

Assessing the Impact of Teacher Job Satisfaction Among Teachers

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Abstract

The purpose of this study was to examine job satisfaction among teachers in the Techiman Municipality. Three hundred and six (306) teachers were randomly sampled from a total of one thousand four hundred and sixty-one (1461) Junior High School and Senior High School teachers in the Municipality. The instrument used for the data collection was the questionnaire. The researcher however had three research questions to work with. Schools within the municipality were grouped into four clusters and a simple random sampling technique using the lottery approach was used to select one cluster for which questionnaires were administered. The findings of the study were that many teachers in the Techiman Municipality perceived teaching as their ideal profession but most teachers will prefer to change their profession as a result of dissatisfaction. Also teachers felt their conditions of service were not good enough and most teachers in the Municipality felt dissatisfied with security in the profession.

Keywords: Job Satisfaction, Teachers, Job dissatisfaction, profession

1.0. Introduction

A profession is a vocation founded upon specialized educational training, the purpose of which is to supply objective counsel and service to others, for a direct and a definite compensation, wholly apart from the expectation of other business gain. Webb&Webb(1977). The teaching profession is one of the most common and important professions in Ghana. It is of no doubt that the health of an economy requires competent teaching professionals in a substantial number to propel the visions and missions of institutions that form the backbone of the Nation's economy.

Kohi (1986) believes that the impulse to teach is fundamentally altruistic and represents a desire to share what you value and to empower others. To him all teachers are not altruistic. Some people teach in order to dominate others or to support work they would rather do or simply to earn a living.

The role of the teacher in society cannot be quantified, since this transcends the whole spectrum of society. In fact, the teacher's work is not limited to the classroom or school alone. The whole community looks up to the teacher as a beacon of hope for shaping the life of future generations.

The responsibilities and roles of a teacher as a leader, counselor, tutor, manager and team member are very difficult. These roles performed by teachers make them unique. They endure in performing their responsibilities. In performing these responsibilities, the teacher requires a high degree of sheer professional competence and motivation. A high quality teaching staff is the cornerstone of a successful educational system.

Attracting and retaining high quality teachers is a primary necessity for education in Ghana. One step in developing a high quality teaching is understanding the factors associated with teaching quality and retention. One of these factors is job satisfaction. School education is imparted quantitatively and qualitatively by the teachers who have academic excellence and aptitude training. Besides these, job satisfaction plays a very major role in imparting, excellent education to students as it acts as a motivating factor. (Kumari, 2008). If teachers attain adequate job satisfaction they will be in position to fulfill the educational objectives and national goals.

In recent times, Ghana has lost a lot of teachers to the United Kingdom and other Neighbouring African countries. Brain drain of teachers is consistently in the ascendancy. A lot of teachers will do whatever possible to practice their profession in other countries or even practice other professions. Many University students of Education in Ghana feel reluctant to enter the classroom after school. Many of them desire to work in other fields where they perceive as more rewarding.

All of these problems appear to emerge from the level of job satisfaction that these teachers derive from the teaching profession; that is, remuneration levels, opportunity for advancement, work environment etc. it is against this background that this study is being undertaken to know what really goes into job satisfaction of teachers at the Basic and Secondary School level in Ghana with particular emphasis on teachers in some selected schools at the Techiman municipality.

According to Kumari (2008), job satisfaction is the sense of fulfillment and pride felt by people who enjoy their work and do it well. Job satisfaction is also the extent to which a job provides gratification, actualization, and enjoyment of the worker. Job satisfaction is also used to refer to the degree to which a teacher is happy with his or her success in meeting his or her career goals and expectation. (Heller, 1988).

Job satisfaction is an effective response to specific aspects of a job such as: challenge, interest and level of difficulty. These aspects of the job situations have been found to play a major role in determining the overall level of people's job satisfaction. When a person is satisfied with his job it means he or she is happy with the

current status and is prepared to remain there and contribute his/her maximum quota towards the success of the organization. Job satisfaction is a primary requisite for any success in the learning process. It is a complex phenomenon involving various personal, institution and social aspects. If the teachers attain adequate job satisfaction they will be in position to fulfill the educational objectives and national goals (Kumari, 2008).

Job dissatisfaction on the other hand, occurs when an individual is not happy with his or her job at the workplace and therefore cannot be relied upon to give his maximum devotion to the job assigned. Olorube (2008) explains that dissatisfaction occurs when an individual fails to achieve a desired goal. Indeed, there are possible reactions to dissatisfaction. These can be summarized, under four broad headings: aggression, regretfulness, fixation and withdrawal.

Aggression is a state of unnecessary hostile or violent behavioral attitude to work. It can result in agitations and demonstrations of dissatisfied workers. Regretfulness is also a feeling or expression of disappointment of dissatisfied workers. Fixation on the other hand is the lack of commitment or devotion to one's job due to dissatisfaction. For withdrawal, workers discontinue or leave the job to other jobs where better opportunities are offered.

Robbins (1986) referred to job satisfaction or dissatisfaction as an individual's general attitude towards his or her job. A person with high level of job satisfaction holds positive attitude towards the job. He noted that, satisfaction is strongly and consistently negatively related to an employee's decision to stay or leave the organization. High job satisfaction is important, therefore, managers, directors and heads should be concerned with the level of job satisfaction in their organization for three reasons. (Robbins 1986).

Firstly, there is clear evidence that dissatisfied employees absent themselves from work more often and are more likely to resign. Satisfied employees have lower rates of both turnover and absenteeism. Secondly, it has been demonstrated that satisfied employees have better health and live longer, several studies have shown that employees who are dissatisfied with their jobs are prone to health setbacks ranging from headaches to heart diseases. The stress that results from dissatisfaction apparently increases one's susceptibility to heart attacks and the likes. Therefore, even if satisfaction will not lead to less voluntary turnover and absence, the goal of a satisfied workforce might be justifiable because it would reduce medical cost and premature loss of valued employees by way of sickness or death. Finally, satisfaction on a job comes over to the employee's life outside the job. Job satisfaction has a spin-off effect. When employees are happy with their jobs; it improves healthier lives. In contrast the dissatisfied employee carries the negative attitude home. (Robbins, 1986). It could be seen that a satisfied workforce translates into higher productivity due to fewer disruption caused by absenteeism or good employees quitting.

The following research questions were answered:

1. Do teachers in Techiman municipality perceive teaching as their ideal profession?
2. Will teachers in Techiman municipality prefer to change their profession as a result of dissatisfaction?
3. How do teachers in Techiman municipality feel about their conditions of service and security?

1.1. Job satisfaction and salary

Many researchers point out that pay is ranked as the most important determinant of job satisfaction. Windrey's (1979), study on job satisfaction of business teachers in Maryland revealed that pay relates more to dissatisfaction rather than satisfaction factors. Ghanaian teachers feature prominently among public sector workers who encounter frequent problems with regards to their salaries. The problems which are many and varied tend to reduce the morale of teachers to deliver in their various classrooms. Offices of the teacher's employer – The Ghana Education Services (GES) and the Ghana National association of Teachers (GNAT) is inundated with calls from furious teachers seeking answers to problems related to their salaries.

According to GNAT, the pay problems facing some teachers across the country have dampened their spirits and its concomitant negative effect on the work output cannot be ignored. While GNAT will continue to contact the appropriate Ministries and Departments with the objective of seeking solutions to the legitimate concerns of these affected teachers under its umbrella, it is our hope that due diligence will be done by the new government so that teachers will be encouraged to contribute their full quota to the development of our dear country. (www.ghanateachers.org/news, 2009).

GNAT believes that salaries of teachers and administrative personnel should be commensurate with the salaries of other professions, comparable training and that there should be no salary distinction for sex, subject or grade level taught. (Constitution and Rules of GNAT, 1998). The situation on ground, however points to the contrary, as there have been many agitation for pay increase and improvement in the conditions of service of the teachers. Olorube (2008) stated that, teachers' salaries represent the single most costly item in the educational budget generally accounting for between 65 and 95 percent of the educational budget in developing countries. While only a few countries have been able to pay their teachers reasonable salaries, most underpay teachers. Consequently, the education sector is unable to attract the best qualified personnel low salaries often force teacher to seek additional work, which in turn influences the quality of the teaching. This section of the review

has shown that the biggest challenge of the teacher is that he has not been adequately rewarded financially, however, Wesley & Vugi (1977), believes that the degree of satisfaction with pay depends on employee's needs and values. If an employee's salary is sufficient to provide for his own family needs, he is likely to be more satisfied than if his pay is less than necessary to secure adequate standard of living. Hence, people who are more materialistic, salary will be an important determinant of their job satisfaction.

1.2. Conditions of Service

According to Bame (1991), whenever there are favourable conditions of service for teachers their morale is boosted to the workers in the teaching service. Unfavourable conditions of service discourage teachers to leave the profession or move from different category (Junior High Schools to Senior High Schools) where there are other privileges.

Mr. I. K. Gyasi, a columnist of the "Ghanaian Chronicle" says that, due to dissatisfaction on the part of teachers resulting from lack of concern for their plight, many of them leave the service for greener pastures (Ghanaian Chronicle, 2005). It has been common of Ghana National Association of teachers (GNAT) to secure and make favourable conditions of the service for its members. According to GNAT Bulletin, GNAT has secured a lot for teachers. Some of which include:

1. Progressive improvement of salaries and conditions of service of teachers to contain the effects of increasing cost of living.
2. Granting of study leave for qualified teachers.
3. Institution of best teacher award scheme.
4. Accelerated promotion of all grades of qualified teachers (GNAT Bulletin, 2002).

It is important for teachers to enjoy conditions comparable to that of other workers

(GNAT Bulletin, 2002). It is seen that, in Ghana, though rules in teacher's constitution insist on good conditions of service for teachers, the situation on ground is different.

1.3. The influence of job Satisfaction on Performance

Herzberg and his associate in Ololube (2008) conducted a research which sought to examine the relationship between job satisfaction and production. They identified two categories of factors or rewards which they called satisfiers or motivators and dissatisfiers or hygiene factors. To them, the motivators are factors which are related to job satisfaction positively, they are related to the nature of the job or the content or the work itself and are referred to as intrinsic factors. The factors which are believed to encourage the growth and development needs of people at work place include: achievement, recognition for responsibility and advancement. Where these factors are present in a work situation, they lead to strong motivational satisfaction and good job performance.

On the other side, the hygiene factor prevents dissatisfaction as it takes care of the lower needs like that of physiological, security, or social needs preventing dissatisfaction. And the list is physical working conditions, salary, company policies and practices, and benefits. Herzberg(1959) feels that the hygiene factor needs to be at an acceptable standard if the organization wants the employees to work harder and increase some extra effort. In principle better performance level is not because of the hygiene factors.

2.0. Methodology

2.1. Research Design

This research mainly uses quantitative design, for which data was collected through simple questionnaires.

2.2. Population and Sampling

The area selected for the study is the Techiman Municipality in the Brong Ahafo Region. The target populations for this study include all Junior High School teachers and Senior High School teachers in the Techiman Municipality. Statistics from the office of the Ghana Education Service, Techiman Municipality, show that, the Municipality has a total number of one thousand, four hundred and sixty-one Junior High School and Senior High School teachers. Eight hundred and twenty-six are males and Six hundred and thirty-five are females. In an attempt to obtain a representative sample for the study, a total of three hundred and six teachers were sampled for the study. This size was taken based on the table developed by Krejcie and Morgan (1970). The simple random sampling technique was adopted for the study. The instrument used for the study was the questionnaire and it consisted of closed ended and open ended items.

2.3. Data Analysis

The collected data was organized and the frequencies of the responses on the various questions were tallied. The frequencies and percentages were used for the analysis for better understanding and interpretation. The highest responses of particular data were considered as the general opinion of the respondents and the situation on the ground.

3.0. Results and Discussions

3.1. Teaching as an ideal profession

Table one (1) discusses whether teachers in the Techiman Municipality perceive teaching as their ideal profession. The results are presented below.

Table 1: Teaching as an Ideal Profession

Responses	Frequency	Percentages
Yes	180	58.8
No	126	41.2
Total	306	100

The results in Table 1 indicated that, one hundred and eighty (180) respondents representing (58.8%) perceived teaching as their ideal profession. One hundred and twenty-six (126) respondents representing (41.2%) did not perceive teaching as their ideal profession because they had better options. Among options respondents mentioned as ideal were:

- Nursing: because they are given allowances (30%)
- Banking: because they are given high salary (54%)
- Law: because of prestige (16%)

Teachers may be thinking of these options because they have no clear examples of teachers who have made it as big as doctors/nurses, bankers and lawyers.

According to Webber (1964), status is one of the reasons why people take certain jobs, that is, people take to certain jobs so as to acquire some status or to be recognized in the society. Some teachers do not consider teaching as their ideal profession because they feel teachers have low status.

3.2. Preference to change profession

Table two (2) discusses whether teachers in the Techiman Municipality would prefer to change their profession as a result of dissatisfaction. The results are presented below.

Table 2: Preferences to change profession

Responses	Frequency	Percentages
Yes	198	64.7
No	108	35.3
Total	306	100

The results in table 2 indicated that, one hundred and ninety-eight (198) respondents representing (64.7%) would prefer to change their profession because of dissatisfaction. One hundred and eight (108) representing (35.3%) would not change their profession. Most of the teachers would prefer to change their profession because of the following they consider as dissatisfying to them:

- Poor salaries
- Lack of motivation
- Inadequate supply of teaching learning materials
- Non-payment of allowances
- Lesson notes preparation
- Lack of accommodation for teachers

Bame (1991) states that, whenever there are favourable conditions of service for teachers, their morale is boosted to stay in the teaching service. Unfavourable conditions of service serve to encourage teachers to leave the profession.

3.3. Conditions of service

Table 3: Teachers' Responses about Conditions of Service (Satisfaction of Salaries)

Responses	Frequency	Percentages
Very Satisfactory	0	0
Satisfactory	110	35.9
Very Unsatisfactory	196	64.1
Total	306	100

The results indicated that, none of the teachers were very satisfied with their salaries, (0%). One hundred and ten (110) respondents indicated that, their salaries were satisfactory (35.9%). One hundred and ninety-six (196) respondents representing (64.1%) being the largest sample indicated that, their salaries were very unsatisfactory.

Table four (4) talks about respondents responses on motivation, promotion and amount of money given as end of service benefits. The results are presented in table 4.

Table 4: Teachers' Responses about Conditions of Service

Items	Frequency			Percentages		
	Yes	No	Total	Yes	No	Total
Motivation	25	281	306	8.2	91.2	100
Promotion	48	258	306	15.7	84.3	100
End of service Benefit	0	306	306	0	100	100

Table 4 indicated that, two hundred and eighty-one (281) respondents representing (91.8%) did not consider motivation of teachers good enough and twenty-five (25) representing (8.2%) were on the other side of the scale. Also, two hundred and fifty-eight (258) respondents representing (84.3%) were not satisfied with the promotion process of the job whilst forty-eight (48) representing (15.7%) indicated that, they were soatisfied. All three hundred and six respondents representing (100%) of the sample indicated that, they were not satisfied with their end of service benefits

Results from the data collected showed that, teachers did not have much to say on things that were satisfying to them. The following were considered satisfactory:

- a. Knowledge acquisition
- b. Holidays / vacation periods,
- c. prestidge

Teachers stated that, holidays/vacations allow them to visit their friends and families. Also, they were very satisfied with the acquisition of knowledge through their daily research.

4.0. Conclusion and Recommendations

The main findings were:

- I. Most teachers in the Techiman Municipality perceived teaching as their ideal profession.
- II. Most teachers would prefer to change their profession as a result of dissatisfaction.
- III. Teachers felt their conditions of service were not good enough.
- IV. Teachers in the Techiman Municipality felt dissatisfied with security in the profession.
- V. Teachers in the Municipality considered holiday/vacation periods, acquisition of knowledge and respect gained from pupils and community as satisfactory to them.

For effective teaching and learning, and for the advancement of education in the Techiman Municipality and the country as a whole, the following recommendations are made;

- i. Much should be done to improve the conditions of service for teachers since teachers feel thier conditions are not good enough.
- ii. The Ghana Education Service should make efforts to retain teachers in the profession.
- iii. The government, non-governmental organizations, Ghana Education Service and parents should do more by giving incentives and encouragement to teachers.

Finally, further research should be done to know more on what really goes into job satisfaction among teachers in Ghana.

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