

# Relationship between Demographic Characteristics and Job Satisfaction of Senior High School Teachers in the Bolgatanga Municipality of Ghana

Andrews Baba Agebure

Department of Agricultural Engineering, Bolgatanga Polytechnic, PO Box767, Bolgatanga, Ghana  
E-mail: ndrwsbb783@gmail.com

## Abstract

The purpose of this study is to find out whether the demographic characteristics and job satisfaction of trained teachers in senior high schools in the Bolgatanga Municipality of Ghana are related. A fourteen item questionnaire was used to collect data from 66 randomly selected trained teachers in senior high schools in the Bolgatanga Municipality. The gathered data were analysed using percentages, frequency counts, chi-square, and Pearson's correlation coefficient. The study revealed that trained teachers in senior high schools in the Bolgatanga Municipality were not satisfied with their work in totality. However, they found satisfaction in some aspects of their job such as the way the school heads treat them, the acceptance and love they enjoyed from their colleagues, the freedom they had to make and implement work decisions, the successes they earned on the job, and the extent to which they account to their school head for their performance on the job and the chance to be sponsored for further studies. Also, their demographic characteristic, such as age, level of education, and years of teaching experience, were found not to be related to job satisfaction.

**Keywords:** Demographic characteristics and Job satisfaction

## 1. Introduction

The success of a nation's schools largely depends on the quality of the teachers who man them (Dove, 1986). As a result, Ghana has made tremendous efforts in expanding its teacher training institutions and improving the quality of its teacher education to meet the needs of its secondary schools (now senior high schools) (Government of Ghana [GOG], 200). Since independence, Ghana has established two public teacher training universities (University of Cape Coast and University of Education of Winneba) to train graduates to man its senior secondary schools. These Universities have increased their enrollment of students via sandwich and distance education programmes in addition to their full-time programmes. Apart from this, they have also upgraded their programme to meet the needs of senior high schools. Moreover, they have, over the years, successively produced graduates who hold Secondary Degree, Post-graduate Diplomas/Certificates, first Degrees, Diplomas, and/ or Certificates (Antwi, 1992).

Yet, it is sad to note that Ghana is still finding it increasingly difficult to retain majority of its trained teachers in its public senior secondary schools due to teacher attrition. Therefore, many of its senior high schools are staffed with both trained and untrained teachers. For instance, in the 1999/2000 academic year, there were 474 public senior secondary schools in Ghana with staff strength of 10,791 teachers of which 5,461 were trained teachers while 5,330 were untrained teachers (GOG, 2002). After eight years, the situation is still not different (GOG, 2002). Several factors are said to account for this situation. Adesina (1990) found that people are not attracted to the teaching profession because of under-payment as compared to the private sector, poor promotion prospects, poor condition of service, and lack of encouragement from government are also posed as causes. He further explained that some teachers are withdrawing from the teaching profession for reasons of marriage, general dissatisfaction with the teaching profession, the desire to enter another type of work because of better financial incentives or failure to perform or job dissatisfaction. Although these findings were obtained in a different cultural setting, they appear to be prevailing in Ghana. In addition, Bame (1991) revealed that inadequate or poor salary, lack of opportunity for promotion, and low prestige in teaching are factors that drive teachers out of the teaching profession. From the aforementioned factors, one major factor that is perceived to be causing the attrition of teachers in senior high schools is job dissatisfaction in terms of pay, promotion, prestige among others. Hellriegel, Jackson and Slocum (1999) stated that job dissatisfaction is related to high absenteeism, high turnover, and low commitment of employees [teachers] to their work.

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

education to understand teachers' work attitude and provide the needed strategy for attracting and retaining teachers in schools. This is the major impetus behind this study.

#### 1.1 Statement of the Problem

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

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

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

#### 1.3 Purpose of the Study

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

#### 1.4 Research Hypotheses

The study is designed to test the following hypotheses:

Ho: there is no relationship between job satisfaction and gender of teachers in senior high schools in the Bolgatanga Municipality.

Ho: there is no relationship between job satisfaction and age of teachers in senior high schools in the Bolgatanga Municipality

Ho: there is no relationship between job satisfaction and level of education of teachers in senior high schools in the Bolgatanga Municipality

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

## 2. Empirical Studies

### 2.1 Gender of Teachers and Job Satisfaction

Studies show that gender of teachers has an effect on their job satisfaction. Herberg, Mausner, Peterson, and Capwell (1957) revealed that males are more satisfied with their jobs than females. This is supported by You-Kyung (2004) who found that women are less satisfied with earnings on the job than men. On the opposite, Clark (1996) earlier found that women are more satisfied with their job than men. Fincham and Rhodes (2005) and Narayana and Rao (2000) confirmed this finding when they stated that women show significantly higher job satisfaction than men. Spector (1997) stated that female teachers are more satisfied with their relationship with executive colleagues than their male counterparts. Aslo, Koustelios (2001) revealed that female teachers are more satisfied with their working condition than their male counterparts. Further more, De Nobile and McCormick (2006) found that female teachers are more satisfied with work itself than their male counterparts. This is corroborated by Macmillan (2008) who found that female teachers are more satisfied with the respect the public accord their professional role than their male counterparts. On the contrary, Kim (2000) earlier stated that there is no clear gender differences in job satisfaction. Weaver (2000) stated that when pay, job level, promotional opportunity, and social norms are held constant, the gender differences in job satisfaction disappear. Further research is, therefore, needed to make certain of this association.

### 2.2 Age of Teachers and Job Satisfaction

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

Harris (2006) found that teachers' satisfaction with their relationship with colleagues and supervisors increases with age. Crossman and Harris (2006) further reveal that teachers aged between 31 and 40 years are more satisfied with their relationship with colleagues than those aged between 20 and 30 years. Also, they stated that teachers' aged over 50 years are more satisfied with their relationship with their principals than those aged between 20 and 30 years old. Hence, there is the need for more studies to establish this relationship.

### 3.3 Academic Qualification and Job Satisfaction

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

### 3.4 Years of Teaching and Job Satisfaction

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

## 3. Methodology

### 3.1 Research Design

The research design for this study is a correlation study. It seeks to establish the relationship between the demographic characteristics and job satisfaction of trained teachers in public senior high schools in the Bolgatanga Municipality of Ghana. The researcher's choice of a correlation study is informed by its strength in ascertaining the association and direction between variables of interest. Apart from this, it enables the researcher to use a questionnaire whose items are standardized (Fraenkel and Wallen, 2000).

### 3.2 Population, Sample and Sampling Procedure

The population of this study comprised all teachers in Ghana. The target population constituted 410 teachers in the senior high schools in the Upper East Region [Bolgatanga] of Ghana as at 2007/2008 school session. An accessible population of 80 trained teachers was drawn from a sampling frame of staff registers of teachers of all schools involved, namely, Bolgatanga Girls senior high school, Zamse senior high secondary/technical school, and Zuarungu senior high school. This accessible population was made up of 15, 50, and 15 trained teachers drawn from Bolgatanga Girls senior high school, Zamse senior high secondary/technical school, and Zuarungu senior high school respectively. With an accessible population of 80 trained teachers, a sample size of 66 trained teachers was chosen using Krejcie and Morgan's (1970) table for determining a sample size from a given population. This sample represented 83% of the accessible population. The individuals comprising the sample were stratified and randomly selected for the study. Stratified and random samplings were used to ensure that all individual members of the sample have an equal chance of being selected for the study (Fraenkel and Wallen, 2000).

### 3.3 Instrument

The instrument for data collection is a 14 item job satisfaction questionnaire [JSQ] designed by the researcher. It consists of two sections, namely, section A and section B. Section A contains four items which seek to measure the respondents' demographic characters such as age, gender, level of education attained, and years of teaching experience. The variable (age) is categorised: 18-28yrs[1], 29-39yr[2], 40-50yrs[3], 51-61yrs[4], and 62 or more[5]. Also, gender has the categories: male[1] and female[2]. The level of education is in the categories: Certificate [1], Diploma [2], First Degree [3], Second Degree [4], and Doctorate [5] while the years of teaching experience had the categories: 5yrs or less[1], 6-11years[2], 12-17yrs[3], 18-23yrs[4], and 24 or more years[5]. On the other hand, section "B" is the Job Satisfaction Scale [JSS] and consists of 10 Likert scale items which tapped information on institution and administrative policies, supervision, interpersonal relations, salary,

working conditions, work itself, achievement, recognition, responsibility, and advancement. Each item had five response options: extremely satisfied[5], satisfied[4], uncertain[3], dissatisfied[2], extremely dissatisfied[1].

#### 3.4 Validity and Reliability of Instrument

The instrument was validated by giving copies of the questionnaire to some teachers of Human Resource Management to judge whether the items would serve the purpose for which they were constructed and whether the items were adequate enough. The Job Satisfaction Scale [JSS] of the questionnaire was subjected to reliability test using the Cronbach alpha of the Statistical Package for Social Science [SPSS 12.0]. The JSS had a Cronbach alpha of 0.711.

#### 3.5 Data Analysis Procedure

Frequency counts, percentages, chi-square test for independence, and Pearson's correlation coefficient were used to analyze the data collected. This formed the basis of this report.

#### 4. Data collection procedure

The researcher first sought permission from the school heads to administer the questionnaires to the teachers involved. The researcher then gave the questionnaire to the trained teachers and received them personally. A return rate of 100% was obtained.

### 5. Findings and Discussions

#### 5.1 Background Characteristics of the respondents

Data analysis using simple percentage count indicated that, out of the sixty-six respondents who constituted the sample, 75.8 % were males and 24.2 % were females. It is also observed that 4.5 % of the respondents aged between 18-28 yrs. Moreover, 60.6 % aged between 29-39 yrs. In addition, 27.3 % of the respondents aged between 40-50 yrs while 7.6 % of the respondents aged between 51-61 yrs. No respondent aged between 62 yrs or more. Also, 7.6 % of the respondents held Diploma. It is noticed that 81.8 % of the respondents held first Degree and 4.5 % of the respondents held post-graduate certificate/Diploma while the remaining 6.1 % of the respondents possessed Second Degree. Furthermore, 16.7 % of the respondents had five years experience or less experience in teaching. It is found that 25.8 % of the respondents had taught for periods ranging between 12-17 yrs and 15.2 % of the respondents had work between 18-13 yrs while the rest 10.6 % of the respondents had 24 yrs or more teaching experience.

**5.2 Hypothesis one:** there is no relationship between job satisfaction and gender of teachers in senior high schools in the Bolgatanga Municipality. In testing hypothesis one, the items of job satisfaction such as teachers' satisfaction with condition of service, the way the school heads treat them, the acceptance and love they enjoyed from their colleagues, the salary they earned, the state of the equipment they used to perform their job, the freedom they had to make and implement work decisions, the successes they earned on the job, the respect the public accorded the teaching profession, the extent to which they account to their school head for their performance on the job, and the chance to be sponsored for further studies were each correlated with gender. Chi-square test for independence was computed for each item and the chi-square values ( $X^2$  value) and associated probability value (p-value) were then used to ascertain the statistical significance of the relationship.

**5.2.1 The result for sub-hypothesis one-**there is no relationship between teachers' satisfaction with condition of service and gender-revealed that 86% of the male teachers and 87.5% of the female teachers were both not satisfied with the condition of service which they enjoyed. Comparing the proportions of male teachers and female teachers who were not satisfied, female teachers were slightly more represented in the not satisfied category [group] than their male counterparts (87.5% as opposed to 86%). Chi-square test for independence showed an  $x^2$ -value of 0.023 and a p-value of 0.879 at 5% level. This indicated no significant association between condition of service and gender at 5% level. This means that, irrespective of gender, the teachers were not satisfied with their condition of service. This finding suggests that better conditions of service are essential for teachers' job satisfaction. This finding is in contrast with Koustelios (2001) who found that female teachers are more satisfied with their working conditions of service than their male counterparts. The possible explanation for this variation in findings may stem from the similar conditions of service to which both male teachers and female teachers in Ghana Education Service enjoy without much discrimination on the basis of gender.

**5.2.2 The result for sub-hypothesis two-**there is no relationship between teachers' satisfaction with the way the school heads treat them and gender- showed that 60% of the male teachers and 56% of the female teachers were satisfied with the way the school heads treat them. It is also clear that male teachers were slightly more represented in the satisfied group than their female counterparts (60% as opposed to 56%). However, chi-square test for independence showed an  $x^2$ -value of 0.071 and a p-value of 0.791 at 5% level. This indicated that there is no significant gender difference in teachers' satisfaction with the way the school heads treat them at 5% level to suggest a relationship. That is, disregarding gender, most teachers were satisfied with the way their school heads treat them. This contradicts Spector (1997) who found that female teachers are more satisfied with their relationship with their executive colleagues than their male counterparts. Further research is, thus, recommended

to ascertain the factors responsible for the indifference in teacher treatment in secondary schools in Ghana.

**5.2.3 The result for sub-hypothesis three-** there is no relationship between teachers' satisfaction with the acceptance and love they enjoyed from their colleagues and gender- indicated that 88% of male teachers and 75% of female teachers were both satisfied with the acceptance and love they enjoyed from their colleagues. Looking at the proportions of male teachers and female teachers who were satisfied, the male teachers represented 88% while their female counterparts constituted 75%. The computed chi-square test for independence indicated an  $\chi^2$ -value of 1.593 and a p-value of 0.207 at 5% level. The chi-square test for independence revealed no significant difference in the way male teachers and female teachers felt about the acceptance and love they enjoyed from their colleagues at the 5% level. That is, regardless of gender, the teachers were satisfied with the acceptance and love they enjoyed from their colleagues. This implies that both male teachers and female teachers want their job to provide some sort of affiliation. This is supported by Dilworth (1991) who explained that such affiliation fulfills the teachers' need for acceptance, love, and being part of a group. Onu, Madukwe and Agwu (2005) noted that interpersonal relationship among teachers positively influences their job satisfaction.

**5.2.4 The result for sub-hypothesis four-** there is no association between teachers' satisfaction with the salary they earned and gender- found that 92% of male teachers and 94% of female teachers were not satisfied with the salary they earned. Comparing the representations of male teachers and female teachers in the not satisfied group, it is clear that female teachers were slightly more represented in the group than their male partners (94% as opposed to 92%). The chi-square test for independence revealed an  $\chi^2$ -value of 0.053 and a p-value of 0.818 at 5% level. The chi-square test for independence revealed that teachers do not differ in the responses on the basis of gender at the 5% level. Hence, satisfaction with salary is independence of gender. That is, disregarding gender, teachers were not satisfied with the salary. This suggests that teachers perceive salary as a key contributor to their job satisfaction. This is confirmed by Kyriacou and Sutcliffe (1979) who noted that inadequate salary creates distress that undermines job satisfaction. Cascio (1992) stated that a pay system should be able to fulfill the basic needs of employees. In contrast of the finding, You-Kyung (2004) found that women are less satisfied with their earning on the job than men. The possible explanation for this contrast in finding could be that, today, majority of the female teachers are holding certificates and taking jobs and occupying positions similar to those of their male counterparts. As a result, they enjoy approximately equal benefits, thus the indifference in attitude.

**5.2.5 The result for sub-hypothesis five-** there is no association between teachers' satisfaction with the state of the equipment they used to perform their job and gender- revealed that 82% of male teachers and 81% of female teachers were not satisfied with the state of the equipment they used to perform their work. Comparing the representations of male teachers and female teachers in the not satisfied group, it is clear that the male teachers and their female counterparts do not differ much in their representations (82% as opposed to 81%). The chi-square test for independence showed an  $\chi^2$ -value of 0.005 and a p-value of 0.946 at 5% level. Thus, the computed chi-square test for independence revealed no significant gender difference in teachers' satisfaction with the state of the equipment they used to perform their job at the 5% level. In conclusion, satisfaction with the state of the equipment used to perform one's job is independent of gender. This result implies that both male teachers and female teachers attach equally great importance to the equipment they used in performing their job as a source of their satisfaction.

**5.2.6 The result for sub-hypothesis six -** there is no relationship between teachers' satisfaction with the freedom they had to make and implement work decisions and gender- indicated that male teachers were more satisfied with the freedom to make and implement work decisions than their female partners (56% as opposed to 44%). However, the chi-square test for independence found an  $\chi^2$ -value of 0.730 and a p-value of 0.393 at the 5% level. The chi-square test for independence indicated no significant gender difference in responses at the 5% level. Hence, it was concluded that teachers' satisfaction or lack thereof, with the freedom to make and implement work decisions is independent of gender. This finding implies that both male teachers and female teachers see their involvement in making and implementing work decision as a key factor responsible for their job satisfaction. This is supported by Hellriegel, Jackson Slocum (1999) who stated that when employees actively participate in making and implementing work decisions they develop a high sense of involvement and commitment toward a job and build a positive work attitude toward attainment of desired result. Further research involving a sample of both trained and non-trained teachers is recommended to establish any relationship.

**5.2.7 The result for sub-hypothesis seven-** there is no relationship between teachers' satisfaction with the successes they earned on the job and gender- found that male teachers were more satisfied with the success they earned on the job than their female partners (60% as opposed to 44%). Yet, chi-square test for independence indicated an  $\chi^2$ -value of 1.299 and a p-value of 0.254 at the 5% level. The computed chi-square test for independence showed no significant gender difference at the 5% level. Thus, it was concluded that gender is independent of success earned on a job. This finding implies that the fulfillment derived from successfully executing a job contributes greatly to the job satisfaction of both male teachers and female teachers. Hellriegel, Jackson and Slocum (1999) confirmed this when they explained that employees (teachers) fulfill their sense of mastery when they successfully perform a task to its successful completion and given timely feedback on

performance. This results in job satisfaction.

**5.2.8 The result for sub-hypothesis eight-** there is no association between teachers' satisfaction with the respect the public accorded the teaching profession and gender- revealed that 80% of male teachers and 81% of female teachers were both not satisfied with the respect the public accorded the teaching profession. Comparing the proportions of male teachers and female teachers who were not satisfied, the representation of the female teachers in the not satisfied group did not differ much from their male counterparts (81% as opposed to 80%). A computation of chi-square test for independence showed an  $\chi^2$ -value of 0.012 and a p-value of 0.913 at the 5% level. Chi-square test for independence revealed no significant gender difference at the 5% level. That is, both males and female teachers are peeved by the respect the public accorded them. This is confirmed by Adesina (1990) who noted that teachers are accorded relatively little recognition by the public especially in Africa including Ghana to which Bolgatanga is not excluded. This implies that both males and female teachers identify public respect for their professional role as teachers as a major contributor to their job satisfaction. Agyemang (1986) earlier explained that the social prestige associated with a job strongly influences the employees' [teachers'] satisfaction with the job. The finding contradicts Macmillan (2008) who found that female teachers are more satisfied with the respect accorded their professional role as teachers than their male counterparts. One possible explanation for this variation in findings could be attributed to the difference in choice of needs that teachers expect their job to fulfill. For instance, Bennet (1994) found that employees in developing countries including Ghana place emphasis on the fulfillment of their lower-order needs while their counterparts in developed countries work to fulfill their higher-order needs. Hence, teachers in developing country such as Ghana, regardless of their gender, attach great importance to the respect the public accorded their job as a correlate for their job satisfaction because such recognition increases their self-confidence and job satisfaction.

**5.2.9 The result for sub-hypothesis nine-** there is no association between teachers' satisfaction with the extent to which they account to their school head for their performance on the job and gender- The male teachers were more satisfied with the extent to which they account to their school head for their performance on the job than their female counterparts (56% as opposed to 44%). In spite of this difference in attitude, chi-square test for independence indicated an  $\chi^2$ -value of 0.874 and a p-value of 0.350 at the 5% level. The computed chi-square test for independence revealed no significant gender variation in the responses at the 5% level to suggest the existence of any meaningful relationship between the variables. This finding implies that accountability of performance to superior is of equal importance for both male teachers' and female teachers' satisfaction with their job. Gold (1994) noted that teachers who are held liable for their success or failures on their job exhibit a high level of interest and commitment in its execution and derived job satisfaction.

**5.2.10 The result for sub-hypothesis ten-** there is no relationship between teachers' satisfaction with the chance to be sponsored for further studies and gender- indicated that 80% of male teachers and 69% of female teachers were satisfied with the chance to be sponsored for further studies. A comparison of percentages of the male teachers and the female teachers in the satisfied category [group] showed that more male teachers were satisfied with the chance to be sponsored for further studies than their female counterpart (80% as opposed to 69%). But, Chi-square test for independence showed an  $\chi^2$ -value of 0.213 and a p-value of 0.645 at the 5% level. This computed chi-square test for independence indicates no significant gender differences in satisfaction at the 5% level. It was, consequently, concluded that the chance to be sponsored for further studies is independent of gender. This implies that both male teachers and female teachers see their opportunity in enjoying study leave as a key factor for their job satisfaction. This is because teachers perceived the pursuance of further education as an opportunity to assume greater responsibility and authority, which is rewarded with higher pay, benefits, and personal growth.

**5.3 Hypothesis two:** there is no relationship between job satisfaction and age of teachers in senior high schools in the Bolgatanga Municipality. In testing hypothesis two, the items of job satisfaction were correlated with age using Pearson's correlation as showed in table one. The results showed that age is not significantly related to any of the items of job satisfaction. Consequently, it was concluded that job satisfaction is not related to age. This finding is in contrast to Kalleberg and Loscocco (1998) who stated that chronological age differences significantly affect job satisfaction. Narayana and Rao (2000) further revealed that older workers are more satisfied with their job than younger workers. The possible explanation for this contradiction in findings could be that the condition of service and scheme of work of Ghana Education Service provide approximately equal benefits and opportunities for male teachers and female teachers. Another possible explanation could be that the teachers have some common needs which they work to satisfy irrespective of their age differences. Maslow (1943) identified such common needs as low order-needs which include the need for food, water, air, activity, rest, shelter, and warmth; the need to be free from pain, illness and danger, and the need for friendship, love, acceptance, conversation and to be part of a group. Bennett (1994) who found that, in developing countries including Ghana, the desire of majority of teachers to work stem from their quest to fulfill their lower-order needs which are fundamental to all irrespective of age while, in developed countries, teachers work to

satisfy their higher-order needs.

Table 1

Correlation of Facets of Job Satisfaction with age (n=66)		
Items[facets] of job satisfaction	Correlation	P-Value
Condition of service of your job in comparism to similar profession	0.039	0.755
The way the school heads treat you	0.222	0.074
The acceptance and love they enjoyed from their colleagues	0.043	0.734
Your salary and the work you do	-0.120	0.336
State of the equipment you used to perform your job	-0.120	0.336
The fredom you have to make and implement work decisions	-0.113	0.367
The successes you earned on the job	-0.090	0.471
The respect the public accords your job		
The extent to which you account to your school head for their performance on your job	-0.145	0.245
	-0.079	0.527
The chance to be sponsored for further studies	-0.027	0.832

Note: n=Number of respondents

\*\* = P < 0.01 level

\* = p < 0.05 level

**5.4 Hypothesis three:** there is no relationship between job satisfaction and level of education of teachers in senior high schools in the Bolgatanga Municipality. In testing hypothesis three, the items of job satisfaction were correlated with level of education using Pearson's correlation as showed in table two. The results indicated that level of education is not significantly related to any of the items of job satisfaction. Consequently, it was concluded that job satisfaction is not related to level of education. This contradicts Berns (1989) who found that teachers with master Degrees were more satisfied with teaching than teachers with only Bacher Degrees. The possible reason for such contracts in finding may stem from the equal treatment of teachers, irrespective of their level of education, could be responsible for the dissatisfaction among teachers who possesses second degrees in Ghana Education Service.

Table 2

Correlation of Facets of Job Satisfaction with Level of Education attained (n=66)		
Items[facets] of job satisfaction	Correlation	P-Value
Condition of service of your job in comparism to similar professions	-0.184	0.139
The way the school heads treat you	0.142	0.255
The acceptance and love they enjoyed from their colleagues	0.106	0.397
Your salary and the work you do	0.059	0.640
State of the equipment you used to perform your job	0.165	0.184
The fredom you have to make and implement work decisions	0.029	0.816
The successes you earned on the job	0.036	0.773
The respect the public accords your job	-0.134	0.283
The extent to which you account to your school head for their performance on your job	0.162	0.195
The chance to be sponsored for further studies	-0.182	0.143

Note: n=Number of respondents

\*\* = P < 0.01 level

\* = p < 0.05 level

**5.5 Hypothesis four:** there is no relationship between job satisfaction and years of teaching experience of teachers in senior high schools in the Bolgatanga Municipality. In testing hypothesis four, the items of job satisfaction were correlated with years of teaching experience using Pearson's correlation as indicated in table three. The results showed that years of teaching experience is not significantly related to any of the items of job satisfaction. Consequently, it was concluded that job satisfaction is not associated to years of teaching experience. This finding is corroborated by Dinham and Scott (1996) who found that no relationship exists between the length of service of employee and their job satisfaction. This implies that both the long -service and the short-

service teachers [employees] may be striving for the satisfaction of similar needs. In contrast, Klecker and Loadman (1997) revealed that job satisfaction decreased with the number of years a person has been on the job. One possible explanation for this variation in finding could be attributed to differences in work culture between countries.

Table three

**Correlation of Facets of Job Satisfaction with Years of Teaching Experience (n=66)**

Items[facets] of job satisfaction	Correlation	P-Value
Condition of service of your job in comparism to similar profession	0.044	0.725
The way the school heads treat you	0.087	0.490
The acceptance and love they enjoyed from their colleagues	0.098	0.435
Your salary and the work you do	-0.066	0.600
State of the equipment you used to perform your job	-0.023	0.858
The fredom you have to make and implement work decisions	-0.074	0.556
The successes you earned on the job	-0.113	0.368
The respect the public accords your job	-0.092	0.464
The extent to which you account to your school head for their performance on your job	-0.082	0.512
The chance to be sponsored for further studies	-0.090	0.473

Note: n=Number of respondents

\*\* = P < 0.01 level

\* = p < 0.05 level

## 6. Conclusion

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

## REFERENCE

- Adesina, S. (1990). *Educational management*. Enugu: Fourth Dimension Publishing Co. Ltd.
- Agyemang, D.K (1986). *The sociology of education for Africa students*. Accra: Black Mask.
- Antwi, M.K. (1992). *Education, society, and development*. Accra: Unimax Publishers Limited.
- Bame, K.N. (1991). *Teacher motivation and retention in Ghana*. Accra: Ghana University Press.
- Bateman, T.S & Snell, S.A. (2004). *Management: The new comparative landscape*. (6<sup>th</sup> ed.). Boston: McGraw-Hill.
- Bedian, A., Ferris, G., & Kacmar, M. (1992). Age, tenure, and job staisfaction: Atale of perspective. *Journal of vocational Behaviour*. 40(1), 33-48.
- Bennet, R. (1994). Demographic characteristics and job satisfaction of teachers. *Journal of Manangement Pyschology*. 18 (4), 367-378.
- Berns, R.G. (1989). *Job satisfaction of vocational education teachers in NorthWest Ohio*. Bowling Green, OH: Bowling Green State University.
- Berry, L.M. (1997). *psychology at work: an introduction to industrial and organizational psychology*. (2<sup>nd</sup> ed.). Boston: McGraw-Hill.
- Blaikie, N. (2003). *Analyzing quantitative data*. (1<sup>st</sup> ed.). London: SAGE Publication Ltd.
- Brown, G.M (1996). *Keeping score: Using the right metrics to drive world class performance*. New York: Quality Resource Centre.
- Compbell, R.F., Raphael, E.M, & Nystrand, O.R. (1977). *Introduction to educational administration*. (5<sup>th</sup> ed.). London: Allyn and Bacon Inc.
- Cascio, F.W. (1992). *Managing human resources: productivity, quality of work life, and profit*. New York: McGraw-Hill, Inc.
- Clark, A.E. (1996). Job satisfaction in Britian. *Britist Journal of industrial relations*, 34(2):189-217.
- Clark, A.E. & Oswald, A.J. (1996). Satisfaction and comparism income. *Journal of Public Economics*, 1, 360-382.
- Commonwealth secriatariat, (1993a). *Better schools resource material for school heads: Managing the curriculum and resources Module 1*. London: Marlborough House.



- Commonwealth secretariat, (1993b). *Better schools resource material for school heads: Managing the curriculum and resources Module 1*. London: Marlborough House.
- Crossman, A. & Harris, P. (2006). Job satisfaction of secondary school teachers. *Educational management, Administration and Leadership*, 35(1): 28-48.
- Davis, K. (1988). *Human behaviour at work: human relations and organizational behaviour*. (5<sup>th</sup> ed.). New York: McGraw-Hill.
- De Nobile, T.T. & Mc Cormick, J. (2006). Biographic differences and job satisfaction of Catholic primary school staff. *Annual Conference of the Australian Association for research in Education*. Nov:25-32.
- Dilworth, J. (1991). *Operations management: Design, planning, and control for manufacturing and service*. New York: McGraw Hill.
- Dinham, S. & Scott, C. (1996). Teacher satisfaction, motivation, and health: Phase one of teachers 2000 project. *Paper Presented at Annual Meeting of American Research Association*. New York.
- Doudu, F.W.K. (2001). *The school administrator*. Winneba: Artedu Publication.
- Dove, A.L. (1986). *Teacher and teacher education in developing countries*. London: Croom Helm.
- Farrant, J.S. (1985). *Principles and practice of education*. Singapore: Singapore Publishers Ltd.
- Finchan, R. & Rhodes, P.S. (2005). *Principles of organizational behaviour*. (4<sup>th</sup> ed.). Oxford: Oxford University Press.
- Fraenkel, J.R. & Wallen, N.E. (2002). *How to design and evaluate research in education*. (4<sup>th</sup> ed.). Boston: McGraw-hill Higher Education.
- Gerhart, B., Hollenbeck, J.R. & Wright, P.M. (1999). Human resource management. *Business Week Edition*. 30(2):35-44
- Ghna, Government of Ghana, (2002). *Meeting the challenges of education in the twenty first century: Report on the president's committee on review of education reforms in Ghana*. Accra: Adwinsa Publication (GH).
- Gold, B.A. (1994). *Exploring organizational behaviour*. New York: Harcourt Brace College Publishers.
- Grady, T.L (1985). Job satisfaction of agriculture teachers in Louisiana. *The Journal of The American Association of Teacher Educators in Agriculture*, 20(3):70-85.
- Gurbuz, A. (2007). The effect of education level on job satisfaction from tourism sector point of view. *Journal of Educational Research*, 9(1):35-45
- Hackman, J.R & Oldham, G.R. (1976). Motivation through the design of work: Test of a theory. *Organizational Behaviour and Human Performance*, 16(2):250-280.
- Hellriegel, D., Jackson, S.e., & Slocum, J. (1999). *Management*. (8<sup>th</sup> ed.). Ohio: South Western College Publishing.
- Herzberg, F., Mausner, B., Peterson, R.O., Capwell, F. (1957). *Job attitude: Review of research and opinion*. Pittsburgh. P.A: psychological Service.
- Herzberg, F., Mausner, B., 7 syndermen, B.B. (1959). *Motivation to work*. (2<sup>nd</sup> ed.). New York: John Wiley & Sons.
- Kaldenberg, D.O. & Regrut, B.A. (1993). *Do satisfied patients depend on satisfied employees?* South Bend: Ganey Association Press.
- Kalleberg, A & Loscoco, K.A. (1998). Aging, values, and rewards: explaining age differences in job satisfaction. *American Sociological review*, 48(4):6-10.
- Keung-Fai, J.W. (1996). Job satisfaction of Hong-Kong secondary school teachers. *Educational Journal*, 24(2):16
- Kim, S. (2000). Gender differences in the job of public employees: A study of Seoul Metropolitan Government, Korea. *Gender roles. Journal of Research*, 30(3):6-10
- Koustelios, A.D. (2001). Personal characteristics and job satisfaction of Greek teachers. *The Journal of Educational Management*, 15(7):354-358
- Klecker, B. & Loadman, W.E. (1997) *Exploring teacher job satisfaction across years of teaching experience*. Ohio: Ohio State University.
- Knezevich, S.J. (1981). *Administration of public education*. (4<sup>th</sup> ed.). New York: Harper and Row Publishers.
- Krejeie, R.V. & Morgan, D. W. (1970). Determining sample size for research activities. *Educational Psychological Measurement*, 30:607-610.
- Kyriacou, C. & Sutcliffe, J. (1979). A note on teacher stress and locus of control. *Journal of Occupational Psychology*. 52:226-227.
- Lucey, T. (1994). *Business administration*. London: Macwin Publications Ltd.
- Macmillan (2008). Influence of workplace condition on teacher's job satisfaction. *The Journal of Educational Research*. 93 (1):39-48.
- Martin, J.K. & Janson, P. (1982). Job satisfaction and age: A test of two views. *Social Forces*, 60(4):1089-1102.
- Maslow, A. (1943). A theory of human motivation. *psychological review*. 50:370-396.
- Mullins, J.L. (1996). *Management and organizational behaviour*. (4<sup>th</sup> ed.). London: Pitman Publishing.
- Narayana, P.S. & Rao, V.S.P. (2000). *Organization theory and behaviour*. (2<sup>nd</sup> ed.). Delhi: Konark Publishers PVT

Ltd.

Onu, M.O. Madukwe, M.C, & Agwe, A.E.(2005). Factors affecting job satisfaction of frontline extension workers in Enugu State Agricultural Development Program. *Agro-Science*, 4(2), 8-13.

Ozigi, O.A. (1995). *A hand book on school administration and management*. Hong Kong: MacMillan Education Ltd.

Rebore, W.R. (1998). *Human resources administration in education. A management approach*. (6<sup>th</sup> ed.). Boston: Allyn and Bacon.

Reinard, J.C. (1998). *Introduction to communication research*.(2<sup>nd</sup> ed.). Boston: Mcgraw-Hill.

Shamail, Tariq, Jali, & Szabist, (2004). An analysis of job satisfaction level of faculty members of university of sindh. *Journal of Independent Studies and Research*, 2(1).

Smith, P.C., Kendall, L., & Hulin, C.L. (1969).

*Measurement of job satisfaction in work and retirement*. Chicago:Rand McNally.

Spector, P.E. (1997). *Job satisfaction, application, assessment, causes, and consequences*. Thousand Oath Calif: SAGE Publications.

Staw, B.M. & Ross, J. (1985). Stability in the midst of change: A dispositional approach to job attitude. *Journal of Applied Psychology*, 70:468-480.

Weaver, N.C. (2007). Gender differences in the determinants of job satisfaction. *Academic of Management Journal*, 21(2):264-275.

Weiss,D., David, R., English,G., & Lofquist, L. (1967). *Manual for the minnesota satisfaction questionnaire:work adjustmentProject*. Minneapolis: University of Minnesota Press.

Wimmer, R.D. & Dominick, L.R. (1997). *Mass meida research: An introduction*. (5<sup>th</sup> ed.). Belmont: Wadsworth Publishing Company.

You-Kyung, H. (2004). The impact of teacher's salary upon attraction and retention of individuals in teaching. *Journal of Education Research*, 5(1):25.

The IISTE is a pioneer in the Open-Access hosting service and academic event management. The aim of the firm is Accelerating Global Knowledge Sharing.

More information about the firm can be found on the homepage:  
<http://www.iiste.org>

## CALL FOR JOURNAL PAPERS

There are more than 30 peer-reviewed academic journals hosted under the hosting platform.

**Prospective authors of journals can find the submission instruction on the following page:** <http://www.iiste.org/journals/> All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Paper version of the journals is also available upon request of readers and authors.

## MORE RESOURCES

Book publication information: <http://www.iiste.org/book/>

Recent conferences: <http://www.iiste.org/conference/>

## IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digital Library, NewJour, Google Scholar

