
5.2 Level of job satisfaction among basic school teachers	76
5.2.1 Work environment	76
5.2.2 Remuneration & promotion	77
5.3.3 Job itself	78
5.3 Leadership mostly used by head teachers	78
5.4 Factors that affect teachers job satisfaction	80
5.4.1 Extrinsic factors	80
5.4.2 Intrinsic factors	81
5.5 Influence of heads leadership styles on teachers’ job satisfaction	81
CHAPTER SIX: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	83
6.0 Introduction	83
6.1 Summary of findings	83
6.1.1 Level of job satisfaction among teachers	83
6.1.2 Leadership mostly used by head teachers	84
6.1.3 Factors that affect job satisfaction among basic school teachers	84
6.1.4 Influence of heads leadership styles on teachers’ job satisfaction	84
6.2 Conclusion	85
6.3 Recommendations	86
6.4 Suggestions for further studies	87

6.6 Limitations of the Study	87
REFERENCES	88
APPENDIX	99
RESEARCH QUESTIONNAIRE	99

LIST OF TABLES

TABLE	PAGE
3.1 Summary of the Population and Sample Size	48
3.2 Cronbach's Alpha	53
4.1 Respondents' years of experience	59
4.2 Level of job satisfaction of teachers	62
4.3 Leadership style of the school heads	64
4.4 Extrinsic factors of respondents	70
4.5 Intrinsic factors of respondents	73
4.6 Head teacher leadership style influence on teachers' job satisfaction	74

LIST OF FIGURES

FIGURE	PAGE
2.1: Maslow's Hierarchy of Needs (1943, 1954).	11
2.2: Two-factor theory, Herzberg et al., (1959)	14
2.3: Conceptual framework	16
4.1: Gender distribution of respondents	56
4.2: Respondents age range	57
4.3: Respondents academic qualification	58

ABSTRACT

The study was to investigate the job satisfaction of teachers in the Ghana Education Service in the Bosomtwe District, Ashanti Region. The study specifically, determined the level of job satisfaction among basic school teachers of the Ghana Education Service in the Bosomtwe District, find out leadership style mostly used by head teachers of the basic schools, examined the factors that affect basic school teachers job satisfaction and assessed the influence of head teacher's leadership styles on teachers' job satisfaction. The study employed descriptive research design with quantitative approach. The study used 153 teachers from eight purposely selected schools in the district. The quantitative data were analysed using Statistical Package for Social Science (SPSS) tools which included frequencies and percentages, means and standard deviations and inferential regression. From the findings of the study, a total percentage of 52.5% representing a majority of the respondents agreed to the items which sought the views of the respondents on work environment on their job satisfaction, from the mean scores of the three leadership styles assessed, it is very clear that the head teachers tend to demonstrate democratic leadership (3.49) style more than the other ones, majority (55.0%) of the respondents agreed to the extrinsic factors on their job satisfaction, The regression model was significant ($F = 5.534, p < .01$), with an R indicating that there was correlational relationship of teachers' job satisfaction and head teachers leadership style. The study concluded that the key level that contribute to job satisfaction among basic school teachers was remuneration (promotion, salary, benefits and fairness). The study recommended that school authorities, policymakers, it is imperative for society as a whole to ensure that factors contributing to the job satisfaction of teachers are maximized to the fullest extent, thereby optimizing their teaching performance to its peak potential across all educational institutions.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education is usually seen as an important measure of growth. One of the fundamental purposes of education is to generate a trained workforce capable of addressing the country's development concerns. Job satisfaction is crucial for employees to achieve their career objectives and is equally important for organizations operating in team-based environments such as the Ghana Education Service (GES) (Nganzi, 2014). Satisfied employees consistently deliver high-quality work, maintain productivity, and effectively tackle obstacles and challenges.

Khan and Iqbal (2020) emphasize the need of achieving high levels of enhancing job satisfaction among all employees is essential to foster commitment and enhance their overall contributions to the organization. The examination of job satisfaction holds significant importance for every company as it impacts motivation, absenteeism, turnover rates, and job performance. Padhi and Sahu (2020) contend that professors who are highly satisfied are inclined to be more innovative and motivated in establishing and maintaining an effective learning environment. Armstrong (2016) defines job satisfaction as individuals' positive attitudes and feelings toward their work; favorable sentiments toward the job denote job satisfaction, while the opposite holds true. People are an organization's most significant asset, thus maintaining employees in their positions is critical.

Khan et al., (2020) suggested that job satisfaction is an emotional response to various aspects of one's job. Luthan (2015) believes that job satisfaction or dissatisfaction is influenced by employees' perceptions of how well their job meets their important needs and contributes to

their enjoyment. Afshar and Doosti (2016) define job satisfaction as employees' feelings and attachments to their work, influenced by positive and negative emotions, and as a final agreement on the psychological process of work and its essential conditions for higher competitiveness.

Research shows a positive correlation between job satisfaction, office environment, and employee well-being, especially indoor environments (Donald & Siu, 2016). In contrast, job discontent can be caused by factors such as a lack of work-life balance, limited progression prospects, hostile work environments, a lack of recognition, and stress (Afshar et al., 2016). The presence or absence of job satisfaction significantly impacts organizational growth, as evidenced by increased turnover rates due to job dissatisfaction (Afshar et al., 2016). Dissatisfied employees may experience decreased performance and efficiency, potentially leading to work sabotage or job resignation (Sonmezer & Eryaman, 2018).

Armstrong (2016) stated that positive attitudes towards work and the work environment indicate job satisfaction, while negative attitudes indicate job dissatisfaction. Teachers play a crucial role in schools and are essential for implementing any necessary changes, such as educational reforms. The nature of education relies upon high-quality teachers (Chung and Ahn, 2019). High teacher assurance, applicable subject knowledge, and particular showing abilities are critical to compelling educating and learning (Chung et al., 2019). Teachers are classroom experts who translate educational way of thinking and objectives into knowledge and abilities, working with understudy getting the hang of during formal guidance (Kose & Kose, 2017).

According to Kose et al., (2017), some of the reasons for low teacher job satisfaction include a lack of professional autonomy, low pay, and insufficient teaching resources. Teacher job discontent has a negative impact on the teaching and learning process by reducing passion

for the job, increasing teacher absenteeism, raising teacher stress, and lowering student performance. Teachers' quality, devotion, contentment, and motivation are critical variables in ensuring that pupils benefit from the educational system. Teachers function as role models and pillars of society, leading students to develop into future leaders who will move their country ahead (Chung et al., 2019). According to Kose et al., (2017), satisfied and motivated instructors play an important role in every educational system, with the system's success or failure being determined by the satisfaction of teachers, school managers, and administrators.

The European Union has identified teaching professions within educational institutions as the key factor influencing student performance. The knowledge, actions, and dedication of teachers are crucial. In third world countries, job satisfaction is often overlooked, leading to high turnover rates, disciplinary issues, absenteeism, and poor performance in schools (Khan et al., 2020). A report by the United Nations Educational, Scientific and Cultural Association (UNESCO) on the situation with teachers in Pakistan in October 2003 highlighted issues, for example, non-straightforward arrangement rehearses, politicization, unfortunate management, absence of transportation, and security issues adding to low teacher job fulfilment (Khan et al., 2020).

Comparative difficulties with teacher job fulfilment have been seen in Nigeria, where teachers' calls for better remuneration are often disregarded because of restricted assets in the Service of Education to address their issues sufficiently (Kathure, 2018). The public authority in Nigeria and the Nigerian Union of Teachers (NUT) are regularly in conflict over salary increments, benefits, and the improvement of working circumstances for teachers (Kathure, 2018). Teachers assume a urgent part in understudy accomplishment as they invest a lot of energy with their understudies in the classroom (Chung et al., 2019). A study led by the Ghana

National Association of Teachers (GNAT) in organization with the Teachers and Educational Workers Union (TEWU) in 2010 secured that position fulfilment, salary levels, fundamental working circumstances, and associations with partners and school management are key elements impacting teacher weakening.

As indicated by the Ghana Education Service (GES), roughly 10,000 teachers leave the profession yearly for other vocation ways (GNAT, 2009). This high pace of teacher turnover adversely influences school improvement endeavors by upsetting showing soundness and congruity, which are fundamental for high-performing schools. Various factors, including job satisfaction, salary levels, and working conditions, influence teachers' decisions to remain in or leave the profession (Nur, Rahman & Musdalifa, 2019). The success of educational programs in Ghana and globally hinges significantly on the performance of teachers at all levels of the education sector (Nur et al., 2019). Given the importance of teacher satisfaction in organizational functioning, it is imperative for the Ghana Education Service to monitor and address teachers' satisfaction levels effectively. Research on job satisfaction among teachers is crucial for retaining teachers in the GES and promoting higher retention rates. While numerous studies have examined job satisfaction among teachers in the education sector, there is a lack of specific research focusing on basic school teachers in Ghana.

Kathure (2018) conducted a study on the effect of job satisfaction on primary teachers' exhibition, and found low levels of satisfaction with variables, for example, school supervision, communication input, accessibility of teaching materials, school-parent relationships, on-the-job training opportunities, promotion possibilities, salary, and transportation openness. Considering these discoveries, the purpose of this study is to investigate job satisfaction among Ghanaian essential teachers.

1.2 Statement of the Problem

In the Ghanaian context, public schools are facing a significant turnover of professional teachers, with job dissatisfaction being cited as the primary reason for teachers leaving basic schools. Low job satisfaction among teachers in the education sector can hinder the management's efforts in running basic education effectively, directly impacting student performance. According to Kathure (2018), absence of job satisfaction prompts teacher non-appearance, forceful way of behaving towards colleagues and understudies, early take off from the teaching profession, and separation from work.

It is clear that the objective of any educational framework is to get ready gifted residents who contribute to the political, social, and economic improvement of the country. This objective can be accomplished when all components of the educational framework are functioning great (Nur et al., 2019). Among these components, keeping a fulfilled, committed, and inspired teaching force is essential. If teachers are dissatisfied with their jobs, it can negatively affect the supply of skilled manpower. Job satisfaction plays a key role in motivating teachers to perform well, making it essential to consider the determinants of job satisfaction for teachers.

There is substantial public anxiety about pupils' performance on the Basic Education Certificate Examination (BECE). Many teachers, however, criticize the government for not making teaching more appealing. It is commonly stated that when pupils fail, it is the teacher's fault, but when they succeed, it is the student's accomplishment. Employment is a substantial source of income and sustenance for individuals, thus influencing the extrinsic rewards connected with work and resulting in employee happiness (Boggie, 2015). In Ghana, the Ministry of Education, in partnership with the National Teaching Council (NTC), has launched

a program to train school leaders, particularly primary school principals, in school leadership. Despite these efforts, many basic schools in the Ashanti region of Ghana, especially junior high schools, are grappling with leadership challenges due to limited professional development opportunities, resulting in job dissatisfaction.

The strained relationships between teachers and school heads have sometimes escalated into open and intense confrontations, necessitating intervention from the Ghana Education Service (GES). The management of the basic education sector within the GES faces a significant challenge in determining how to enhance teachers' job satisfaction, which they believe will ultimately improve the overall performance of basic education. Most of the previous research works was carried out in senior high schools with quantitative approach using questionnaire as its main instruments. The lack of extensive study on teacher job satisfaction in Ghanaian basic schools, specifically in the Bosomtwe district reveals a crucial gap that must be addressed. To improve teacher job satisfaction in basic schools, education stakeholders must first comprehend it. This study seeks to fill a knowledge vacuum by investigating teachers' job happiness in Ghanaian basic schools and providing recommendations for boosting teacher satisfaction at the basic education level.

1.3 Purpose of the Study

The primary objective of the study was to examine the job satisfaction levels of teachers working in the Ghana Education Service in the Bosomtwe District of Ashanti Region.

1.4 Objectives of the Study

The following objectives guided the study;

1. to decide the level of job satisfaction among essential teachers' at the Bosomtwe District.

2. to look at the elements that influence basic school teachers' job satisfaction at the Bosomtwe District.
3. to figure out leadership styles generally utilized by head teachers of the fundamental schools at the Bosomtwe District.
4. to survey the impact of head teachers' leadership styles on teachers' job satisfaction in the district.

1.5 Research Questions

1. What is the level of job satisfaction among basic teachers' of the Ghana Education Service in the Bosomtwe District?
2. What are the elements that influence basic teachers' job satisfaction at the Bosomtwe district?
3. What are the leadership styles mostly used by head teachers of the basic schools at the Bosomtwe district?
4. How does heads teachers' leadership style impact teacher job satisfaction in the district?

1.6 Hypothesis

H₁. There is a statistically significant influence of leadership styles on basic school teachers' job satisfaction.

H₀. There is no statistically significant influence of leadership styles on basic school teachers' job satisfaction.

1.7 Significance of the Study

The study centers around the administration styles embraced by head teachers in basic schools in the Bosomtwe district to work on the educational cycle, with a particular accentuation on improving teachers' job satisfaction and understudies' scholarly performance. This research is valuable in the field of education as it provides guidance to head teachers on how to boost job satisfaction and performance among teachers. It encourages school leaders to reflect on their leadership styles and make necessary adjustments.

The study's findings will be beneficial to the management of the Ghana Education Service (GES), particularly in the basic education sector, by offering insights into teachers' behavior. It will also propose policies and strategies to address factors contributing to job dissatisfaction among basic school teachers, with the Ministry of Education and GES finding the study instrumental in enhancing teacher satisfaction. Additionally, the study's outcomes can be applied to leaders in various organizations facing similar challenges in employee satisfaction.

Furthermore, the study's results will be relevant to teachers and teacher unions, aiding in the reevaluation of union objectives and identifying key conditions for teacher satisfaction in the workplace. Scholars will also benefit from this research as it contributes to the existing body of knowledge in human resource management and social sciences, advancing theories and expanding research in these areas. Finally, the study provides a foundation for future research and serves as a reference for other researchers and readers in general, and the material presented in the study will contribute to the current body of knowledge. As a result, it generates previously unknown information.

1.8 Delimitation of the Study

The study was conducted in eight public Basic Schools in the Bosomtwe District of the Ashanti Region of Ghana. While there are more public basic schools in the area, the study focused solely on these eight basic schools from two circuits. The study specifically examined the job satisfaction of teachers in the selected basic in the Bosomtwe District. It only included teachers from basic seven to nine schools, even though input from primary school teachers could have enriched the study.

1.9 Organisation of the Study

The study is organized into six chapters. The principal chapter gives an overview of the study, including the background, issue statement, aims, research questions, study importance, delimitation, and study organization. Chapter two examines important literature regarding the matter. The third chapter examines the research plan, population description, sample and sampling technique, research instrument, data gathering and analysis methodology, and ethical considerations. Chapter four presents and analyses the data. Chapter 5 summarizes the findings, and Chapter 6 presents a summary, conclusions, and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter delves into the theoretical underpinnings and context of the current study, examining literature on job satisfaction and performance in various settings, with a focus on education and teachers.

2.2 Theoretical framework

The theoretical foundation of this study revolves around job satisfaction and explores different theories pertinent to job satisfaction among employees in organizations. These theories are broadly categorized into two groups: content and process theories (French, Rayner, Rees, and Thunders, 2016). Content theories focus on the factors within work that affect job satisfaction, highlighting internal elements that impact behavior (French et al., 2016). Prominent content theories include Maslow's hierarchy of needs theory (1954) and Herzberg's two-factor theory (Herzberg, Mausner and Snyderman, 1959), the two of which were used in this study.

2.2.1 Maslow's hierarchy of needs

Abraham Maslow fostered the Hierarchy of Human Requirements, a five-stage model, to explain the development and manifestation of the human personality over the long run and how individuals satisfy personal necessities (Maslow, 1954). Maslow (1954) presented the hierarchy of requirements in business literature and placed that humans have five fundamental necessities: physiological (for example air, food, water, rest), safety (for example security, business, salary, health), love (for example belongingness, friendship, family), esteem (for

example confidence, self-esteem, respect), and self-actualization (e.g. morality, creativity, problem-solving), as depicted in Figure 2.1.



Figure 2.1: Maslow's Hierarchy of Needs (1943, 1954).

When individuals fulfill the set of needs at one level, they then pursue those at the level above (Wilson, 2015). The higher needs are not essential for survival, meaning their attainment can be postponed, but an unmet more fundamental need will result in a crisis. Consequently, Maslow labels the lower needs "deficiency needs" and the higher ones "growth" or "being needs"; thus, the deficiency needs must be satisfied before any growth can occur (Kaur, 2013). This hierarchy is underpinned by three fundamental assumptions. Firstly, once a need is fulfilled, it diminishes in importance as a motivator, while various needs become prominent, prompting individuals to continually seek fulfillment. Secondly, individuals' needs are intricate and influence their behavior. Thirdly, lower-level needs must be fulfilled prior to higher ones.

Hence, these levels are interdependent (Firkhan, Mohd, and Mohd, 2021). However, Kaur (2013) suggests that it might be easier to fulfill higher needs than lower ones. In line with this, Zaid, Norazmi and Abdul-Rasid (2020) argue that hierarchically categorizing needs is challenging. According to Firkhan et al., (2021), although needs are expressed in simple terms and categorized in a reasonably consistent manner, self-actualization lacks clear definition. It is a contentious concept, contingent upon the notion that individuals possess talents, the utilization of which enables the attainment of self-actualization (Wilson, 2015).

Maslow's hierarchy of needs theory states that "the human needs are classified in a hierarchy which is normally represented in the form of a pyramid with the more basic needs lying at the base and each higher level consisting of a particular class of needs thus, physiological, safety, belongingness, esteem, self-actualisation. According to Norazmi (2020), the theory seems to be particularly relevant to employees because meeting the basic survival needs for food, shelter and security are major daily challenges for organisations in many countries. As indicated by Kafyeta (2015), employee's needs cannot dominate employee's behaviour; in turn it is possible to have more than one set of needs simultaneously dominating employee's behaviour.

Maslow (1943) contends that humans are consumed with these necessities until they reach a place of satisfaction; once the basic need is satisfied, one will sequentially advance to the requirements for safety, which incorporate necessities like security, stability and pay. At the point when the requirements of safety have been met, the individual will look ahead to achieving acceptance, affection, relationships, and love or the need of belonging. After achieving the three basic levels of necessities, one should satisfy their esteem, which is commonly alluded to as status or self-image. Rao and Karumuri (2019) argues that sex is individualistic that not all

humans want or have a requirement for sex (for example asexual). Rao et al., (2019) further propose that although self-actualization plays a significant job in a human's psychological makeup, self-actualization isn't fundamental, as it is an "impossible particular human need". Maslow's hierarchy of needs has proved to be a valuable guide to managerial personnel regarding employees' individual needs (Norazmi, 2020). This theory seems to be particularly relevant to study because meeting the basic survival needs for food, shelter and security are major daily challenges for employees in many countries. The theory also influences management deliberations in respect of job design, pay, and reward structures.

2.2.2 Herzberg's two-factor theory

The Two-factor theory is widely cited as a prominent framework studying job satisfaction and serving as a foundation for research in the fields of human resource development, industrial-psychology, and management (Rahman, Fatema & Ali, 2019). The theory assumes that factors relating to job satisfaction are wholly different from those connected to job dissatisfaction. Herzberg et al., (1959) added a second level of related factors and assumed people are inclined to find job satisfaction or job dissatisfaction based on emotional disposition or feelings. Thus, Herzberg et al., (1959) propose two sets of factors: motivator factors and hygiene factors, shown in Figure 2.2.

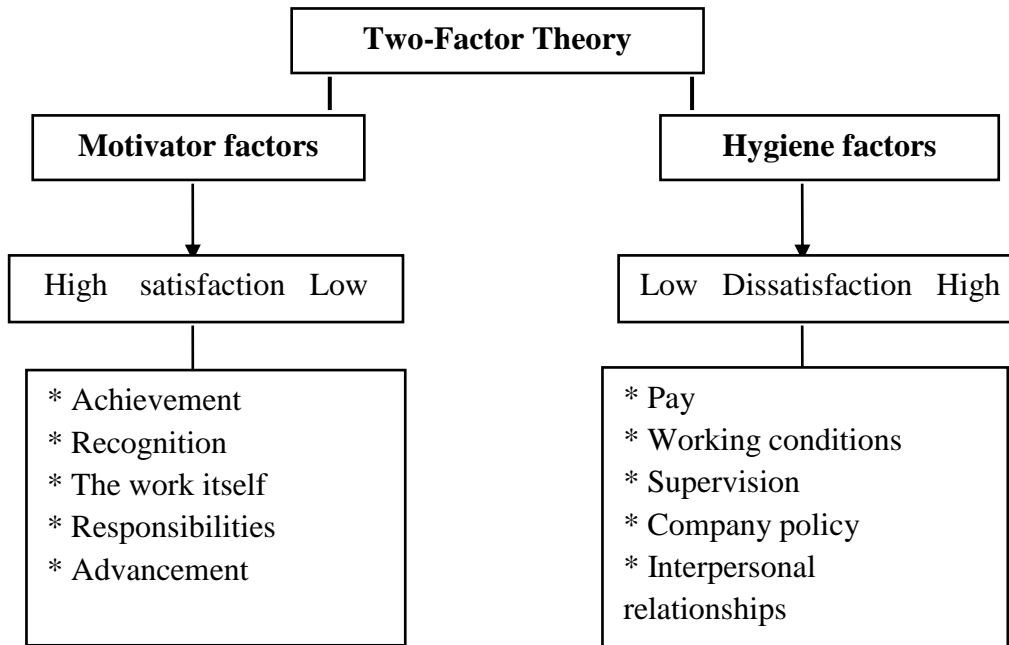


Figure 2.2: Two-factor theory, Herzberg et al., (1959)

Motivator factors determine the job satisfaction that allows individuals to reach their psychological potential, and are usually intrinsic, related to job content; they include achievement, recognition, work itself, responsibilities and advancement (Rahman et al., 2019). By contrast, hygiene factors determine job dissatisfaction and tend to be extrinsic ones, related to the environment or context, including pay, working conditions, supervision, company policy and interpersonal relationships (Rahman et al., 2019). Importantly, these factors are autonomous; low job satisfaction and high job dissatisfaction are not the same thing and vice versa; nor indeed are job satisfaction and job dissatisfaction related causally (Wilson, 2015).

Poor hygiene conditions will cause job dissatisfaction, so if conditions are improved sufficiently, dissatisfaction will be eliminated, but job satisfaction will not automatically result (Ayalew, Kibwana, Shawula, Misganaw, Abose, Van-Roosmalen & Mariam, 2019). According to Ayalew et al., (2019), the critical incident method and the positive or negative feelings that arise from an event’s description both have an impact on eventual results; people

are more likely to see a satisfying event at work (a motivator) as being caused by their own good performance, whereas they will see events producing dissatisfaction, such as hygiene factors, as caused by outside forces or other people.

Understanding of job satisfaction has been greatly enhanced by two-factor theory. Its real-world grounding has helped organisations to classify factors that lead to satisfaction or dissatisfaction amongst workers. Sachau et al., (2017) suggests that it is best to view motivation-hygiene theory as a framework that facilitates the understanding of the duality of many factors such as “satisfaction/dissatisfaction, happiness/unhappiness, intrinsic/extrinsic motivation, mastery/status, and psychological growth/psychological pain avoidance.

Judge and Larsen (2017) found strong evidence the worker’s attitudes or moods originates from an internal state of mind exhibited by one’s feelings of positive emotional experience or negative emotional experience. The factors involved in producing job satisfaction (and motivation) are separate and distinct from the factors that lead to job dissatisfaction, each of these two feelings are not opposites of each other; the opposite of job satisfaction is not job dissatisfaction, but rather, no job dissatisfaction; and similarly, the opposite of job dissatisfaction is not job satisfaction, but no job dissatisfaction (Karabatak & Alanoglu, 2019).

According to Karabatak et al., (2019), motivating factors such as work effectiveness, progress, and development affect a person's ability to perform well at work, while hygiene factors such as salary, working conditions, relationships with colleagues, and the role of the leader have an impact on job satisfaction. While the hygienic factor encourages workers to move around and do their jobs more efficiently to meet their goals, the motivating factor drives them to do so (Zaid et al., 2020). Teachers' job happiness and performance are determined by their motivation and the amount of influence they have. It is therefore possible to apply the above

theory to guide Ghana Education Service in exercising their authority to ensure the well-being of teaching staff.

2.3 Conceptual framework

The conceptual framework is based on Herzberg two factor theory of employee satisfaction. This study sought to investigate the job satisfaction of basic school teachers in GES, Ashanti region. The conceptual framework is presented in Figure 2.3.

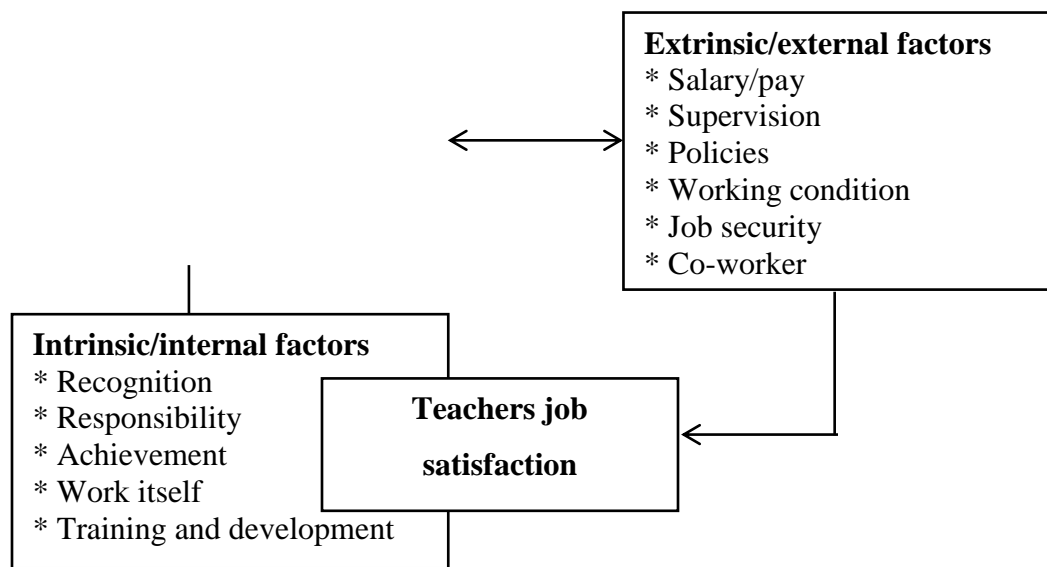


Figure 2.3: Conceptual framework

2.4 Concept of job satisfaction

The word satisfaction, derived from the Latin *satis* (enough) and *facere* (do or make), denotes a feeling of happiness or pleasure because a person has achieved something or obtained what s/he wanted (Parveen & Bano, 2019). Parveen et al., (2019) defines job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job

experience; the definition incorporates both cognition (appraisal) and affects (emotional state). Again, Parveen et al., (2019) assumes that job satisfaction results from interplay of cognition, and affect, or put differently; thoughts and feelings. Robbin and Cenzo (2014) conforms by defining job satisfaction as a collection of feelings an individual hold towards his or her job; person with a high level of job satisfaction holds positive feelings towards the job while a person who is dissatisfied with his or her job holds negative feelings towards it.

Bekru, Cherie and Anjulo (2017) define job satisfaction as an effective reaction to a job that results from the incumbent's comparison of actual outcomes with those that are desired; in this regard, performance on the job requires that an individual's expectations and aspirations in terms of reward considerations and fulfilment needs be met. If these needs are fulfilled, employees will be satisfied with the outcome of the job and greater satisfaction would generally motivate employees in performing their tasks more efficiently, thus resulting in an increase in the organisation's productivity (Nur et al., 2019). Bekru (2017), defines job satisfaction as the end state of feeling, the feeling that is experienced after a task is accomplished; this feeling could be negative or positive depending on the outcome of the task undertaken. Similarly, job satisfaction is the collection of feeling and beliefs that people have about their current job.

People's levels of degrees of job satisfaction can range from extreme satisfaction to extreme dissatisfaction. People also can have attitudes about various aspects of their jobs such as the kind of work they do, their co-workers, supervisors or subordinates and their pay (Kamneva, Polevaya, Popova, Simonova & Butyrin, 2019). Kamneva et al., (2019) also emphasise that job satisfaction is a complex concept comprising numerous related elements; the difficulty of defining job satisfaction can be attributed to the use of the term in different contexts and settings, where it can be conceptualised as a need, attitude, feeling or attribute. Nur et al.,

(2019) state that job satisfaction represents the working environment that meets individuals' needs; however, since such definitions focus on individual needs, it can be argued that they ignore other related factors which may affect satisfaction, such as feelings, attitudes and the job itself.

According to Rahman et al., (2019), a positive or negative attitude depends upon the judgement of an individual towards the work environment. For Ayalew et al., (2019), it is related to the individual's positive and negative feelings about the job. Aslan, Shaukat, Ahmed, Shah, Mahfar and Senin (2014) assert that although job satisfaction has been defined as an emotional state, it is an attitudinal construct based on one's evaluation of a job. Aslan et al., (2014) define job satisfaction as feelings that reflect one's personal needs and whether these are fulfilled. According to Chadi and Hetschko (2018), job satisfaction refers to a person's subjective feelings about their work and how satisfied they are with it. In other words, job satisfaction represents the extent to which people like their jobs (Mitchell & Esnard, 2014). Mitchell et al., (2014) explores job satisfaction in terms of its positive impact and benefits acquired through the various stages of an employee's service, or upon fulfilling certain elements of the job.

Job satisfaction is an important factor for employers as it likely will determine the rate of turnover, retention, recruitment, productivity, and loyalty (Mitchell et al., 2014). Mitchell et al., (2014) defines job satisfaction as any combination of psychological, physiological, and environmental circumstances that causes a person to say, I am satisfied with my job. According to Kamneva et al., (2019), job satisfaction is affective orientations on the part of individuals toward work roles that they are presently occupying; positive attitudes toward the job are conceptually equivalent to job satisfaction and negative attitudes toward the job are equivalent

to job dissatisfaction. According to Karabatak et al., (2019), job satisfaction is the personal evaluation of the job conditions (the job itself, the attitude of the administration etc.) or the consequences (wages, occupational security etc.) acquired from the job.

From the above definitions one can deduce that job satisfaction is the consequence resulting from comparison between the expectations of the employee from what he gets from his job which is performed (Chadi et al., 2018). Kose et al., (2017) added that, the consequence may emerge as satisfaction or dissatisfaction of the employee with the job; job dissatisfaction emerges when the employee sees that his expectations are not met in the job environment; it leads to the decrease in the work, productivity, organisational commitment, and commitment to the job and increase in the rates of the optional discontinuation of the job. Haile, Gualu, Zeleke and Desalegn (2017) defined job satisfaction as the general job attitudes of employees. Haile et al., (2017) categorised job satisfaction into five major components as including; attitude toward work group, general working conditions, attitude toward organisation, monetary benefits, and attitude toward supervision.

General life is an important influence on the daily psychological health of a teacher. Benrazavi and Silong (2013) mentioned that, there is evidence showing that job satisfaction is related to physical and mental health and that job satisfaction contributes to better overall mental health. The frustration and despair caused by an unpleasant job permeates individual's life and make workers feel depressed both on the job and at home (Benrazavi et al., 2013). Teacher job satisfaction is a source of motivation that sustains effort in performing tasks required of good teachers, such tasks include preparation of schemes of work, daily lesson plans, careful marking of assignment, detailed record keeping to monitor students' progress (Benrazavi et al., 2013).

According to Chung et al., (2019), teachers' job satisfaction is linked to the role they fulfil within schools; it is a positive relationship between teachers' desire to teach and what they want from the role, both of which are measured through their perceptions. This is supported by De Simone, Planta and Cicotto (2018), who maintain that teachers' satisfaction is a combination of what they need from their professional career and what they actually gain from it. With regard to the importance of teachers' job satisfaction, Samachew, Belachew, Tesfaye and Adinew (2017) noted that, job satisfaction studies in the field of education have revealed effects on at least three important related outcomes: retention, attrition and absenteeism. Samachew et al., (2017), argues that high job satisfaction among teachers motivates them to remain in the teaching sector; conversely, lack of job satisfaction is a strong predictor of leaving the current school.

Accordingly, job satisfaction can influence teachers' performance. According to De Simone (2018), satisfied teachers are more likely to perform well, whereas Afshar et al., (2016) affirm that dissatisfied teachers may not perform to the best of their abilities. Afshar et al., (2016) found that job satisfaction was linked not only to performance, but also to teachers' involvement, commitment and motivation. Song and Alpaslan (2015) added that addressing job satisfaction is not only pay and development opportunities, but also resources and environmental conditions, including class sizes, classroom conditions and work demands.

2.5 Level of job satisfaction

It is quite difficult to determine if employees experience job satisfaction or not. Daud (2016) suggest that the main problem might be that employees within organisation do not discuss the level of their job satisfaction nor do they admit that theirs might not be satisfying.

Managers also find it difficult to determine whether job satisfaction is experienced in the workplace. Daud (2016) posited that some employees may not even notice that they have a job satisfaction problem. Chung et al., (2019) suggest that most employees know when they have a satisfaction problem; also, employees may feel that acknowledging the existence of satisfaction is a sign of weakness or failure. Job satisfaction has been outlined as an agreeable emotional state ensuing from the appraisal of one's task, an affection reaction to at least one's job, and a perspective towards one's job (Chadi et al., 2018).

According to Saeed, Lodhi, Iqbal, Nayyab, Mussawar and Yaseen (2013) employees wait for their job to provide an aggregation of features (pay, promotion and autonomy) in which the employee has certain favourable values. In addition to employee satisfaction, Luthans (2015) identified five dimensions comprising pay, characteristics of job, working conditions, management politics and working colleagues. As established by Saeed et al., (2013), job satisfaction is a result of the combination of satisfaction of several different facets of work. Daud (2016) identify seven-dimension scale to measure job satisfaction, in which the dimensions are similar to the ones mentioned by Songet al., (2015) who state that overall job, co-workers, supervision, company policy and support, pay, promotion and advancement and customers; in their model of an attractive work. Bekru et al., (2017) argue that some additional determinants to job satisfaction, i.e., status and success, the feeling of being important, acknowledgement from management and co-workers as well as the possibility to see the results of one's work.

According to Hamid, Malik, Kamran and Ramzan (2014), autonomy and group cohesion are positively related to job satisfaction, and contribute to create a positive psychological climate within an organisation. According to Ekici, Cerit and Mert (2017), besides the

employees' feeling of content about their daily duties, employee job satisfaction also encompasses the gratification that one feels with fellow team members, team leaders, the company policies, organisational strategies, and the overall impact that one's job imparts on society. Job satisfaction inculcates many aspects of a person's employment status. Hamid et al., (2014) argues that workers respond best and most actually not when they are controlled by management, placed in narrowly characterized jobs and rated as unwanted need, yet instead when they are given broader responsibilities, encouraged to contribute and assisted with achieving satisfaction in their work.

According to Ekici et al., (2017), while pay is considered an external factor, various internal factors such as job characteristics play a significant role in employee satisfaction. Providing employees with autonomy, feedback on outcomes and methods can lead to significant improvements in job satisfaction. Job satisfaction isn't the primary driver of high performance; rather, it is high performance that results in job satisfaction. Employees are incentivized to accomplish specific objectives and are likely to feel satisfied upon achieving these goals through exceptional performance (Ekici et al., 2017). Moreover, employees may experience increased satisfaction when they receive external recognition or internal feelings of accomplishment. This implies that enabling individuals to perform and rewarding them, whether monetarily or non-monetarily, when they succeed can boost job satisfaction (Hamid et al., 2014).

2.6 Factors that influence teacher's job satisfaction.

Hamid et al., (2014) recommend that job satisfaction may not be a singular dimension but instead a combination of various dimensions, with workers potentially being content with certain aspects of their work while dissatisfied with others. Ekici et al., (2017) argue that job

satisfaction is a perplexing concept influenced by factors from the business environment, government strategies, and individual traits. It is generally accepted that job satisfaction is multifaceted, with various scholars recognizing various factors contributing to it. Grover and Wahee (2013) categorize these factors into three main gatherings: organizational arrangements and methodology, job-explicit aspects, and personal characteristics.

Ellickson and Logsdon (2016) recommend that having adequate work devices, assets, training opportunities, and a manageable workload significantly impacts a representative's job satisfaction. Other researchers, for example, Grover et al., (2013), consider job satisfaction to be influenced by factors like attitude towards work, relationships with colleagues, supervision, company approaches and backing, salary, promotion opportunities, and career advancement. Luthans (2015) also distinguishes key determinants of job satisfaction as work itself, compensation, promotion possibilities, supervision, and relationships with coworkers. Job satisfaction encompasses various attitudes related to job characteristics, compensation and advantages, status, social help, career learning experiences, challenges, and respect (Sypniewska, 2013).

Neog and Barua (2014) categorize variables affecting job satisfaction into five gatherings: individual factors (e.g., personality, education, qualifications, age, marital status), social factors (e.g., relationships with colleagues, teamwork, communication opportunities), cultural factors (e.g., values, convictions), organizational factors (e.g., working conditions, management practices, job nature), and environmental factors (e.g., economic, social, political, technological influences). Qasim, Cheema and Syed (2014) frame five predominant models of job satisfaction, including need satisfaction, discrepancy, value attainment, value, and trait/hereditary components.

- i. Need fulfilment: Qasim et al., (2014) suggest that job satisfaction is influenced by how well the characteristics of a job enable an employee to meet their needs.
- ii. Discrepancy: Satisfaction is the outcome of expectations being fulfilled. Met expectations are determined by the variance between what an individual anticipates from their job, such as salary and chances for advancement, and what they actually obtain (Qasim et al., 2014). It is also observed that if expectations exceed reality, employees will experience dissatisfaction. Theories that center on employees' needs and values encompass Maslow's hierarchy of needs theory, ERG theory, Two-factor theory, and McClelland's needs theory (Neog et al., 2014).
- iii. Value attainment: It is the degree to which a job enables the realization of one's work values (Qasim et al., 2014). Neog et al., (2014) contended that an individual's values dictate what brings them satisfaction in their job. Employees within organizations possess varying value systems, and according to this theory, their levels of satisfaction will vary as well. Additionally, this theory suggests that mismatches between desired and actual outcomes are only dissatisfying if the job aspect is significant to the individual (Qasim et al., 2014).
- iv. Equity: This theory suggests that the degree of job satisfaction individuals feel is connected to their perception of fairness in comparison to others. Employees in situations they view as unfair will likely feel dissatisfied and experience emotional strain, motivating them to alleviate these feelings (Qasim et al., 2014).
- v. Trait/Genetic Components: The study aims to explore why some co-workers exhibit satisfaction in various job situations while others consistently express dissatisfaction (Qasim et al., 2014). In the field of education, researchers have categorized factors influencing teacher job satisfaction into three main groups: environmental elements (such as coworkers, job responsibilities, and leadership approach), psychological aspects (which encompass personality

and attitude), and personal characteristics (such as age and gender) (Kavoo-Linge & Mutinda, 2015). Akiri (2017) proposes that job satisfaction is a complex notion shaped by both job-specific factors and individual traits. characteristics, which can be classified into extrinsic and intrinsic factors.

2.6.1 Extrinsic/external factors of teacher job satisfaction

Extrinsic or external factors of job satisfaction are influenced by circumstances that are beyond the worker's reach (Segawa, 2014). These factors can be considered as components or events that outcome from the representative's actions in combination with other factors or individuals not straightforwardly related to the job itself (Segawa, 2014). The flow research centers around the external factors that impact teachers' job satisfaction, including:

2.6.1.1 Salary

Salary is a type of regular payment made by an employer to an employee as specified in an employment contract (Segawa, 2014). Dessler (2012) noted that employee compensation encompasses all the factors given to them in exchange for their work. Akiri (2014) defined pay as consisting of various components such as basic salary, benefits, bonuses, overtime pay, and incentives. Incentives serve as motivators for employees to put in more effort and energy into their work when specific goals are set, and they are rewarded with incentives upon goal achievement (Kavoo-Linge et al., 2015). Incentives play a crucial role in fostering a positive attitude and motivating employees.

Salary is a significant consideration for individuals seeking employment, as it impacts their personal finances and social status. Employee satisfaction with their salary is essential to their overall attitude and behavior, highlighting the importance of setting pay at a satisfactory level by employers (Kavoo-Linge et al., 2015). Lai (2014) explained that pay is a key factor in reducing employee dissatisfaction, and when employees are compensated appropriately, they are more willing to handle additional work during emergencies. Therefore, pay plays a vital role in determining job satisfaction, going beyond its purchasing power to signal achievement, respect, or failure (Kavoo-Linge et al., 2015). Ahmed (2015) referenced Herzberg's motivation-hygiene theory, which suggests that salary is a hygiene factor that can eliminate job dissatisfaction.

Salary is a crucial factor that can impact employee job satisfaction and retention. Employees often expect that their performance will be rewarded with increased pay and potential promotions, leading to higher job satisfaction levels (Ahmed, 2015). Pay, as defined by Ahmed (2015), is the compensation received for a specific job. Both financial rewards and recognition have been shown to significantly influence knowledge workers, with inequities in recognition and pay contributing to employee retention issues (Akiri, 2014).

Salary plays a key role in motivating employees to remain committed to an organization, thereby enhancing retention and reducing turnover (Akiri, 2014). When employees are compensated well for their contributions, it demonstrates that their work is valued within the organization (Kamneva et al., 2019). Money is a critical factor in employee job satisfaction, as it is a primary motivator for individuals to work and earn a living (Saeed et al., 2013). Pay and compensation are essential components of job satisfaction for employees across various types of organizations, and a fair pay system is closely linked to job satisfaction (Saeed et al., 2013).

2.6.1.2 Promotion opportunities

According to Parvin and Kabir (2015), promotion is the process of advancing to a higher status in the workplace through effective work, typically resulting in increased status, position, and compensation within the organization. Promotion can be seen as progressing to higher positions within the organization (Segawa, 2014). Failure to provide promotions to employees can lead to dissatisfaction and high turnover rates (Parvin et al., 2015), making promotion a crucial aspect for employee satisfaction. In addition to higher pay, promotion also enhances employees' social status and personal growth opportunities (Saeed et al., 2013).

In educational settings, promotion opportunities are linked to job satisfaction and impact teacher contentment (Akiri, 2014). Akiri (2014) suggests that the positive relationship between promotion and job satisfaction relies on employees' perception of fairness. However, Kamneva et al. (2019) argue that perceived fairness in promotions is not the sole factor influencing job satisfaction. Employees who receive promotions tend to exhibit greater commitment to their organization, with promotion being a key element in employee satisfaction (Parvin et al., 2015). Promotion significantly influences employee satisfaction, with a positive correlation observed between job satisfaction and developmental opportunities (Kamneva et al., 2019).

Nur et al., (2019) suggested that Maslow's hierarchy of needs theory also explains that when individuals have their esteem needs (autonomy, power, recognition, and status) met, they will experience greater job satisfaction. Herzberg's theory of motivation outlines the factors that employees seek in their jobs. These three need theories emphasize the importance of achievement and power needs in individuals. Satisfaction and motivation are likely to increase when these needs are fulfilled (Kamneva et al., 2019).

2.6.1.3 Working conditions

According to Raziq et al., (2015), working conditions allude to the physical environment of the job, including factors like the amount of work, facilities, lighting, devices, temperature, space, ventilation, and overall appearance of the workplace. At the point when an institution or organization gives conducive working conditions, the performance of its representatives can improve significantly. A safe and healthy environment is essential for creating conducive working conditions (Batugal & Tindowen, 2019). The working environment plays a crucial role in determining employee comfort and satisfaction, as employees spend a significant amount of time in the workplace. Therefore, organizations must prioritize and maintain proper working conditions (Segawa, 2014).

In sectors like education, it is important for organizations to equip teachers with the necessary resources to perform their jobs effectively. This support enables employees to successfully complete tasks and contributes to their job satisfaction (Kawada & Otsuka, 2014). Employee satisfaction with the working environment encompasses four key dimensions: the natural environment of the workplace, the availability and usability of equipment, working hours and overtime, and safety measures in the workplace (Kawada et al., 2014).

The quality of working conditions directly impacts employee job satisfaction, as employees prefer safe, clean, and comfortable physical surroundings for work (Segawa, 2014). Therefore, organizational managers, such as those in the Ghana Education Service (GES), should prioritize creating safe, well-equipped, and appealing working conditions to leverage teachers' knowledge, skills, and creativity for the organization's competitive advantage (Segawa, 2014).

2.6.1.4 Supervision

Supervision involves stimulating, guiding, improving, refreshing, and encouraging a specific group while overseeing them in order to seek their cooperation for successful supervision tasks (Kawada et al., 2014). It is considered a crucial factor influencing job satisfaction (Segawa, 2014). According to Batugal et al., (2019), supervision is a strategic interaction between supervisor and supervisee based on trust and mutual respect. It often involves providing assistance or advice to employees in both personal and formal capacities (Segawa, 2014). Supportive, fair, and honest supervision has been associated with increased job satisfaction among staff members in various settings (Kawada et al., 2014). Positive supervisor-supervisee relationships lead employees to perceive greater autonomy, support, and decision-making freedom within their organization (Raziq et al., 2015).

In educational environments, the quality of supervision significantly impacts teachers (Segawa, 2014). Effective supervision requires the supervisor's competency, technical skills, willingness to teach or delegate authority, fairness, and job knowledge (Raziq et al., 2015). Supervision in schools is a critical process that involves activities aimed at teaching and enhancing teaching practices within the school (Raziq et al., 2015). The supervisor's ability to provide emotional and technical support, as well as guidance on work-related tasks, plays a key role in job satisfaction (Kawada et al., 2014). Supervisors who exhibit high relationship behavior have a strong impact on job satisfaction.

2.6.1.5 Co-Workers

Co-workers, also known as interpersonal relationships, play a significant role in job satisfaction. Positive relationships with colleagues can boost satisfaction levels and are crucial for a harmonious work environment (Kawada et al., 2014). Co-workers are individuals who

hold similar positions within the same organization and are expected to collaborate effectively (Kawada et al., 2014). Establishing friendly and cooperative relationships with colleagues is essential not only for immediate benefits but also for long-term social support (Segawa, 2014).

Raziq et al., (2015) emphasize the importance of technical, emotional, and social support among employees. Positive interactions among colleagues and a supportive work environment contribute to organizational commitment and job satisfaction (Segawa, 2014). Research shows that harmonious relationships with co-workers have a direct impact on job satisfaction (Raziq et al., 2015). Interpersonal relationships are a key factor in job satisfaction for teachers, often serving as a source of fulfillment rather than dissatisfaction (Batugal et al., 2019).

2.6.1.6 Job security

Job security refers to an employee's confidence in retaining their current job (Batugal et al., 2019). Employees with high job security are less likely to face job loss in the near future (Batugal et al., 2019). It is a subjective perception influenced by individual experiences in the labor market (Batugal et al., 2019). Employees value job security as a key factor in their commitment to an organization (Batugal et al., 2019). Personal factors such as education, experience, skills, performance, and capability influence individual job security (Raziq et al., 2015).

Job security is crucial for reducing employee turnover, maintaining stable employment relationships, retaining human capital investment, and minimizing workforce screening costs (Raziq et al., 2015). Teachers with job security tend to be more focused and effective in their work compared to those with job insecurity. Job security significantly impacts the performance of individuals, teams, and organizations (Segawa, 2014). The changing belief in job security

has altered the psychological contract between businesses and employees, with teachers no longer relying on businesses for job security (Raziq et al., 2015).

2.6.1.7 Organisational policy and fairness

Organizational strategy and its administration are firmly connected to the viability of the organization and the performance of representatives. According to Njiru (2014), a lack of clear guidelines can lead to conflict, epic showdowns, and redundant endeavors. Therefore, organizational strategy centers around assessing the adequacy or inadequacy of the organization's management, including communication viability, delegation of authority, and the presence of arrangements, systems, and rules (Segawa, 2014).

Njiru (2014) also highlights that job satisfaction is influenced by how representatives see fairness in the workplace. The strong relationship between perceptions of equity and job satisfaction highlights the importance of transparency in decision-making processes. Bosses ought to communicate straightforwardly about how decisions are reached and give feedback to representatives who may be dissatisfied with important decisions. Distributive fairness, as depicted by Njiru (2014), alludes to the apparent fairness of actual decisions inside an organization. At the point when representatives accept that decisions are made fairly, they are bound to be satisfied with their jobs.

2.6.2 Intrinsic/internal factors of teacher job satisfaction

Intrinsic factors are linked with psychological gratifications, such as the opportunity to utilize one's skills, experiencing challenges and achievements, receiving appreciation, acknowledgment, and being treated with care and respect (Njiru, 2014). These rewards are often

shaped by the conduct and demeanor of individual managers and refer to motivation driven by an inherent interest or enjoyment in the task itself, originating from within the individual rather than relying on external pressure (Raziq et al., 2015). Intrinsic satisfaction arises from finding enjoyment in an activity rather than striving for an external reward. It encompasses emphatically valued work results that individuals straightforwardly get because of task performance, without requiring the association of another person or external sources (Batugal et al., 2019).

2.6.2.1 Recognition

Recognition is a key motivator for employees, validating their efforts to help the organization succeed (Segawa, 2014). It can provide feedback and support, improving performance. Different employees may prefer different forms of recognition, such as monetary rewards, positive feedback from supervisors, or societal recognition (Meng & Berger, 2019). Job satisfaction can be influenced by the connection between an employee's contributions and their acknowledgment by the employer (Meng et al., 2019). When employees see their efforts recognized, the quality of their work improves (Segawa, 2014), while a lack of recognition can lead to decreased job satisfaction (Meng et al., 2019).

However, research has shown mixed results regarding the relationship between recognition and satisfaction. Recent studies, such as that by Meng et al. (2019), found that teachers in Greece were generally satisfied with the recognition they received from the school and parents. Clear and equitable recognition systems can help employees achieve personal and organizational goals effectively (Meng et al., 2019). Properly proportioning rewards and recognition at different times is crucial for motivation (Raziq et al., 2015). According to Meng

et al., (2019), recognition, including intrinsic rewards like growth, feedback, and opportunities, can significantly impact job performance and satisfaction.

Njiru (2014) emphasized that recognition is a crucial non-financial reward that significantly boosts employee job satisfaction. It serves as a key component in strengthening the relationship between organizational leaders and employees. By acknowledging and appreciating employees' efforts, organizations can enhance motivation and achieve a competitive advantage. Segawa (2014) highlighted that rewarding and recognizing employees contributes to the overall well-being of an organization. Njiru (2014) noted that employees tend to be more loyal and satisfied when their work is recognized by the organization. Recognition plays a vital role in making employees feel valued and appreciated. Yasen (2013) emphasized that recognition demonstrates the importance of employees' contributions to the organization, leading to increased satisfaction and performance.

Yasen (2013) suggested various ways to provide recognition, such as involving employees in decision-making, increasing their responsibilities, showing empathy, and offering opportunities for advancement. According to Yaseen (2013), Maslow's theory underscores the importance of self-esteem needs in motivating employees, with recognition, status, development, and growth playing key roles in enhancing job satisfaction.

2.6.2.2 The work itself

This aspect of Herzberg's theory focuses on employees' personal attitudes towards job requirements and assigned tasks (Yaseen, 2013). Work design involves the planning and specification of work tasks and arrangements by managers, with the goal of meeting organizational performance standards, aligning with individual skills and needs, and providing

opportunities for job satisfaction (Njiru, 2014). Danish and Usman (2014) discovered that employees are motivated to perform well when they find their job interesting and are passionate about their work. Employees may value factors beyond monetary rewards, such as a sense of achievement and fulfillment from completing tasks, which can be seen as a reward in itself (Njiru, 2014). The nature of the job, whether it is engaging or monotonous, varied or routine, creative or stifling, easy or challenging, plays a significant role in determining its impact on employee satisfaction (Danish et al., 2014).

2.6.2.3 Responsibility

According to Lai (2014), representative participation can help motivation and job satisfaction by including workers in decision-making and giving them greater responsibility. This can lead to increased job satisfaction and performance as individuals feel enabled to make important decisions that affect their colleagues. The increased responsibility at work can be connected to factors, for example, recognition and interpersonal relationships, which are important for individuals' feeling of character (Lai, 2014).

Employees also experience satisfaction when they are given empowerment and control over their work. Having responsibility gives employees power, authority, and control, as noted by Danish et al. (2014). Responsibility can involve managing one's own tasks or overseeing the work of others. Any discrepancies between responsibility and authority are typically addressed within the company's policies and administration practices (Danish et al., 2014).

2.6.2.4 Training and development

Training offers representatives opportunities for development and enhances their knowledge and abilities for successful turn of events; trained workers are more satisfied with their job compared to untrained workers (Kavoo-Linge et al., 2015). These training programs decidedly contribute to representatives' turn of events, which is beneficial for their skills (Kavoo-Linge et al., 2015). Through these training programs, representatives gain self-assurance, career advancement, and an inspirational perspective towards their companies (Kavoo-Linge et al., 2015). Training is characterized as an organized activity aimed at giving information or instructions to work on the beneficiary's performance or assist them with attaining an expected level of knowledge or expertise (Saeed et al., 2013).

Another scholar portrays training as the formal and systematic modification of behavior through learning that happens because of education, advancement, and planned insight (Kavoo-Linge et al., 2015). Additionally, staff improvement alludes to the improvement of supporting, technical, and professional staff in organizations, where such staff make up a significant portion of the labor force (Kavoo-Linge et al., 2015). Training facilitates the legitimate utilization of assets, enabling representatives to achieve both organizational and personal goals. As verified by Saeed et al., (2013), training and advancement enhance worker motivation and satisfaction, work on their abilities and knowledge, and contribute to their overall personality improvement. Therefore, training fills in as a motivational factor that enhances representatives' job-related knowledge; through training, teachers become proficient in their jobs and are able to convey improved results (Yaseen, 2013).

2.6 Influence of head teacher's leadership styles

Leadership, as defined by Boamah, Laschinger, Wong and Clarke (2018), involves motivating a group of individuals to work together towards a common goal. It entails taking responsibility for achieving specific objectives by utilizing available resources (both human and material) and ensuring organizational cohesion and coherence. Leadership styles refer to the various methods or approaches employed by leaders to guide, encourage, or motivate their workforce (Emeka, Amaka, & Ejim, 2015). These styles encompass a range of techniques used by leaders to provide direction and influence the participation of subordinates in a defined course of action. The diversity of leadership styles available suggests that leaders can choose a style based on their level of creativity and adaptability.

According to Benrazavi et al., (2013), leadership style is a critical factor contributing to an organization's success, especially when human resources are considered essential to its prosperity. Irawati, Aslamiah and Saleh (2019) argue that leadership styles in educational institutions are similar to those in other organizations. The leadership style of a school principal, as the leader of a team, has a significant impact on various outcomes and aspects of the school. Emeka et al., (2015) emphasize the importance of a head's leadership style in team success, as it influences job satisfaction, commitment, motivation, teacher performance quality, and ultimately, students' achievement. They also highlight the connection between teachers' job satisfaction and the head teacher's leadership style, which in turn affects students' performance in school subjects.

Leadership style plays a crucial job in deciding worker job satisfaction, with representatives' reactions to their leaders being influenced by both the characteristics of the representatives and the leaders (Wang and Hsieh, 2013). Worker job satisfaction is shaped by

the internal organizational environment, including factors, for example, organizational climate, leadership styles, and interpersonal relationships (Wang et al., 2013). Workers generally favor leaders who are considerate and strong over the individuals who are detached or critical towards their subordinates (Boamah et al., 2018). Working with an unfriendly leader behavior and lacks backing can be unpleasant for representatives (Emeka et al., 2015). To enhance teachers' job satisfaction, head teachers adopt various leadership styles and behaviors (Emeka et al., 2015).

Leadership involves the interaction between leaders and followers, with the leader endeavoring to influence followers towards a shared objective. Alongside the leadership approach of school leaders, the job satisfaction of teachers plays a pivotal role in determining school effectiveness (Boamah et al., 2018). Emeka et al., (2015) suggested that teachers' job satisfaction can impact their morale, motivation, and overall enthusiasm to maximize their teaching potential. Dissatisfaction among teachers can result in subpar teaching and learning processes, ultimately detrimental to school effectiveness. School leaders should be able to influence their staff, parents, and other stakeholders in education to ensure that schools achieve their intended objectives by ensuring that teachers perform well academically (Emeka et al., 2015). Employing appropriate leadership styles that enhance teachers' job satisfaction and performance is crucial for attaining academic excellence in schools (Boamah et al., 2018).

2.7 Job satisfaction and the performance

Employee performance is a critical concern for organizations worldwide. In many companies, ineffective managerial policies hinder performance and prevent employees from reaching their full potential (Segawa, 2014). Improving employee job performance is a significant challenge in organizational management, with the primary goal being to motivate

employees to enhance their performance and increase organizational competitiveness (Judge, Weiss, Kammeyer-Mueller & Hulin, 2017). Understanding employee satisfaction with schedules and daily responsibilities is crucial for enhancing productivity and performance (Judge et al., 2017). Boamah et al. (2018) note that many employees today experience high levels of job dissatisfaction, leading to negative attitudes and decreased performance in the workplace.

Employee job performance is a key focus for organizational managers, as it is a fundamental aspect of organizational success. Organizations must carefully examine factors that contribute to high performance in order to thrive (Judge et al., 2017). According to Markovits, Boer, and Van Dick (2014), job performance encompasses standards for advancement, redundancy, rewards, punishments, evaluations, and salary changes, meeting employees' self-realization needs. Amoli and Youran (2014) suggest that employee performance reflects employees' beliefs and contributions to organizational success. They also emphasize that compensation practices, performance evaluations, and promotional practices play a significant role in determining employee performance.

Markovits et al., (2014) argue that job satisfaction and productivity are closely linked, with employees being most satisfied and productive when their job provides security from economic strain, recognition for their efforts, a fair grievance policy, opportunities to contribute ideas, and involvement in decision-making processes. Job satisfaction is crucial in organizations as it directly impacts productivity; satisfied employees tend to deliver high-quality work efficiently, leading to increased profits (Amoli et al., 2014). Performance, as defined by Boamah et al. (2018), refers to the level of achievement or success that an individual or group can attain in relation to their goals, both in terms of quantity and quality.

Markovits et al., (2014) further suggest that job performance is the measure of an employee's success in fulfilling their job responsibilities, and when employees are rewarded for meeting their goals, their job satisfaction increases, influencing their future efforts and success levels. It is widely accepted that organizational productivity and success rely on the effective performance of employees, which, in turn, is influenced by their job satisfaction (Amoli et al., 2014). Various factors such as employees' abilities, qualifications, experience, training, organizational culture, reward frameworks, career advancement opportunities, colleague interactions, authority and responsibilities, workload, and organizational design play a job in shaping representative performance (Segawa, 2014).

2.8 Empirical review

Nutsuklo (2015) carried out research titled factors affecting job satisfaction among teachers in chose Senior High Schools in Accra. The research found that the factors influencing job satisfaction among teachers are divided into intrinsic and extrinsic categories, as outlined in Herzberg's two-factor theory. Extrinsic factors, often referred to as hygiene factors, pertain to the environment, whereas intrinsic factors, known as motivators, are linked to higher-level needs. Competent managers usually prioritize addressing extrinsic factors before focusing on intrinsic factors. Demographic factors have varying levels of positive correlation with job satisfaction and ought to be taken into consideration by the two managers and representatives chasing after job satisfaction and efficiency. Additionally, individuals' career decisions have an impact on their overall satisfaction and life satisfaction.

Segawa (2014) conducted a study to identify the factors affecting job satisfaction among employees in Kenyan organizations, focusing on Unilever Kenya through an explanatory research design. The results showed that extrinsic factors significantly impact employee job satisfaction, with 92.1% of respondents acknowledging their influence. The level of agreement on specific extrinsic factors was as follows: work environment (55.5%), salary structure (75%), teamwork (50.5%), leadership style (85.8%), job nature (78.9%), colleagues (56.7%), job security (76.6%), and advancement opportunities (78.5%). The study also revealed that intrinsic factors play a significant role in employee job satisfaction, with 92.1% of respondents recognizing their impact.

The agreement level for individual intrinsic factors was as follows: employee autonomy (57.1%), recognition (80%), meaningfulness of work (80%), training and development (54.5%), responsibility (85.9%), employee involvement (71.1%), alignment with vision and mission (85.5%), receipt of performance feedback (62.2%). The influence of job satisfaction on employee performance was considered significant, with a total cumulative agreement of 91% from respondents indicating its impact. The findings regarding the specific impacts of job satisfaction on performance were as follows: absenteeism (44.5%), work quality (86.7%), work quantity (91.1%), safety practices (40%), punctuality (71.1%), employee innovation (81.1%), cost-effectiveness (52.2%), adherence to company policies (70%), and achievement of company set goals by employees (92.2%).

A study conducted by Ayele (2014) titled teachers' job satisfaction and commitment in General Secondary Schools of Hadiya Zone, Southern Nation Nationality, and People's Regional State" utilized a mixed concurrent design and randomly selected a total of 119 teachers. The findings regarding the external and internal factors of teachers' job satisfaction

revealed that most factors scored below three on Likert scales' mean averages. The mean and standard deviation of responses from teachers, principals, vice principals, and managers indicated that external factors have a greater influence than internal factors on teachers' job satisfaction in the study area. Interviews highlighted that many teachers lack motivation to share knowledge and contribute to achieving the school's objectives, leading to challenges in improving academic performance and meeting school goals.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter frames the strategies used to investigate the factors that impact the job satisfaction of teachers in those basic schools in the Bosomtwe locale of the Ashanti region. It remembers details for research plan, population of study, sample technique and size, research instruments, systems, validity, reliability, data analysis, and ethical considerations.

3.2 Research Design

Snowden and Martin (2010) characterize research design as a plan or strategy that is created to organize the research and make it feasible so that research questions can be answered based on proof and warrants. In this study, a descriptive research design was utilized. According to Mugenda (2013), descriptive overview is a strategy for gathering information through meetings or questionnaires to gather data on individuals' attitudes and opinions on various educational or social issues. The descriptive research design is picked because the main premium is to investigate relationships and depict factors related to the issues being scrutinized (Ndani, 2018).

A descriptive research design necessitates comprehending the essence of the matter, which in this research pertains to the job satisfaction among elementary teachers in the Bosomtwe District, Ghana. According to Coleman (2018), the aim of a descriptive design is to delineate the condition of variables, gauge the proportion of the population with similar or diverse characteristics, discern relationships among variables, and identify cause-and-effect

connections. The descriptive research design was deemed suitable for this study as it focuses on exploring the job satisfaction of teachers.

Descriptive research is a quantitative research method that attempts to collect quantifiable information to be used for statistical analysis of the population sample. It is a research tool that allows to collect and describe the nature of the demographic segment (Coleman, 2018). Descriptive research gives a holistic understanding of a research topic; this causes data that was not planned to be collected gets tracked and the data is varied, diverse and thorough. The data collected in descriptive research represents a larger population and is robust, it is easy to make decisions on the basis of the statistical analysis of that data (Coleman, 2018). Descriptive research design allows a research to be conducted in the natural environment of the respondent and this ensures that high-quality and honest data is collected.

The use of descriptive survey design also helped the researcher to obtain enough information with regard to the research problem from quite a sizable number of respondents. Nonetheless, Creswell (2017) reaffirm that respondents aren't always truthful if questions are too personal or they feel that they are being watched, this may negate the validity of the data. Since descriptive research only focuses on the what of an objective or phenomenon, it does not delve into the why or how and that is a limitation in learning specific causes. There are weaknesses of descriptive survey design. Based on these weaknesses the study will put much emphases on the confidentiality of respondents and broaden the questions enough to cover the phenomenon.

3.2.1 Research approach

Creswell (2017) emphasizes the importance of selecting the appropriate data collection method for effective research. Coleman (2018) defines research approach as a framework that

guides theory and research, encompassing fundamental assumptions, key issues, and models for quality research and methods for obtaining answers. The primary research methodologies consist of quantitative (positivist) and qualitative (interpretivist) approaches. In this study, a quantitative approach was adopted for data collection to enrich the analysis and conclusions.

The quantitative method involves assessing variables, investigating relationships between them, testing methodologies, and addressing concerns for large cohorts, rendering it suitable for the research problem (Snowden et al., 2010). Quantitative analysis entails transforming issues and data into numerical format, concentrating on experimenting with predefined variables through data collection and measurement (Snowden et al., 2010). Quantitative research specifies the number of study participants and validates chosen measurements crucial for statistical analysis based on the selected sample (Creswell, 2017). This approach relies on numerical data and statistical analyses to test hypotheses, examine causality, make predictions, identify statistical correlations between variables, and generate objective findings (Ndani, 2018).

3.3 Population of the Study

Creswell (2017) defines population as the total aggregate or entirety of the phenomena under study. Snowden et al. (2010) characterize the population as a collection of individuals or events from which a sample is selected. Ndani (2018) views population as the universe that encompasses all the subjects or parameters of interest. The population for this study comprises all primary school teachers in the Bosomtwe district, with a total population of 1592 based on data from the Educational Management Information System (EMIS) office. The accessible population refers to the subset of the population to which the researcher can apply the findings

(Snowden et al., 2010). Mugenda (2013) explains that the accessible population consists of members of the target population who are willing to participate and available during the study period. The focus of the accessible population is to engage individuals who can share their experiences to address the research objectives. In this study, the accessible population consisted of 248 teachers from eight junior high schools (JHS) across two circuits (Jachie and Esreso) in the Bosomtwe District, as indicated by the School Improvement Support Officer (SISO) data for 2023, as shown in Table 3.1.

Table 3.1 Distribution of accessible population

School	Circuit	Number of teachers
Swedru basic school	Jachie circuit	21
Jachie D/A 2 basic school	Jachie circuit	25
Pramso D/A basic school	Jachie circuit	26
Jachie Anglican basic school	Jachie circuit	24
Esreso D/A 2 basic school	Esreso circuit	39
Calvary Methodist basic	Esreso circuit	36
Aputuogya D/A basic school	Esreso circuit	37
Feyiase D/A basic	Esreso circuit	40
Total		248

Source: Field survey, Amoako (2022)

3.4 Sampling Techniques and Sample Sizes

Sampling involves the selection of a sample from a population to accurately represent that population (Ndani, 2018). It helps in reducing research time, cutting costs, ensuring manageability, increasing accuracy, and reflecting the sample population (Ndani, 2018). The main concept behind sampling is that by picking a few components from a population, we can

make surmisings about the whole population (Snowden et al., 2010). For this study, a non-probability sampling technique was utilized, specifically utilizing purposive and stratified random sampling strategies. Purposive sampling was used to choose eight schools from two circuits for the study.

According to Snowden et al., (2010), purposive sampling, also known as judgmental sampling, is a non-probability technique where the researcher chooses the sample based on unambiguous characteristics and research goals. This technique was suitable for picking two circuits in the Bosomtwe District, as it allowed for easy selection of the study area without transportation or accessibility issues. The study used the stratified random sampling technique to choose sample components (teachers) from the targeted population. This technique was decided to guarantee that all accessible population individuals had an equal chance of being chosen. Stratified sampling allows for the inclusion of smaller gatherings that may be neglected by other sampling techniques. This technique offers several advantages, including increased statistical proficiency, adequate data for analyzing subpopulations, and the ability to involve different research strategies in various strata.

The sample was representative as it included elements from each section, ensuring comprehensive coverage. Snowden et al., (2010) define sample as comprising a number of individuals selected from a population for study; a sample represents the larger group from which it is drawn. The samples were extracted from the target population of the teachers of the selected eight public basic schools in the district. The study employed census technique to include all the teachers from the eight selected schools. A mathematical formula was used for the purpose of determining the sample size for teachers. The study employed Slovin's Formula to obtain a sample size from the target population of 248.

Slovin's Formula

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

Where;

n= Sample size,

N= Total population and

Ne²= Error tolerance

The study used 95% as the confidence level which gave the margin of error (risk of being wrong) of 5% or 0.05 therefore error of tolerance used was 0.05. Using the total population of 248 and error margin of 0.05, the sample size was calculated as follows.

In calculating the sample sizes;

$$n = \frac{248}{(1 + 248 \times 0.05^2)}$$

$$n = \frac{248}{1 + 0.62}$$

$$n = \frac{248}{1.62}$$

$$\mathbf{n = 153}$$

Therefore, the sample size required for the study was 153 representing 62% of the targeted population. To represent equal proportion of sample of teachers in each selected basic school, William's (1977) formula was used. This was done by dividing the sampled teachers (153) with the total number of teachers in the eight selected junior high schools (248) and multiplied by

total number of teachers in each school. This gave a fair proportion of sampled teachers in each school. The distribution was presented in Table 3.2.

Table 3.1 Summary of the Population and Sample Size

School	Total number of teachers	Sampled sizes	Percentage
Swedru D/A JHS	21	13	8.5%
Jachie D/A 2 JHS	25	15	10.0%
Pramso D/A JHS	26	16	10.1%
Jachie Anglican JHS	24	15	10.0%
Esreso D/A 2 JHS	39	24	15.7%
Calvary Methodist JHS	36	22	14.4%
Aputuogya D/A JHS	37	23	15.0%
Feyiase D/A JHS	40	25	16.3%
Total	248	153	100

Source: Field survey, Amoako (2022)

3.5 Data Collection Instrument

Research instruments utilized for data collection incorporate questionnaires for top to bottom meetings, directing questions or agendas for centered bunch discussions, and observation techniques (Snowden et al., 2010). The selection of data collection techniques for the study was based on the study objectives, population sample, and geographical distribution. Questionnaires were utilized to gather primary data from respondents, allowing for direct requests about occasions, activities, and behaviors (Snowden et al., 2010). Questionnaires give a reliable means of gathering data and allow respondents ample chance to give accurate responses to a large sample inside a brief period (Ndani, 2018).

Questionnaires are utilized to gather data at a particular moment to depict existing conditions (Ndani, 2018). According to Snowden et al. (2010), questionnaires consist of a progression of questions printed or composed in a particular request on a structure or set of structures. Each question offers a range of optional answers for respondents to browse (Welch and Jackson, 2014). A self-administered survey instrument was employed to collect data from participants for the study, utilizing a standardized five-point Likert scale, where 1 represented Strongly Disagree, 2 indicated Disagree, 3 indicated Neutral, 4 indicated Agree, and 5 indicated Strongly Agree.

The Likert scale is a widely used tool in survey research to assess respondents' attitudes by measuring their degree of agreement or disagreement with statements or queries (Welch et al., 2014). The survey instrument comprised five sections: A, B, C, D, and E. Section A elicited demographic details from the participants, Section B focused on the job satisfaction levels of elementary school teachers, Section C examined the predominant leadership styles adopted by head teachers in the Bosomtwe District, Section D delved into the factors influencing job satisfaction among elementary school teachers in the district, and Section E scrutinized the impact of head teachers' leadership styles on teachers' job satisfaction in the district (see Appendix I). The survey instrument was deemed appropriate for data collection as it aimed to gather primary data from the target population (teachers) capable of comprehending and responding to the inquiries. Questionnaires were chosen for their straightforward nature and efficiency in terms of time for both the researcher and participants (Snowden et al., 2010).

3.6 Data Collection Procedure

The researcher visited the chosen schools to present themselves and look for permission from the head teachers to conduct the study. Preceding starting the data collection process, an introductory letter from AAMUSTED was obtained and written permission was shipped off each head teacher of the participating schools mentioning their schools to be remembered for the study. Once the head teachers agreed, the researcher informed the teachers and introduced individual teacher about the study. Questionnaires were then administered to the respondents during the visits to the selected schools. The participants were educated that their participation was voluntary and that all information given would be kept confidential and any issues raised would be accounted for anonymously.

3.7 Validity

The validity of a research study refers to how accurately it addresses the intended questions. It is the extent to which the results derived from data analysis truly reflect the phenomenon being studied (Welch et al., 2014). Validity is concerned with the accuracy of the data in representing the variables of the study. The questionnaires underwent two types of validity testing: content and face validity/pre-testing.

3.7.1 Content validity

According to Welch et al., (2014), content validity of an instrument ensures comprehensive coverage of the topic. To enhance content validity, expert judgment was utilized. The researcher sought guidance and input from supervisors to enhance the content validity of the instruments. Content validity was assessed by an expert (supervisor) who evaluated the relevance of the questionnaire questions. To facilitate this process, hard copies of

the self-administered questions were provided to the supervisor. The questionnaires were designed to accurately measure the content and were evaluated for content validity. Each section of the questionnaire addressed the study objectives, ensuring that the tool measured the intended content. The supervisor reviewed each question for relevance, and any questions deemed irrelevant were removed based on the supervisor's recommendations.

3.7.2 Pre-testing/face validity

To guarantee the quality control of the data gathered, the researcher conducted a pre-trial of the questionnaires in the field. The study instruments were pre-tried at Pranyiase D/A Basic School, Jachie, which was excluded from the main study. This school was chosen for pre-testing because of its geographical location and the convenience of reaching the teachers who were generally staying at the town teachers' bungalow. Twenty teachers were selected from the school for the pre-testing. The pre-testing was essential to validate the final instruments for the actual data collection. The primary purpose of the pre-testing was to evaluate the study instruments. The questionnaires were administered to the teachers by the researcher, who explained the questionnaire details in person and also via phone to guarantee that respondents comprehended and gave accurate information. After the teachers finished the questionnaires, the researcher gathered them from the bungalow. The pre-testing was conducted to assess the clarity and relevance of the instrument things, and any things found inadequate were either taken out or changed to enhance the quality of the research instruments.

3.8 Reliability

The reliability of an instrument in research refers to its ability to accurately measure outcomes of interest over time. It is the consistency with which the instrument provides reliable results after repeated trials (Welch et al., 2014). According to Snowden et al. (2010), reliability is characterized by stability, dependability, and consistency of a test. By assessing the dependability of a questionnaire, the study determined its reliability in measuring the variables of interest. Welch et al. (2014) further explains that if a research tool is consistent, stable, predictable, and accurate, it is considered reliable. The pre-testing questionnaire results were evaluated using Cronbach's alpha reliability coefficient test.

The alpha reliability model examines the consistency of items in the questionnaire to ensure they are measuring the same construct. Therefore, the items were analyzed based on their variable basis. According to Snowden et al., (2010), an alpha reliability test result above 0.8 is deemed satisfactory. In this study, the responses for the level of teacher's job satisfaction at Pranyiase D/A Basic School, Jachie were 0.91, the factors influencing job satisfaction obtained a score of 0.96, the impact of head teacher's leadership styles on teachers' job satisfaction was 0.87, and the relationship between job satisfaction and teachers' performance was 0.87, as indicated in Table 3.2. The test yielded reliability coefficients ranging from 0.87 to 0.96, indicating high reliability of the instruments. Consequently, the researcher utilized the instrument for the study to collect quantitative data.

Table 3.2 Cronbach's Alpha

Variable	Number of items	Alpha reliability	Comments
Level of job satisfaction	14	0.93	Satisfactory
Leadership style mostly used by head teachers of the basic schools	17	0.90	Satisfactory
Examine the factors that affect basic school teachers job satisfaction	10	0.89	Satisfactory
Assess the influence of head teachers leadership styles on teachers' job satisfaction	3	0.9	Satisfactory

Source: Field survey, (2022)

3.9 Data Analysis

Data analysis includes examining the gathered data from a study or trial to draw deductions and surmisings (Welch et al., 2014). The data gathered was coded and analyzed involving the Statistical Package for Social Sciences (SPSS). According to Welch et al. (2014), SPSS offers broad data handling capabilities and various statistical analysis schedules suitable for analyzing data of varying sizes. SPSS was used for coding responses and extracting relevant information. Ndani (2018) explains that data analysis entails translating data into meaningful results to draw conclusions about the research issue. Data handling includes altering, coding, classifying, and tabulating gathered data to make them suitable for analysis (Ndani, 2018). Descriptive statistics, for example, recurrence and percentage tables, charts, means, and standard deviations, were utilized to analyze the quantitative data, guaranteeing a clear understanding and giving answers to the study's research questions.

To enhance clarity and give visual representations of the scores obtained, recurrence, percentage, and mean tables were constructed to assess the level of job satisfaction among

teachers (research question one). The predominant leadership style utilized by head teachers (research question two) and the factors affecting teacher job satisfaction (research question three) were also analyzed using frequency percentage tables and means. Additionally, the impact of head teachers' leadership styles on teachers' job satisfaction (research question four) was examined using SPSS tools like inferential statistics (regression).

3.10 Ethical Considerations

According to Welch et al. (2014), ethics involves a set of moral principles proposed by individuals or groups that are widely accepted. It includes official rules and behavioral expectations regarding proper conduct towards research subjects, employers, sponsors, fellow researchers, assistants, and students. Welch et al. (2014) emphasizes that the primary ethical commitment of all parties involved in research should be to safeguard the rights and welfare of participants.

The study implemented measures to ensure that research information was not disclosed to unauthorized parties. Every possible precaution was taken to ensure that respondents' identities and personal details were not revealed in the questionnaire. The researcher openly and transparently explained to participants that the data collected was for academic purposes only and would be treated confidentially. An assurance of anonymity was provided for any information volunteered by respondents during the data collection process.

CHAPTER FOUR

PRESENTATION OF RESULTS

4.0 Introduction

The chapter is organized based on the four research questions the study aimed to address. However, the first section includes demographic information about the respondents as it could be relevant for interpreting the data they provided.

4.1 Demographic information of respondents

This section provides an overview of the demographic information of the participants. The research tools collected data on the participants' gender, educational background, age, and years of experience in teaching. This was essential to ensure that the researcher engaged the intended audience and obtained the necessary information effectively.

4.1.1 Gender of respondents

The study aimed to determine the gender distribution of the teacher respondents. Out of the respondents, 98 (64.1%) were males, while 55 (36%) were females. This shows that both genders were represented in the study, with a higher number of male respondents. The imbalance in gender distribution could be attributed to the prevalence of male teachers in basic schools and female teachers in basic education levels in Ghana. The responses of the respondents are illustrated in Figure 4.1 below.

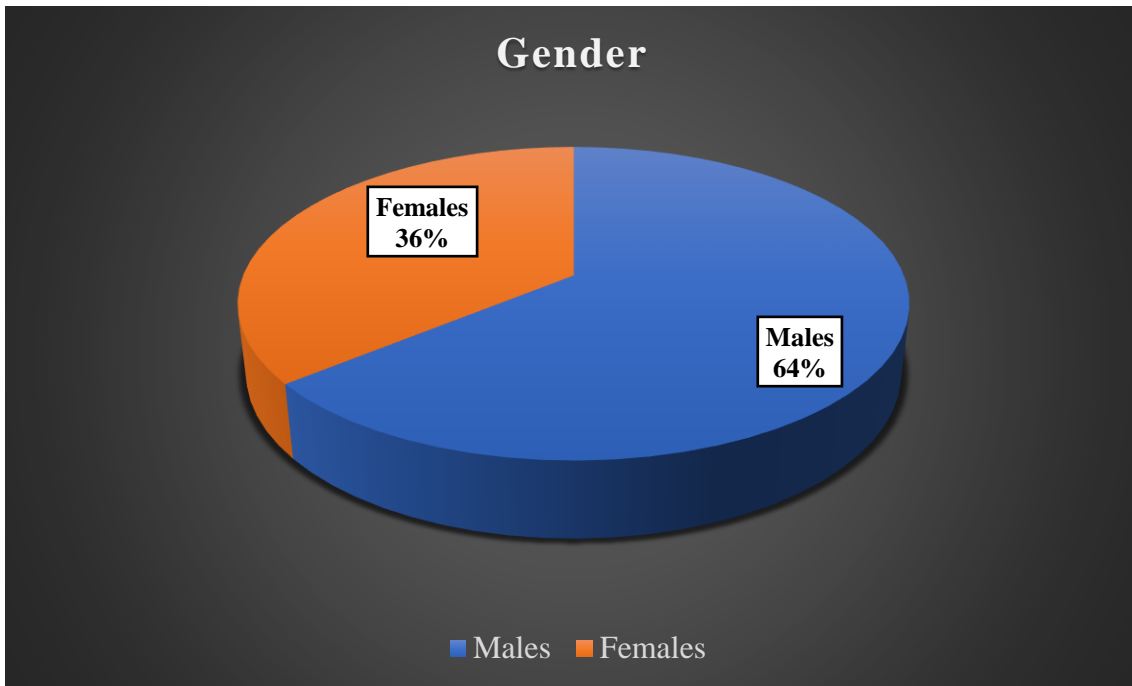


Figure 4.1: Gender distribution of respondents

Source: Field survey, 2023

4.1.2 Age of Respondents

The questionnaires used to collect data from the teachers included questions about their ages. The responses from the teachers are shown in Figure 4.2. The data in Figure 4.2 reveals that the largest group of teachers, sixty-seven (67) individuals representing 43.8%, were in the 31-40 age range. This was followed by forty-five (45) teachers, representing 29.4%, in the 41-49 age range. Additionally, thirty-nine (39) teachers, accounting for 25.5%, were between 21-30 years old, while only two (2) respondents were 50 years or older. These results indicate that the majority of the teachers surveyed were mature individuals, making them suitable sources of reliable data for the study. Over 70% of the teachers surveyed were over 30 years old, suggesting that they were experienced enough to assess job satisfaction levels in their schools and understand how it impacted their motivation and performance.

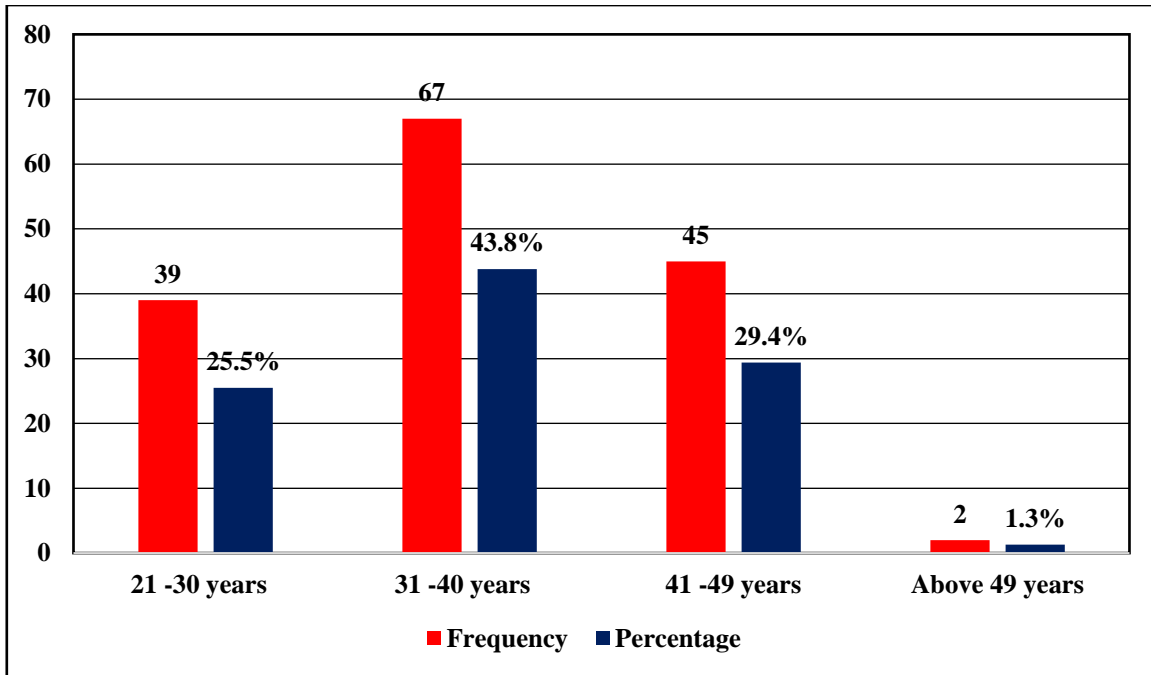


Figure 4.2: Respondents age range

Source: Field survey, 2023

4.1.3 Academic qualification

The study aimed to determine the highest educational attainment of the participants. The responses of the participants are depicted in Figure 4.3, which illustrates the academic qualifications of the teachers. The data shows that 17 (11.1%) of the teachers held a Bachelor of Education (BEd) degree, 79 (51.6%) had a Bachelor of Arts (BA) or Bachelor of Science (BSc) degree, and 57 (37.3%) had a Master's degree. This indicates that the majority of teachers in the district have attained at least a bachelor's degree and are well-educated. These teachers typically also possess a Diploma or Post-graduate Diploma in Education (PGDE) as required by the Ghana Education Service (GES) for professional teaching. The prevalence of bachelor's degree holders among the teacher-respondents suggests that they are highly qualified and well-

prepared to carry out their teaching responsibilities effectively, potentially leading to greater job satisfaction.

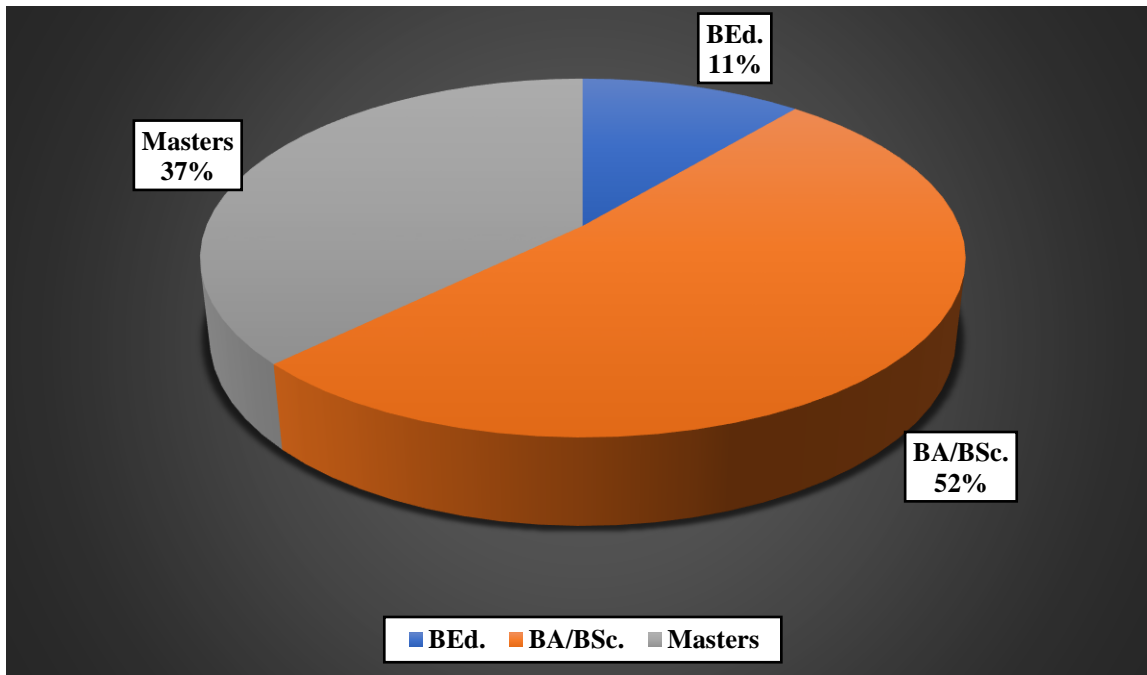


Figure 4.3: Respondents academic qualification

Source: Field survey, 2023

4.1.4 Number of years of teaching experience

The study also aimed to determine the length of time the teachers had been teaching, and their responses are displayed in Table 4.1. As shown in Table 4.1, 16 (10.6%) of the teacher respondents have just spent between 1-5 years in their service, 33 (21.7%) of the respondents have spent between 6-10 years while 39 (25.5%) of the teacher respondents have spent between 11-15 years in their service. Also, 46 (30.1%) of the teacher respondents have spent between 16-20 years in service and 19 (12.4%) of the teacher respondents have spent above 20 years in their service. From the responses, it can be observed that most of the teachers have adequate

work experience and knowledge about their schools, head masters and mistresses' leadership styles and thus were able to provide reliable information about the issues included in the study. About 70 percent of the teacher-respondents having spent more than ten (10) years in the teaching profession means that they were knowledgeable on the issues that the research sought for.

Table 4.1 Respondents' years of experience

Years	Frequency	Percentage (%)
1-5 years	16	10.6
6-10 years	33	21.7
11-15 years	39	25.5
16-20 years	46	30.1
Above 20 years	19	12.4
Total	153	100

Source: Field survey, 2023

Research question one: What is the level of job satisfaction among basic school teachers of the Ghana Education Service in the Bosomtwe District?

4.2 Level of job satisfaction among basic school teachers

Job satisfaction refers to how much individuals enjoy their work. The teachers were asked to indicate their agreement or disagreement with questions related to job satisfaction, as outlined in research question one. The study focused on three main aspects: work environment, remuneration and promotion, and the nature of the job itself. Participants were asked to rate each statement on a five-point Likert Scale (1= Strongly Disagree, 2= Disagree, 3= Uncertain,

4= Agree, 5= Strongly Agree). The responses from 153 participants are presented in Table 4.2 as percentages (%). To evaluate the impact of the work environment on teachers' job satisfaction, four items were used, and the responses are presented in Table 4.2. A majority of 53 (34.6%) respondents agreed that favorable working hours contribute to teachers' job satisfaction, while 38 (24.8%) were uncertain, 35 (22.9%) disagreed, and 27 (17.7%) strongly disagreed. Additionally, 62 (40.5%) respondents disagreed that the working hours of GES are favorable for their job satisfaction.

Regarding the statement that positive organizational politics promote teachers' job satisfaction, 57 (37.3%) respondents disagreed, 42 (27.5%) agreed, 36 (23.5%) strongly agreed, and 18 (11.8%) were uncertain. The majority of 78 (51.0%) respondents agreed that positive organizational politics enhance their job satisfaction. In terms of the statement emphasizing the importance of health and safety for teachers in GES, 54 (35.3%) strongly agreed, 42 (27.5%) were uncertain, 29 (19.0%) agreed, and 11 (7.2%) strongly disagreed. The findings indicated that 83 (54.3%) respondents agreed that the health and safety of teachers are critical to GES and contribute to their job satisfaction. Regarding the availability of teaching and learning materials (TLMs) enhancing teachers' job satisfaction, 63 (41.2%) strongly agreed, 44 (28.8%) agreed, 28 (18.3%) were uncertain, and 18 (11.8%) disagreed. The results suggested that nearly 107 (69.9%) respondents agreed that TLMs enhance teachers' job satisfaction.

Five items were used to assess the teachers' perception of whether remuneration and promotion by GES are linked to their level of job satisfaction. The responses from the teachers were as follows: 49 (32.0%) disagreed that the Ghana Education Service benefit system is fair, 48 (31.4%) agreed, 33 (21.6%) strongly disagreed, and 23 (15.0%) were uncertain. The majority, 82 (53.6%), disagreed that the GES benefit system is fair. Regarding the statement

that Ghana Education Service teacher salary is commensurate with their rank, 63 (41.2%) agreed, 47 (30.7%) strongly agreed, 29 (19.0%) disagreed, and 14 (9.2%) were uncertain. The majority, 110 (71.9%), agreed that GES teacher salary is at par with their rank. In terms of promotion opportunities for all teachers, 69 (45.1%) were uncertain, 26 (17.0%) agreed, 23 (15.0%) disagreed, 19 (12.4%) strongly agreed, and 16 (10.5%) strongly disagreed. The majority, 69 (45.1%), were uncertain about the promotion opportunities.

The statement that teachers' number of years in service, courses attended, and lack of disciplinary issues increase their chances of promotion was strongly agreed to by 49 (32.0%) of the respondents, with an additional 46 (30.1%) agreeing to it. On the other hand, 39 (25.5%) of the respondents disagreed with the statement, and 19 (12.4%) were uncertain about it. Overall, the majority of 95 (62.1%) respondents agreed that these factors contribute to teachers' promotional prospects. Regarding the limited prospects for teachers in the Ghana Education Service (GES), 51 (33.3%) of the respondents strongly agreed, 44 (28.8%) disagreed, 28 (18.3%) were uncertain, 17 (11.1%) agreed, and 13 (8.5%) strongly disagreed. The majority of 68 (44.4%) respondents agreed that prospects in the GES are limited for teachers.

To evaluate whether teachers consider the job itself as a factor in their job satisfaction, five items were used, and the responses are presented in Table 4.2. For the statement "Ghana Education Service has a flexible curriculum," 49 (32.0%) of the respondents agreed, 45 (29.4%) disagreed, 38 (24.8%) were uncertain, and 31 (20.3%) strongly disagreed. The majority of 76 (49.7%) respondents disagreed that the GES has a flexible curriculum. The Ghana Education Service does not have a flexible timetable according to 96 (62.8%) of the respondents, while 34 (22.2%) were uncertain and 23 (15.0%) agreed. The majority of respondents disagreed with the statement. Regarding autonomy to perform duties without interference, 46 (30.1%) disagreed,

39 (25.5%) strongly disagreed, 28 (18.3%) agreed, and 18 (11.8%) strongly agreed, with 22 (14.4%) uncertain. For the statement "Ghana Education Service has moderate working hours," 59 (38.6%) disagreed, 49 (32.0%) were uncertain, and 45 (29.4%) agreed. In terms of good communication network between staff members and administration, 49 (32.0%) agreed, 44 (28.8%) disagreed, 37 (24.2%) strongly disagreed, and 23 (15.0%) were uncertain. The majority (52.9%) disagreed that good communication network influences their job satisfaction. The overall mean for work environment on job satisfaction was 3.3, for remuneration & promotion on job satisfaction was 3.3, and for the job itself on job satisfaction was 2.7.

Table 4.2 Level of job satisfaction of teachers (N=153)

Statements	Responses					Mean
	SD N (%)	D N (%)	U N (%)	A N (%)	SA N (%)	
Work environment on job satisfaction						
Favourable working hours results into teachers job satisfaction	27 (17.7)	35 (22.9)	38 (24.8)	53 (34.6)	-	2.8
Positive organizational politics promotes teachers job satisfaction	-	57 (37.3)	18 (11.8)	42 (27.5)	36 (23.5)	2.8
Healthy and safety of teachers is critical to Ghana Education Service	11 (7.2)	17 (11.1)	42 (27.5)	29 (19.0)	54 (35.3)	3.6
Availability of teaching and learning materials enhance teachers job satisfaction	-	18 (11.8)	28 (18.3)	44 (28.8)	63 (41.2)	4.0
Overall mean						3.3
Remuneration & promotion on job Satisfaction						
	SD N (%)	D N (%)	U N (%)	A N (%)	SA N (%)	Mean

Ghana Education Service benefit system is fair	33 (21.6)	49 (32.0)	23 (15.0)	48 (31.4)	-	2.6
Ghana Education Service teacher salary is at par with their rank	-	29 (19.0)	14 (9.2)	63 (41.2)	47 (30.7)	3.8
There is good promotion opportunities for all teachers	16 (10.5)	23 (15.0)	69 (45.1)	26 (17.0)	19 (12.4)	3.1
Teachers number of years in service, courses attended and not having disciplinary issues increase their promotional prospects	-	39 (25.5)	19 (12.4)	46 (30.1)	49 (32.0)	3.7
Prospects in GES is very limited for teachers	13 (8.5)	44 (28.8)	28 (18.3)	17 (11.1)	51 (33.3)	3.3
Overall mean						3.3
Responses						
Job itself	SD	D	U	A	SA	Mean
	N (%)	N (%)	N (%)	N (%)	N (%)	
Ghana Education Service has flexible curriculum	31 (20.3)	45 (29.4)	38 (24.8)	49 (32.0)	-	2.8
Ghana Education Service has flexible school timetable	-	96 (62.8)	34 (22.2)	23 (15.0)	-	2.5
Autonomy to perform own duties with no interference	39 (25.5)	46 (30.1)	22 (14.4)	28 (18.3)	18 (11.8)	2.6
Ghana Education Service has moderate working hours	-	59 (38.6)	49 (32.0)	45 (29.4)	-	2.9
Good communication network between staff members and the administration	37 (24.2)	44 (28.8)	23 (15.0)	49 (32.0)	-	2.6
Overall mean						2.7

Source: Field survey, 2023

Research Question 2: What is the leadership style mostly used by head teachers in the Bosomtwe District?

4.3 Leadership styles mostly used by the heads

The data in this section aimed to address research question two, which focuses on the predominant leadership style employed by school head teachers in the chosen basic schools. Respondents were surveyed on their agreement or disagreement with questions related to the leadership style commonly utilized by school heads, as per research question one. The findings reflecting the teachers' perspectives are detailed in Table 4.3.

Table 4.3 Leadership style of the school heads (N=153)

Leadership style	Number	Mean	SD
Democratic Leadership Style			
My headmaster invites teachers to participate in the decision-making process.	153	3.52	1.37
My headmaster gives me the chance to share in setting the schools vision.	153	3.22	0.76
Teachers have enough freewill to make their own choices when assigned responsibility.	153	4.31	0.48
My headmaster creates chances for the teachers to share ideas and experiences	153	3.51	1.49
My headmaster delegates some of his responsibilities to his teachers.	153	4.29	0.81
My head promotes innovation culture and gives a chance to teachers to be creative.	153	2.06	0.87
		3.49	0.96
	Number	Mean	SD
Autocratic leadership style			
Decisions regarding school progress are solely made by the head of school and the governing body.	153	3.16	1.06
The headmaster leads as a dictator but not as a friend.	153	3.23	1.02
My headmaster acts without consulting teachers.	153	3.21	1.34

My headmaster sets goals for teachers' performance without their inputs.	153	3.76	1.07
My headmaster says things that hurt teachers' personal feelings.	153	2.16	0.53
		3.10	1.21
	Number	Mean	SD
Laissez -faire leadership style			
Teachers in my school take actions which not sanctioned by the headmaster	153	2.09	0.99
Teachers easily discuss school problems and convince the headmaster to accept.	153	1.78	1.77
Teachers have the chance to openly express their feelings without control of the headmaster	153	2.25	1.32
There is lack of sense of direction towards attainment in school affairs	153	1.75	1.28
Teachers' decisions are usually imposed on the head master	153	2.76	0.58
The head master leaves school without properly putting a teacher in charge	153	2.12	0.97
		2.19	1.24

Source: Field survey, 2023

In this section, the respondents were asked to identify the leadership style most commonly used by school head teachers in the selected basic schools. The data was collected from the respondents and analyzed using a five-point rating scale, with '5' indicating very strong agreement and '1' indicating strong disagreement. The responses were then analyzed using mean and standard deviation. To determine whether teachers perceive their headmasters as demonstrating a democratic leadership style in school, six items were used, and the responses they received are provided below.

The mean score for the statement "My headmaster invites teachers to participate in the decision-making process" is 3.52, with a standard deviation of 1.37. This suggests that the majority of teachers believe that their headmasters typically involve staff in decision-making, although there is some variability in the responses. The mean score for the statement "My headmaster gives me the chance to share in setting the school's vision" is 3.22, which is above the cut-off point, indicating agreement with the assertion. The standard deviation of 0.76 suggests consistency in the teachers' responses.

For the statement "Teachers have enough freewill to make their own choices when assigned responsibility," the mean score is 4.31, well above the cut-off point, indicating agreement among teachers. The majority of teachers believe that their headmasters provide them with the opportunity to make choices related to their work. The standard deviation of 0.48 indicates consistency in the responses. The mean score for the statement "My headmaster creates opportunities for teachers to share ideas and experiences" is 3.51, above the cut-off point. This suggests that headmasters often allow teachers to share their views on school issues, although there is some variation in the responses, as indicated by the standard deviation of 1.49.

The statement that my headmaster delegates some of his responsibilities to his teachers received a mean score of 4.29, indicating that teachers generally agree that their headmasters entrust them with certain tasks typically reserved for higher authorities. The standard deviation of 0.81 suggests consistency in the teachers' responses to this statement. In contrast, the mean score for the item regarding democratic leadership style, where the headmaster promotes an innovative culture and encourages teacher creativity, was 2.06, falling below the cut-off point. The standard deviation of 0.87 indicates variability in responses, with teachers generally not

perceiving their headmasters as fostering innovation or supporting teacher creativity. Homogeneity was also observed in the teachers' responses to this issue.

The average score for the items assessing teachers' perceptions of their headmasters' democratic leadership style is 3.49, with a standard deviation of 0.96. This indicates that teachers generally view their headmasters as exhibiting a democratic leadership style, as the mean score exceeds the cut-off point and there is consistency in the teachers' responses. A set of five items was used to evaluate teachers' opinions on whether their headmasters display autocratic leadership traits in the school setting. The responses provided by the teachers are as follows: The statement "Decisions regarding school progress are solely made by the head of school and the governing body" received a mean score of 3.16, indicating that teachers agree with this statement, with a standard deviation of 1.06. This suggests that important decisions are made by the headmasters without input from teachers.

Similarly, the statement "The headmaster leads as a dictator but not as a friend" received a mean score above the cut-off point at 3.23, with a standard deviation of 1.02, indicating that teachers perceive dictatorial tendencies in their headmasters. Additionally, the statement "My headmaster acts without consulting teachers" had a mean score of 3.21, above the cut-off point, and a standard deviation of 1.34, showing some variation in teachers' perceptions of their headmasters' behavior in the school. Furthermore, the average score for the statement "my headmaster sets goals for teachers' performance without their inputs" is 3.76, which is above the threshold, with some variability in responses indicated by a standard deviation of 1.07. This suggests that headmasters are perceived to establish goals for teachers without their input. The statement "my headmaster says things that hurt teachers' personal feelings" received a mean score of 2.16 and a standard deviation of 0.53, indicating that teachers believe their headmasters

may hurt their personal feelings through their words or actions. The overall mean and standard deviation for items measuring teachers' perceptions of autocratic leadership by their headmasters is 3.10 and 1.21, respectively, showing a general belief that headmasters exhibit autocratic leadership, with some variation in responses.

Six items were used to assess teachers' views on whether their headmasters demonstrate laissez-faire leadership. The mean score for the statement "teachers in my school take actions not sanctioned by the headmaster" is 2.09, with a standard deviation of 0.99, suggesting that teachers do not perceive their headmasters as exhibiting this leadership style. However, the statement "teachers easily discuss school problems and convince the headmaster to accept" received a mean score of 1.78 and a standard deviation of 1.77, indicating a lack of consensus among teachers on whether their headmasters are open to accepting solutions to school problems.

Again, the mean score of the statement, teachers have the chance to openly express their feelings without control of the headmaster is 2.25, with a standard deviation of 1.32. Although there is variation in the response, the teachers did not believe that teachers discussed issues in the schools without the direction and control of the head masters. Further, the statement, there is lack of sense of direction towards attainment in school affairs had a mean of 1.75 and a standard deviation of 1.28, implying that the statement is not accepted. The mean score is far below the cut-off point and there is heterogeneity in the teachers' view on that issue.

The statement that teachers' decisions are usually imposed on the head master also had a mean score of 2.76, which is below the acceptable point with homogeneity in the responses as the standard deviation is 0.58. The response indicates that the teachers did not believe that their decisions are rather imposed on the head masters in the schools. The last item, the head

master leaves school without properly putting a teacher in charge had a mean score of 2.12 and a standard deviation 0.97, implying that the teachers' responses demonstrate that the head masters do not leave school without ensuring a teacher is in control of affairs. There is homogeneity in the responses of the teachers on this issue. The overall mean score for the items that found out whether or not the head masters demonstrate laissez-faire leadership style in school had a mean score of 2.19 and a standard deviation of 1.24. The response indicates that the teachers did not regard their head masters to be demonstrating this kind of leadership style in school.

Research question three: What is the degree of internal and external factors that impact teacher job satisfaction in the region?

4.4 Factors that affect basis school teachers job satisfaction

The purpose of this section of the study was to investigate the factors that affect teachers' job satisfaction in GES. To gather the necessary data, nine statements related to both extrinsic and intrinsic factors were utilized to investigate various aspects of the factors impacting teachers' job satisfaction. Participants were asked to rate each statement on a five-point Likert Scale (1= Strongly Disagree, 2= Disagree, 3= Uncertain, 4= Agree, 5= Strongly Agree). The percentage frequency of responses from 153 participants is presented in Tables 4.3 and 4.4.

Table 4.4 Extrinsic factors of respondents (N=153)

Statements	Responses					Mean
	SD N (%)	D N (%)	U N (%)	A N (%)	SA N (%)	
Extrinsic factors						
The working environment in the organisation has an influence on my level of job satisfaction	-	65 (42.5)	16 (10.5)	43 (28.1)	29 (19.0)	3.2
The monetary pay and remuneration structure of GES has an impact on my job satisfaction level.	-	44 (28.8)	-	89 (58.2)	20 (13.1)	3.6
The degree to which the GES embraces team cooperation has an influence on my job satisfaction.	17 (11.1)	54 (35.3)	14 (9.2)	68 (44.4)	-	2.9
The extent to which job security exists in my current job has had an impact on my satisfaction.	-	37 (24.2)	22 (14.4)	43 (28.1)	51 (33.3)	3.5
The degree to which promotion opportunities exist in my line of employment affects my level of job satisfaction.	-	46 (30.1)	29 (19.0)	34 (22.2)	44 (28.8)	3.5
Overall mean						3.3

Source: Field survey, 2023

To evaluate the teachers' perception of extrinsic factors affecting their job satisfaction, five statements were utilized. According to Table 4.3, 65 (42.5%) of the respondents disagreed that the working environment in the organization influences their job satisfaction, while 43 (28.1%) agreed, 29 (19.0%) strongly agreed, and 16 (10.5%) were uncertain. The majority, 72 (47.1%) of the respondents, agreed that the working environment impacts their job satisfaction.

Regarding the statement about the monetary pay and remuneration structure of GES affecting job satisfaction, 89 (58.2%) of the respondents agreed, 44 (28.8%) disagreed, and 20 (13.1%) strongly agreed. The majority, 109 (71.2%) of the respondents, believed that monetary pay and remuneration structure influenced their job satisfaction.

For the statement on the degree to which GES embraces team cooperation impacting job satisfaction, 68 (44.4%) strongly agreed, 54 (35.3%) disagreed, 17 (11.1%) strongly disagreed, and 14 (9.2%) were uncertain. The majority, 71 (46.4%) of the respondents, disagreed that team cooperation in GES influenced their job satisfaction. The statement, 'the impact of job security on my satisfaction in my current job' was agreed upon by 51 (33.3%) of the respondents, while 43 (28.1%) also agreed. On the other hand, 37 (24.2%) of the respondents disagreed with the statement, and 22 (14.4%) were uncertain. The results showed that the majority, 94 (61.4%) of the respondents, agreed that job security in their current job affects their satisfaction.

Regarding the statement, 'the influence of promotion opportunities on my job satisfaction in my field of work', most 46 (30.1%) of the respondents disagreed, while 44 (28.8%) strongly agreed, and 34 (22.2%) agreed. Additionally, 29 (19.0%) of the respondents were uncertain about the statement. The results indicated that the majority, 78 (60.0%) of the respondents, agreed that promotion opportunities in their field affect their job satisfaction.

To evaluate the impact of intrinsic factors on teachers' job satisfaction, five statements were utilized. According to Table 4.4, the majority of respondents, 51 (33.3%), disagreed that the level of employee autonomy in GES affected their job satisfaction. In contrast, 46 (30.1%) agreed with the statement, while 33 (21.6%) were uncertain, and 23 (15.0%) strongly disagreed. The findings showed that most respondents, 74 (48.4%), disagreed that employee autonomy in GES influenced their job satisfaction. Regarding the statement "being involved in the decision-

making process of the school influences my level of job satisfaction," 60 (36.2%) agreed, 54 (35.3%) disagreed, and 39 (25.5%) neither agreed nor disagreed. The results indicated that the majority of respondents (39.2%) believed that being involved in decision-making influenced their job satisfaction.

For the statement "receiving regular job feedback on my performance level affects my job satisfaction," 66 (43.1%) agreed, 46 (30.1%) strongly agreed, 23 (15.0%) disagreed, and 18 (11.8%) were uncertain. The results revealed that almost all respondents, 112 (73.2%), agreed that receiving constant job feedback influenced their job satisfaction in teaching. The level of recognition and appreciation I receive significantly affects my job satisfaction, with 58 (37.9%) respondents agreeing and 46 (30.1%) strongly agreeing. 26 (17.0%) were uncertain, and 23 (15.0%) disagreed. A majority of 104 (70.0%) respondents believed that recognition and feeling valued impact their job satisfaction. Regarding the statement about training and development by GES affecting job satisfaction, 49 (32.0%) disagreed, 47 (30.7%) agreed, 29 (19.0%) strongly disagreed, and 28 (18.3%) neither agreed nor disagreed. The majority, 78 (51.0%) of respondents, disagreed that training and development by GES influenced their job satisfaction.

Table 4.5 Intrinsic factors of respondents (N=153)

Statement	Responses					Mean
	SD N (%)	D N (%)	U N (%)	A N (%)	SA N (%)	
Intrinsic factors						
The degree to which employee autonomy (independence) exists in GES has had an impact on my overall satisfaction	23 (15.0)	51 (33.3)	33 (21.6)	46 (30.1)	-	2.7
Being involved in the decision making process of the school influences my level of job satisfaction	-	54 (35.3)	39 (25.5)	60 (39.2)	-	3.0
Attaining constant job feedback on my level of performance influences how much I am satisfied with my job	-	23 (15.0)	18 (11.8)	66 (43.1)	46 (30.1)	3.9
Recognition or the level at which I feel realized, valuable and appreciated influences my job satisfaction level.	-	23 (15.0)	26 (17.0)	58 (37.9)	46 (30.1)	3.8
The extent to which I believe I am being trained and developed by GES impacts my job satisfaction	29 (19.0)	49 (32.0)	28 (18.3)	47 (30.7)	-	2.6
Overall mean						3.2

Research question four: How does the leadership style of the head teacher impact teacher job satisfaction in the district?

4.5 Influence of head teacher’s leadership styles on teachers’ job satisfaction

This part of the research aimed to gather teachers' opinions on the head teacher's leadership style and its effect on their job satisfaction. To collect the necessary data, three leadership styles were examined to assess how they influenced teacher job satisfaction in the Bosomtwe District. Participants were asked to rate the extent to which each leadership style of the head teacher affected their job satisfaction. The responses from 153 participants have been presented in percentages (%) in Table 4.6.

Table 4.6 Head teacher leadership style influence on teachers’ job satisfaction

Variable	B	Std. Error	p-value
Constant	3.050	.221	.000
Democratic leadership	0.346	.083	.021
Laissez-faire Leadership	-0.162	.106	.034
Autocratic	-0.056	.013	.062
R=0.431, R²=0.036, F=5.534, P-value=0.000			

Source: Field survey, 2023

A regression model was conducted to assess the influence of head teacher leadership style on teachers' job satisfaction in schools. The results of the regression analysis were statistically significant ($F = 5.534, p < .01$), indicating that 43.1% of the variance in teachers' job satisfaction could be explained by the predictor variable, head teacher leadership style. The change in R-square was also significant ($0.036 < 0.05$), suggesting that leadership style does have an impact on teachers' job satisfaction. Table 4.5 presents the regression weights for the predictors of head teacher leadership styles on teachers' job satisfaction. Among the different

leadership styles, democratic leadership style had a significant effect ($0.021 < 0.05$), indicating that it positively influences teachers' job satisfaction by 34.6%. Conversely, Laissez-faire leadership style had a negative impact on teachers' job satisfaction, accounting for 16% of the variance. The impact of Laissez-faire leadership style was statistically significant with a p-value of 0.034. However, autocratic leadership style did not show any significant influence on teachers' job satisfaction. The coefficient value for autocratic leadership was reported as ($\beta = -0.056, p = 0.062$).

CHAPTER FIVE

DISCUSSION OF RESULTS

5.1 Introduction

This chapter provides the analysis and discussions based on the study's objectives. The findings were examined in connection with relevant literature and the study's research goals.

5.2 Level of job satisfaction among basic school teachers

Regarding objective one, which aimed to assess the job satisfaction of basic teachers in the Ghana Education Service in the Bosomtwe District, the study discovered that job satisfaction among teachers is influenced by factors like workplace, remuneration and promotion, and the nature of the job itself.

5.2.1 Work environment

The study's findings revealed that a majority of the respondents, totaling 52.5%, agreed with the four things related to their perspectives on the workplace and its impact on job satisfaction, while 27.0% disagreed. This aligns with the point of view of Kawada and Otsuku (2015) who emphasized the significance of the workplace in deciding representative solace and job satisfaction. The overview indicated that teachers lean toward a workplace that offers greater physical solace and convenience, repeating the perspectives on Kavoo-Linge et al., (2015) who highlighted the importance of working conditions in impacting job satisfaction. It is accepted that a comfortable physical workplace contributes to a more sure level of job satisfaction, as representatives, especially teachers, may find unfortunate working conditions detrimental to their performance because of the mental and physical demands of their jobs (Gligorovic and

Terek, 2014). Raziq et al. (2015) proposed that when representatives feel valued by their organization, they display higher levels of responsibility and a feeling of pride. Factors like wages, working hours, autonomy, organizational construction, and communication inside the workplace can also impact job satisfaction, as indicated by Rashedul and Monzur (2018). Furthermore, Khan, Bhatti, Hussain, Ahmad, and Iqbal (2021) found that representatives working under challenging conditions will more often than not experience dissatisfaction. To enhance the satisfaction of representatives facing troublesome working conditions, it is essential for management to work on the overall working conditions.

5.2.2 Remuneration & promotion

The research indicated that 47.8% of the participants regard the remuneration and promotion policies of the Ghana Education Service as essential. This corresponds with Chamundeswari (2013), who highlighted the importance of organizations meeting their employees' needs and expectations through both monetary and non-monetary incentives, while also nurturing a corporate culture. Moreover, Raziq et al. (2015) discovered that timely and adequate compensation for services rendered indicates to employees that their efforts are appreciated. These findings corroborate Okoli's (2018) assertion of a positive correlation between job satisfaction and advancement opportunities, with promotion being a pivotal element in employee contentment. Similarly, Kabir (2014) concluded that employees value equitable promotion policies and practices, as they offer equal chances for progression based on individual capabilities and competencies, thereby fostering allegiance and productivity in the workplace.

5.3.3 Job itself

In relation to the job itself, a majority (51.9%) of the respondents disagreed, while 27.8% agreed with the items that sought their agreement or disagreement on this matter. These findings are consistent with the research by Kebede et al., (2017) which suggests that the perceived importance of the job performed by an employee can impact their satisfaction levels. Okoli (2018) also highlights the significance of the work environment in influencing an employee's decision to stay or leave an organization. Similarly, Saeed et al., (2013) found that the working environment plays a crucial role in determining employees' job satisfaction.

5.3 Leadership mostly used by head teachers

Bass and Avolio (2017) delineated three leadership styles: autocratic, democratic, and laissez-faire. The autocratic leader makes decisions independently, the laissez-faire leader grants subordinates decision-making autonomy without assuming a significant leadership role, and the democratic leader consults with subordinates before making decisions. It was presumed that all leaders could be classified into one of these three categories (Bass et al., 2017). The mean scores of the three evaluated leadership styles suggest that head teachers predominantly exhibit a democratic leadership style (3.49) compared to the other styles. Most teachers did not perceive their headmasters as employing a laissez-faire leadership style. Laissez-faire leadership, as defined by Mbiti (2017), is characterized by minimal intervention from the leader, allowing subordinates maximum freedom in decision-making processes.

However, the downside of laissez-faire leadership is the risk of neglecting oversight responsibilities and excessive reliance on subordinates. This leadership style is most effective when group members are highly skilled, motivated, and have a proven track record of excellence (Dampson, 2015). Respondents, predominantly teachers, viewed their headmasters as

exhibiting a more democratic rather than autocratic leadership style in school management. This perception was based on the democratic environment fostered by the headmasters, which encouraged diverse perspectives, input from various sources, and participation while still maintaining control and leadership. A proficient democratic leader recognizes the strengths of each team member and effectively elicits optimal performance from each, guiding and leading genuinely. Conversely, the laissez-faire leadership style grants employees decision-making authority, yet the leader remains accountable for the outcomes of those decisions (Dampson, 2015).

The study's findings align with those of Ezeuwa (2015), who observed that most school leaders adopted a democratic leadership style, treating staff as collaborators and involving them in decision-making and problem-solving. This concurs with the findings of Rizi, Azadi, Farsani, and Aroufzad (2015), who noted that employees were content with democratic leadership as their input was valued in decision-making processes. Similarly, Lewin (2015) found that democratic leadership was prevalent among school leaders as an effective style. Respondents reported that their school leaders employed a democratic leadership approach, fostering participation while retaining ultimate decision-making authority.

Certain teachers perceived that some headmasters embraced an autocratic leadership style in school management. The overall mean score for this leadership style slightly exceeded the threshold, indicating its prevalence among headmasters. Some headmasters may opt for this style due to its perceived effectiveness. Adeyemi (2016) asserted that teachers' job performance was superior in schools with principals practicing autocratic leadership compared to those employing democratic or laissez-faire styles. Similarly, Rizi et al. (2015) identified a significant correlation between autocratic leadership and teachers' job performance. These findings suggest

that in specific contexts, a more authoritarian leadership approach may lead to enhanced performance among subordinates, implying that some teachers may require more guidance from their principals to improve their job performance.

Adeyemi (2016) recommended that principals should utilize a combination of autocratic and democratic leadership styles in different situations to enhance teacher job performance. In specific circumstances, an autocratic approach may be suitable, while in others, a democratic approach may be more effective. Cheng (2017) noted that a leader's personality can influence their preferred leadership style. For example, an outgoing and assertive individual may choose to communicate directly with subordinates through face-to-face interactions or confrontations, either in a group or individual setting, which aligns with the democratic leadership style.

5.4 Factors that affect teachers job satisfaction

The teachers were questioned about the internal and external factors that influence job satisfaction in relation to research objective two. The study's findings categorized the factors contributing to employee job satisfaction in GES as either extrinsic or intrinsic.

5.4.1 Extrinsic factors

The extrinsic factors considered in the study included the working environment, monetary compensation, job security, and promotion opportunities. According to the study, 55.0% of the respondents agreed with the importance of these extrinsic factors in relation to their job satisfaction, while 34.4% disagreed. This aligns with the assertion made by Khan et al. (2021) that employees often expect their performance to be rewarded with increased pay, leading to higher job satisfaction. Job security refers to an employee's perception of the stability

of their employment situation. The findings support Chamundeswari's (2013) argument that there is a positive correlation between job security and employee job satisfaction, with employees feeling less satisfied when they perceive job insecurity.

5.4.2 Intrinsic factors

The study focused on intrinsic factors such as employee autonomy, decision-making, job feedback, recognition, and training. The results showed that 48.2% of respondents agreed and 32.9% disagreed with the statement regarding these intrinsic factors. This aligns with Nganzi's (2014) observation that employee autonomy is positively related to job satisfaction. Similarly, Narayan (2016) argued that employees who perceive opportunities for training and development are more satisfied with their jobs compared to those who do not. The findings also supported Khan et al.'s (2021) assertion that providing feedback to employees enhances job satisfaction by meeting personal goals and facilitating social comparisons of performance.

The study further confirmed Narayan's (2016) claim that employee loyalty and satisfaction increase when organizations recognize their work. This is consistent with Nganzi's (2014) argument that fostering a sense of belonging and promoting open communication among employees boosts job satisfaction. Training and development were identified as key contributors to employee job satisfaction, as stated by Khan et al. (2021), who highlighted that these initiatives improve employees' knowledge, skills, abilities, attitudes, and behavior, ultimately enhancing job satisfaction and performance. The study indicated that extrinsic factors significantly influenced teachers' job satisfaction.

5.5 Influence of heads leadership styles on teachers' job satisfaction

In summary, the study found a strong positive correlation between leadership style in schools and teachers' job satisfaction. When leaders meet the needs of teachers, management,

and administrators, job satisfaction increases for all parties involved. Additionally, leaders experience satisfaction when their subordinates achieve high levels of productivity. Job commitment, as defined by Narayan (2016), involves a strong belief in and acceptance of organizational goals and values, as well as a willingness to exert considerable effort.

These findings align with Kuloba's (2019) research, which showed that effective communication and delegation of duties by head teachers can enhance teacher performance. They also support Kingori's (2013) study, which found that different leadership styles impact various components of employee job satisfaction. Furthermore, Khan et al.'s (2021) findings suggest that the combined dimensions of leadership style can significantly influence teachers' performance.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.0 Introduction

This chapter provides an overview of the research study, summarizes the findings, draws conclusions based on the findings, and offers recommendations for educational practitioners and stakeholders.

6.1 Summary of findings

The main purpose of the study was to investigate the factors affecting job satisfaction of teachers in the Ghana Education Service in the Bosomtwe District, Ashanti Region. The study involved 153 teachers from eight purposely chosen schools in the locale. The study utilized quantitative approach with questionnaire as its main wellspring of data collection. The quantitative data were analyzed involving Statistical Package for Social Science (SPSS) instruments which included frequencies, percentages and measures of central inclination like means and standard deviations.

6.1.1 Level of job satisfaction among teachers

The primary aim of the study was to examine the determinants affecting the job satisfaction of teachers working within the Bosomtwe District of the Ashanti Region, specifically employed in the Ghana Education Service. The research comprised 153 teachers from eight designated schools within the district. A quantitative methodology was utilized, with

questionnaires serving as the primary tool for data collection. The quantitative data underwent analysis through Statistical Package for Social Science (SPSS) software, encompassing frequencies, percentages, and measures of central tendency such as means and standard deviations.

6.1.2 Leadership mostly used by head teachers

According to the responses from the participants regarding the leadership styles commonly employed by senior high school headmasters, teachers noted that the headmasters predominantly utilized a democratic leadership style, followed by an autocratic style. Teachers preferred the democratic leadership approach as it allowed them autonomy in decision-making through power delegation, participatory planning, effective communication, and collaborative decision-making with the school heads.

6.1.3 Factors that affect job satisfaction among basic school teachers

The study aimed to investigate the internal and external factors influencing teacher job satisfaction. It examined extrinsic factors such as working environment, pay, job security, and promotion opportunities, as well as intrinsic factors like autonomy, decision-making, feedback, recognition, and training. The results showed that 55.0% of respondents agreed and 34.4% disagreed with the extrinsic factors affecting their job satisfaction, while 48.2% agreed and 32.9% disagreed with the intrinsic factors.

6.1.4 Influence of heads leadership styles on teachers' job satisfaction

There was a strong positive correlation between the leadership style implemented in elementary schools and the job satisfaction of teachers in those schools. Specifically, the

democratic leadership style had a statistically significant value of $0.021 < 0.05$, suggesting that when democratic leadership is present, it impacts teachers' job satisfaction.

6.2 Conclusion

Job satisfaction refers to a broad sentiment regarding a job or an array of attitudes directed towards different facets of the job. The satisfaction of teachers in their jobs has been negatively impacted by various factors and needs to be improved through the implementation of effective induction programs and providing professional support to struggling teachers. The study found that teacher job satisfaction is influenced by factors such as the work environment, remuneration, promotion opportunities, and the nature of the job itself. The study concluded that remuneration, including promotions, salary, and benefits fairness, plays a key role in determining job satisfaction among basic school teachers. Money is an important factor as all staff members of the Ghana Education Service work to contribute to society and receive remuneration in return.

The study identified two types of job satisfaction variables: extrinsic factors, such as the work environment, pay structure, teamwork, job security, and promotion opportunities, and intrinsic factors, including teacher autonomy, recognition, meaningful work, responsibility, participation, contribution to the organization's vision and mission, and feedback on performance. Among these factors, the study found that extrinsic factors had the greatest impact on teacher job satisfaction.

The study highlighted the importance of the head teacher's leadership style in relation to teachers' job satisfaction. The research findings revealed that head teachers in the district utilized a variety of leadership styles in managing their schools, rather than sticking to just one.

This diverse approach to leadership was found to be beneficial in enhancing teachers' job satisfaction. The study emphasized that a combination of leadership styles is most effective in promoting job satisfaction among teachers. Overall, the study concluded that the head teacher's leadership style plays a crucial role in determining teachers' job satisfaction in basic schools.

Moreover, the research revealed a notable impact of employee job satisfaction on their performance. Most teachers acknowledged that their level of job satisfaction directly affects their work performance, evidenced by an overall mean score of 3.3. The study highlighted several dimensions of job satisfaction influencing performance, encompassing absenteeism, punctuality, work quality, creativity, adherence to GES policy, and goal attainment. Ultimately, the investigation confirmed a positive and substantial correlation between job satisfaction and teacher performance.

6.3 Recommendations

Based on the findings and conclusions of the study, the accompanying recommendations were made:

- i. The administration of GES should implement an equitable promotion policy that motivates teachers to pursue their designated objectives and enhances their satisfaction in aspiring for higher ranks or positions.
- ii. Management of GES ought to avoid putting a lot of emphasis and assets towards the extrinsic factors that teachers don't see as extremely satisfying. Instead, they ought to critically address and allocate more assets to those intrinsic factors that teachers accept highly influence their job satisfaction.

- iii. Ghana Education Service ought to create a total reward structure that incorporates something other than compensation. They ought to give training and advancement to all representatives to further develop abilities and knowledge.
- iv. School authorities, policymakers, Furthermore, it is imperative for society as a whole to ensure that factors contributing to the job satisfaction of teachers are maximized to the fullest extent, thereby optimizing their teaching performance to its peak potential across all educational institutions.

6.4 Suggestions for further studies

There is ample opportunity for additional research on the perceived factors influencing teachers' job satisfaction in the Ghana Education Service. The study indicates that further investigation is needed to gain a better understanding of the factors impacting teacher job satisfaction in the Ghana Education Service, including the challenges hindering improvements in teacher job satisfaction and the strategies to address these challenges within GES. This will allow researchers to draw more precise conclusions and provide policymakers with a better understanding of the status of teacher job satisfaction.

6.6 Limitations of the Study

The study was constrained by the methodology employed. A more thorough investigation using more robust statistical analysis would have provided a deeper insight into the factors influencing job satisfaction. The study faced common limitations associated with questionnaire-based research, including low response rates and variations in respondents' understanding of the concepts. To enhance the study, additional data collection methods such as interviews and case analysis could be incorporated.

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APPENDIX

RESEARCH QUESTIONNAIRE

I am a Master of Philosophy student of Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development. I am undertaking a research on the topic “*Factors influencing job Satisfaction among teachers in Ghana Education Service*”. All information provided in this study will be treated as confidential and your anonymity is assured.

SECTION A: DEMOGRAPHIC DATA

Instructions: *Please, tick the one that relates to you.*

A1. Gender

Male []

Female []

A2. Age of respondent

21 -30 years []

31 -40 years []

41 -49 years []

Above 49 years []

A3. Level of Education

SSCE/WASSCE []

Bed/Diploma []

BSc []

Masters []

A4. Years of service

1-5 years []

6-10 years []

11-15 years []

16-20 years []

Above 20 years []

SECTION B: LEVEL OF JOB SATISFACTION AMONG BASIC SCHOOL

TEACHERS

Please indicate your level of agreement or disagreement to the following statement on the level of job satisfaction among instructors by ticking (√) the number on 5-point likert scale using the following keys; 1=Strongly Disagree, 2=Disagree, 3=Uncertain, 4=Agree, and 5=Strongly Agree.

Statements	Responses				
	1	2	3	4	5

Work environment on job satisfaction					
1. Favorable working hours results into teachers job satisfaction					
2. Positive organizational politics promotes teachers job satisfaction					
3. Healthy and safety of teachers is critical to Ghana Education Service					
4. Availability of teaching and learning materials enhance teachers job satisfaction					
Remuneration & promotion on job Satisfaction					
1. Ghana Education Service benefit system is fair					
2. Ghana Education Service teacher salary is at par with their position					
3. There is good promotion opportunities for all teachers					
4. Teachers number of years in service, courses attended and not having disciplinary issues increase their promotional prospects					
5. Prospects in GES is very limited for teachers					
Job itself					
1. Ghana Education Service has flexible curriculum					
2. Ghana Education Service has flexible school timetable					
3. Autonomy to perform own duties with no interference					
4. Ghana Education Service has moderate working hours					
5. Communication network between staff members and the administration					

SECTION C: SECTION B: LEADERSHIP STYLE OF THE HEAD TEACHERS

1. Which of the leadership style does your headmaster use in administrating the school?

- a. Democratic []
- b. Autocratic []
- c. Laissez-faire []

2. Instructions: Please, tick (✓) the appropriate your agreement and disagreement, Strongly agree (SA), Agree (A), Uncertain (U), Strongly disagree (SD) and Disagree (D).

s/n	Statement	SA	A	U	SD	D
1	My headmaster invites teachers to participate in the decision-making process.					
2	My headmaster gives me the chance to share in setting the schools vision.					
3	Teachers have enough freewill to make their own choices when assigned responsibility.					
4	My headmaster creates chances for the teachers to share ideas and experiences					
5	My headmaster delegates some of his responsibilities to his teachers.					
6	The headmaster leads as a dictator but not as a friend.					
7	Decisions regarding school progress are solely made by the head of school and the governing body.					
8	My headmaster acts without consulting teachers.					
9	My headmaster sets goals for teachers' performance without their inputs.					
10	My headmaster says things that hurt teachers' personal feelings.					
11	My head promotes innovation culture and gives a chance to teachers to be creative.					
12	Teachers in my school take actions which not sanctioned by the headmaster					
13	Teachers easily discuss school problems and convince the headmaster to accept.					
14	Teachers have the chance to openly express their feelings without control of the headmaster					
15	There is lack of sense of direction towards attainment in school affairs					

**SECTION D: INTERNAL AND EXTERNAL FACTORS THAT ATTECT TEACHER’S
JOB SATISFACTION**

Extrinsic factors that influence job satisfaction are those that are determined by the external surroundings of the teacher and intrinsic factors that influence job satisfaction refer to those factors arising from within the employee. The following statements best describe the major extrinsic and intrinsic factors that influence teacher job satisfaction in GES. Please indicate your level of agreement or disagreement to the following statement on the level of job satisfaction among instructors by ticking (√) the number on 5-point likert scale using the following keys; 1=Strongly Disagree, 2=Disagree, 3=Uncertain, 4=Agree, and 5=Strongly Agree.

Statements	Responses				
	1	2	3	4	5
Extrinsic factors					
1. The working environment in the organisation has an influence on my level of job satisfaction					
2. The monetary pay and remuneration structure of GES has an impact on my job satisfaction level.					
3. The degree to which the GES embraces team cooperation has an influence on my job satisfaction.					
4. The extent to which job security exists in my current job has had an impact on my satisfaction.					
5. The degree to which promotion opportunities exist in my line of employment affects my level of job satisfaction.					
Intrinsic factors					
6. The degree to which employee autonomy (independence) exists in GES has had an impact on my overall satisfaction					
7. Being involved in the decision making process of the school influences my level of job satisfaction					

8. Attaining constant job feedback on my level of performance influences how much I am satisfied with my job					
9. Recognition or the level at which I feel realized, valuable and appreciated influences my job satisfaction level.					
10. The extent to which I believe I am being trained and developed by the organisation impacts my job satisfaction					

SECTION E: INFLUENCE OF HEAD TEACHER ON JOB SATISFACTION

The respondents were requested to rate each how which leadership style of the head influence their job satisfaction.

1. Which of the leadership style does your headmaster use in administrating the school?
 - a. Democratic []
 - b. Autocratic []
 - c. Laissez-faire []