

Understanding the relationship between conditions of service and job satisfaction among senior high school teachers in the Volta Region of Ghana

Veronica Akpene Mifetu

Agavedzi AME Zion School, P O Box DE 182, Denu, Ghana

Constant R. Segbefia (Corresponding author)

Department of Middle, Secondary and K-12 Education, University of North Carolina, Charlotte

E-mail: csegbefi@charlotte.edu

Abstract

This study investigates the relationship between teachers' conditions of service and job satisfaction. A correlational design was employed. Two hundred and thirty-five teachers from four senior high schools in Volta Region participated in the study. Four research objectives and four null hypotheses guided the study to find out whether there is a relationship between prompt payment of teachers' salaries, fringe benefits, training and development, teachers' regular promotion, and job satisfaction. Data were obtained through the use of a research questionnaire developed by the researcher for the study, which was validated by the research supervisor. Data collected were obtained and analysed. Findings indicated that there were significant relationships between prompt payment of salary, promotion, fringe benefits, staff development and job satisfaction. However, the independent samples t-test results found no significant difference between male and female teachers with regard to their conditions of service. It is recommended that government through the Ministry of Education should review the existing conditions of service of teachers, pay teachers' salaries promptly, promote teachers regularly, and send teachers on training programmes. Finally, suggestions were proffered for further studies to be carried out in other districts of the country so that ideas can be compared.

Keywords: conditions of service, job satisfaction, intrinsic, extrinsic

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1. Introduction

Organizations nowadays operate in competitive business environments all over the world (Mehrad, 2016). As a result, they fail to understand the importance of working conditions for their employees' job satisfaction (Raziq & Maulabakhsh, 2015). Minister of Education (2020) explains conditions of service as that part of an employment contract that sets out the duties, responsibilities, hours of work, salary, leaves, and other privileges to be enjoyed by a person employed. If these conditions are not met properly, they can become poor conditions of service. This study therefore examined the effect of senior high school teachers' conditions of service on their job satisfaction in the Volta Region of Ghana.

Various factors contribute significantly to organizational outcomes and improve staff performance in the workplace. One of these factors is conditions of service. Conditions of service are standard guidelines to manage human resources within a service (Ekpoh, 2018; Ukpog & Okon, 2020). Poor conditions of service can also be described as a situation where the working environment of a person is not conducive, including benefits to be enjoyed being denied (Tio, 2014). Poor conditions of service have become a major issue in organizations, and this has affected the production capacity of the organization. Staff benefits such as leave bonuses, salaries, and training allowances are withheld. Even the working environment is not conducive; working equipment is not provided; promotions are delayed; above all, satisfaction levels are low.

Employees are the most important asset of the organization (Kuranchie-Mensah & Amponsah-Tawiah, 2016). They stand to be very significant components that determine the driving force and strength of the organization (Mehrad, 2016). Furthermore, to deliver substantial quality services, the organization requires satisfied and excellent employees. If the employees of an organization are not satisfied and excellent in their job, it would not be able to deliver substantial quality services (Javed, Javed, Ahmed, & Anjum, 2019). One of the critical factors proposed in Herzberg Motivation-hygiene Theory is job satisfaction (Herzberg, Mausner, & Snyderman, 1959). Job satisfaction refers to a pleasant or positive emotional condition stemming from individuals' work or work experiences (Klassen & Chiu, 2010). In other words, it is the extent to which individuals adore their professions (Abdulla, Jebarni, & Mellahi, 2011). Job satisfaction has been examined in

great detail, compared to other variables in relation to organizations, resulting from its effect on individuals and organizations.

This study focused much attention on factors arising from the conditions of service that influence employees to work with high levels of job satisfaction. Working conditions therefore, means those processes, systems, structures or tools in the workplace that impact favourably or unfavourably in individual performance. It also includes policies, rules, culture, resources, working relationships, work location all of which influence the ways that employee perform their job functions (Abdulla *et al.*, 2011). Therefore, studies have identified several important factors that influence job satisfaction. Such factors include salary and incentives, training and promotion opportunities (Asif, Mirza, & Khan, 2017). These factors have considerable contribution on the level of job satisfaction among staff of organization but this study is limited to pay, promotion, training and their workload in senior high schools. According to many researchers, such as Abdulla *et al.* (2011), Herzberg *et al.* (1959), Raziq and Maulabakhsh (2015), and Ukpong and Okon (2020), conditions of service can have a positive effect on the satisfaction of an employee (Casu, Mariani, Chiesa, Guglielmi, & Gremigni, 2021).

The connection between conditions of service and job satisfaction can be identified by companys' rules (Tio 2014). Conditions of service consist of all rules directly involved in the organization and that directly impact its business and routine activities. These rules are generally within the control of the organization. It is observed that most businesses ignore the working conditions within their organization resulting in an adverse effect on the performance of their employees (Raziq & Maulabakhsh, 2015). Working conditions of service consist of salary, fringe benefits, promotion, training and development, terminal benefits, workload and recognition for good performance, motivation for performing well and participation in the decision making process of the firm (Pindek, Zhou, Kessler, & Spector, 2021). Therefore, working conditions of service are important factors but some intangible satisfiers like job design, feedback, recognition and empowerment or decision-making participation are also potential factors for satisfying teachers. In view of these controversies, the present study would therefore investigate the relationship between teachers' conditions of service and job satisfaction. In this study, conditions of service are limited to salary, allowance, promotion, training and development (Tio, 2014). This applies to educational institutions' conditions of service for teachers. Therefore, teachers and other educational workers stand to be satisfied with their job if the educational institutions' working conditions are employee friendly (Toropova, Myrberg, Johansson, & Myrberg, 2021).

The conditions of service is of paramount importance in shaping and reshaping intellectual ability (Vulley, 2021). However, supportive and favourable conditions of service enriched with enough teaching and learning experiences and favourable climate make teachers more comfortable, more concentrated on their academic activities that result in high academic performance (Amaechina & Ezech, 2019). The influence of conditions of service on the job satisfaction of teachers has been an issue of concern to all stakeholders in education. The school environment is becoming uninteresting for teaching and learning because of poor conditions of service (Vulley, 2021). The cumulative effect is greater number of the teachers leaving the classroom annually. These kinds of factors on job satisfaction at workplaces and each of these views emphasized on the effective role of external factors on the level of job satisfaction. However, perceptions that employees have different aspects of their conditions of service were found to explain variations in job satisfaction (Lambert *et al.*, 2001). Although personal factors are utilised as distinctly competing models of job satisfaction, researchers argue that the conditions of service is a better predictor of job satisfaction.

The most important single resource in any organization is people (Roddy, 2019). Hence employee job satisfaction is serious issue of concern to every organization. Tio (2014) mentioned that working condition will influence the job satisfaction, as employees are concerned with comfortable working environment. So, in order to improve employee productivity and performance, companies need to pay attention towards the employee job satisfaction because higher level of job satisfaction leads to higher employee productivity and performance (Kuranchie-Mensah & Amponsah-Tawiah, 2016).

Conditions of service and job satisfaction of employees have been an emerging issue not only in business organizations but also in educational institutions (Osibanjo, Kehinde, & Abiodun, 2012). For over decades, salaries for teachers in Ghana have remained inadequate and unattractive (Kwarteng, 2013). However, teachers have the biggest impact on the students because their teaching methods are instrumental in helping them learn and one approach is likely to produce different results from another (Kuranchie-Mensah & Amponsah-Tawiah, 2016). Over the years, teachers have staged several agitations and demonstrations over their compensation, and many have left their jobs to seek other opportunities (Ayele, 2014). However, teachers' conditions of service and job satisfaction have received little attention in the Volta Region. Most teachers leave to seek other job opportunities elsewhere or abandon their teaching service entirely.

Meanwhile, a few studies conducted on employees' conditions of service and job satisfaction in Ghana have not focused on the Volta Region of Ghana (Ansah-Hughes, 2016; Kumedzro, 2018; Kuranchie-Mensah & Amponsah-Tawiah, 2016; Segbefia, 2025) although the municipality has issues with teacher-student ratio. Therefore, there is a potential gap in applying the results of these studies to the conditions that influence

teachers' job satisfaction in the Volta Region. Teachers have many needs which must be satisfied through conditions of service attached to their employment. Teachers use these benefits which include; monthly salaries, allowances, promotion or advancement, among others to improve themselves and it is assumed that when all entitlements due to teachers are made available and on time, they will be happier in their teaching jobs when they can solve their problems. An improvement in teacher's conditions of service could affect students' academic performance. In this study, conditions of service were limited to salary, fringe benefits, promotion, training, and development of teachers in senior high schools in the Volta Region. The study therefore sought to investigate the relationship between teachers' conditions of service and job satisfaction among senior high school teachers in the Volta Region of Ghana. In order to achieve the purpose of the research, the following objectives guided the study: 1) to examine the effect of teachers' conditions of service on intrinsic job satisfaction and 2) to analyze the influence of teachers' conditions of service on extrinsic job satisfaction.

The research hypotheses that guided the study were;

- H₀₁:*** There is significant influence of teachers' conditions of service on their intrinsic job satisfaction in Volta Region of Ghana.
- H₀₂:*** There is significant relationship between teachers' conditions of service and their extrinsic job satisfaction in Volta Region of Ghana..
- H₀₃:*** There is significant relationship between teachers' conditions of service and job satisfaction of teachers in Volta Region of Ghana.
- H₀₄:*** Gender has significant relation with teachers' job satisfaction using conditions of service as a determinant in Volta Region of Ghana.

2. Theories Underpinning the Study

The study was underpinned by Herzberg's two-factor theory. The theory indicates that job satisfaction results from the nature of one's job or other aspects of employees' conditions of service. In the late 1950's Frederick Herzberg developed a theory that there are two dimensions to job satisfaction "hygiene" and "motivation" (Dartey-baah & Amoako, 2011). Hygiene factors vary from motivation factors in that, motivators lead to satisfaction, although their absence may not lead to dissatisfaction. The relevance of Herzberg's two-factor theory is that, there must be some direct link between performance and reward, whether extrinsic as in recognition or intrinsic as in naturally enjoying work, to motivate employees to perform and improve their job satisfaction (Bevins, 2018). Overall job satisfaction is actually a combination of intrinsic and extrinsic job satisfaction—intrinsic job satisfaction is the result of feeling content with the work itself and the responsibilities that go along with it. It is when one considers only the kind of work one does, the tasks that make up the job. Extrinsic job satisfaction is when one considers work conditions, such as pay, coworkers, and supervisor. However, despite its intuitive appeal, the two-factor theory has been criticised by researchers (Breda, 2018). Numerous empirical studies have attempted to replicate and test Herzberg's findings with independent data and methods with little success (Dartey-baah & Amoako, 2011). Contrary to Herzberg's claim, researchers have consistently shown that intrinsic and extrinsic factors contribute to both satisfaction and dissatisfaction (Worlu & Chidozie, 2012). It was therefore important because it provided basis on which conditions of service can be linked to employee job satisfaction in all spheres of organisations (Davidescu, Apostu, Paul & Casuneanu, 2020). In that respect, this theory gives a broader understanding of the areas under discussion. According to Onyango and Sika (2020), the Herzberg's Two-Factor theory is one of the most accepted as it attempts to explain job satisfaction and dissatisfaction. This theory was the result of research work done by Herzberg, Mausner and Synderman (1959). It tested the hypothesis that certain job related factors were satisfying while others were dissatisfying to workers in an organization.

This theory is basically concerned about factors that are responsible for job satisfaction and job dissatisfaction. This two-factor theory was derived from Abraham Maslow's hierarchy of needs. Herzberg conducted a widely reported motivational study following Maslow's model (Herzberg *et al.*, 1959). Herzberg argued that an individual's relationship to his working condition can determine his success or failure (All Answers Ltd, 2018). Subjects were required to relate times when they felt good or bad with their present job or any other previous job's conditions of service. As a result of reviewing Herzberg's (1959) two-factor theory, it was predicted the independent variable, conditions of service would predict employees' job satisfaction. Herzberg explained the reasons for job satisfaction. Herzberg's information provided the guidelines for survey questions to ask based on the theory of job satisfaction. If conditions of service are found to successfully predict job satisfaction, strategies may be developed to enhance staff job satisfaction.

Lee (2017) argued that organizational leaders should ensure hygiene factors are adequate to reduce employee dissatisfaction. Also, organizational managers should develop inspiring and rewarding work environments to enhance employee motivation in an organization (Pagalung & Pontoh, 2018). Researchers have revealed that employee satisfaction and dedication to a particular entity influence employee performance rates; it

is notable that Herzberg's theory provided suitable metrics for evaluating the relationship between conditions of service and job satisfaction. In light of the general evaluation of the previous studies, it can be suggested that it would be more appropriate and comprehensible to analyse factors effective on job satisfaction under two main titles—*intrinsic satisfaction* and *extrinsic satisfaction* (Bektas, 2017; Unterrainer, Jeppesen, & Jönsson, 2013). For example, if one is dissatisfied with his or her current job, one should ask himself/herself, "Am I dissatisfied because of the kind of work I am doing (*intrinsic*) or is it related to my work conditions (*extrinsic*)?" *Extrinsic* job satisfaction refers to performing an activity with a feeling of being pressured, tension or anxiety just to make sure that one would achieve the result he or she desires.

According to Bektas (2017), found out the most crucial component of job satisfaction that is the nature of the work itself best predicts overall job satisfaction. Employees were asked to evaluate different facets of their job, such as supervision, pay, and promotion opportunities, among others. The content of the work –including job challenge, autonomy, variety, and scope, together called as "*intrinsic job characteristics*"– emerged as the most important job facet. It was found that interesting and challenging work, work that is not boring and a job that provides status; were some of the most important ingredients of a satisfying job. As per Unterrainer *et al.* (2013), employees feel their work meaningful when they are responsible for their outcomes, they take more effort and attention to doing tasks well. Similarly, Lee (2017), highlighted the importance of intrinsic rewards when participants rated interesting work, open communication, and opportunities for advancement as the top three things they desire in their jobs

2. 1 Conditions of service

It is essential to provide employees with conditions of service that is conducive to their overall development (Ekpoh, 2018). Employees need conditions that are healthy and safe and which caters to both personal comforts and facilitate doing a good job (Subramaniam & Basheer, 2017). If the conditions of service are clean and attractive, the personnel will find it easier to carry out their jobs. On the other hand, if working conditions are poor, personnel will find it harder to get things done.

In spite of the said government priority measures for education, researchers have identified, among other problems, issues bedeviling education. Teachers face a lot of problems, which include high inflation in net pay of staff salaries, teachers were not promptly promoted, salaries were not upgraded even after acquiring additional qualifications, and low increments in basic pay. As a result, teachers' conditions of service go from bad to worse. The specific problems created because of poor conditions of service include (Ministry of Education, 2019): Poor class attendance by teachers in the sense that most of them look for other means of getting their daily bread instead of relying only on teaching, most qualified teachers are quitting teaching profession and giving room to the unqualified ones and most of the teachers on ground are not given opportunity for training/retraining so as to gain more knowledge. All these problems affect teachers' job satisfaction, task performance and students' academic achievements in examination. Hence, it can be said that having a friendly, and supportive conditions of service can lead to increased job satisfaction. Conditions of service that affect job satisfaction includes; Salary, fringe benefits, promotion, training and development (Mehrad, 2016).

2.1.1 Salary

According to Daniel (2020), salary is an element which indicates how much employees gain by dedicating their time and effort towards the achievements of company objectives. Daniel stated that salary policy spells out the monetary and non-monetary benefits of employees as a compensation for their dedicated efforts. For this to happen therefore, managers ought to design attractive reward policies in order to attract and retain valuable employees and increase job satisfaction (Armstrong, 2007).

The early understanding of salary in any organisation was that of paying individuals salaries and allowances so they could satisfy their needs, such as buying food and clothes (Vance, 2006). However, salary can mean much more than merely being able to satisfy physical needs. Salary can be seen by one worker as a symbol of achievement, as a source of recognition and much more than that while for another worker, it can mean security, as is the case in third world countries (Bilal, Syed, Hussain, & Khan, 2020). Salaries are recognized to be a significant but cognitively complex and multidimensional factor in job satisfaction (Subramaniam & Basheer, 2017). Money not only helps people attain their basic needs but is also instrumental in providing upper-level need satisfaction (Bilal *et al.*, 2020). Employees often see pay as a reflection of how management views their contribution to the organization.

Fabiyi (2017), found out that, of all conditions of service, salary is the best predictor of teacher's performance and productivity. In her observation, she expressed that job that offers higher salary would attract more and better qualified personnel than anyone that offers a lower pay. She further added that salaries of teachers are inadequate that it is so difficult for them (teachers) to meet the basic necessities of life. Teachers' salaries when compared with other employees with the same qualifications and experience, it demotivating. Other sectors of the economy such as bankers, site engineers and nurses can be described as favourable.

Every year, the Ghana Education Service supposed to conduct promotions for staff who are due to move up in rank. This promotions lead to the enhancement of the salary of staff of the service based on Single Spine

Salary Structure payment system (Oppong, 2022) but delay is the order.

2.1.2 Fringe Benefits

Fringe benefits are collection of various benefits provided to an employee, which are exempt from taxation as long as certain conditions are met. They are benefits given to employees in addition to wages or salaries. It is beyond a regular salary or wage. Fringe benefits include extra duty allowance, salary advance, medical allowance, health insurance coverage, life insurance coverage, free accommodation, car loans and transportation allowance.

Fringe benefits are also significant, but they are not as influential. One reason undoubtedly is that most employees do not even know how much they are receiving as benefits (Vance, 2006). Moreover, most tend to undervalue these benefits because they do not realize their significant monetary value.

Salary in form of rewards may consist of a mix of internal rewards, such as challenging assignments, and external rewards, such as higher compensation and peer recognition (Smith, Joubert, & Karodia, 2015). Smith and others concluded that performance of professional employees is poor due to conditions service factors. Therefore significant changes in promotions, compensation and benefits helps in keeping employees satisfied and in turn increases production.

2.1.3 Promotion

Promotion refers to the act of moving an employee up the organisational hierarchy, usually leading to an increase in responsibility and status and a better remuneration package (Pule, Mwesigye, Kanyangabo, & Mbago, 2014). Promotional opportunities seem to have a varying effect on job satisfaction. This is because promotions take some different forms and have a variety of accompanying rewards (Smith *et al.*, 2015).

According to Roddy (2019), promotion is the procedures in which an organization can elevate or change employees from their current positions to higher positions of service within an organization. A promotion aims at rewarding employees for their past performances and encouraging them to continue their effort toward the growth and development of the organization (Daniel, 2020). Organizations that have sufficient scope for promotion tend to foster job satisfaction among employees than those that do not give such opportunities (Roddy, 2019).

With regard to expectancy theory (Vroom, 1964), which states that people will be motivated if they feel that they can expect to gain from a certain situation, the contrary is also true. Vroom argued that promotional opportunity is a goal most workers desire and that an individual's job satisfaction is related to the degree to which the individual believes that being promoted is related to performance on the job and how strongly the individual desires the promotion. Vance (2006), noted that fair and equitable promotional chances according to employee's ability and skills makes employee more loyal to their work and become a source of pertinent workability for the employers in form of increased efficiencies and job satisfaction. In this regard, institutions ought to ensure equity in the promotion of staffs if they are to maximize employee job satisfaction.

As a result, if the employees are satisfied they will be easily managed, highly dedicated, and goal oriented (Elrehail *et al.*, 2020). Individuals who perceive that promotion decisions are made in a fair and just manner are likely to experience satisfaction from their jobs (Zardasht, Omed, & Taha, 2020). Very often employees are demotivated and dissatisfied with their jobs because unfair policies and practices prevail at their place of work.

2.1.4 Training and development

Training has been seen as an important aspect of teachers' conditions of service. One of the propositions of Human Capital Theorists is the training and development of manpower or human factor of production. These Theorists argued that increased productivity can only be attained when avenue for advancement and training is opened for the workforce. Both cognitive and affective training and development are necessary to complement the one of psychomotor or technical know-how. Staff development can simply be defined as activities provided for the middle and upper management in and outside an organization. It is a teaching activity planned and initiated by an organization.

The school as an institution has to give the minimum training to its employees (both teaching and non-teaching) to make them at least become acquainted with the objective, policies, rules, standards, and procedures peculiar to the school organization and the particular job, The staff development training will be more profitable if it is centred on improving the school programme. The types of training that can be readily available for an educational organization will include, in-service training for teachers, on-the-job training, Refresher-Training, conference training, staff seminar, and workshops. These are in-build and integral part of school system if teachers would perform their job well to get full satisfaction from their work.

According to Osamwonyi (2016), in-service education programmes can be categorized into eight varieties of forms as follows: (i) Institutes (a series of lectures designed to give participants as much information as possible in a short time, usually two or three days), (ii) conferences (give participants an opportunity to question others and discuss ideas presented), (iii) workshops (usually a moderate size group, where each person has a problem that is closely related to his field), (iv) staff meetings (may perform a useful in-service function but generally

used to acquaint teachers with administrative proceeds users and policies), (v) committee (five or several members work on a problem that could be impossible for a whole staff to tackle), (vi) professional reading (with the aid of a professional library' study groups), (vii) individual conferences (dependent of feelings of mutual understanding and support existing between teacher and supervisor), and (viii) demonstrations (opportunity to observe actual teaching techniques).

In the same vein, Akande (2014) again summarized the different forms of in-service education as follows: Regular courses: These are the full time courses undertaken during the normal academic session. Conferences: these are academic gathering in which certain speaker come prepared, often by invitation or for a fee, to open discussion on some reasonably interesting or controversial theme. Generally, conference attenders come to listen, question the main speakers, make additional prepared or spontaneous contributions to their own, evaluate opinions and points of view, and discuss formally and informally among themselves.

Workshops: Just like conferences, workshops can be regarded as academic gatherings but in this case aimed primarily at providing within the intellectual horizons of participants, selected functional experiences that will enhance their performance on the job. Workshops are characterized by individual or group role assignments. Resources persons are usually invited who come prepared and provide working procedures to participants.

Seminars: A seminar is an academic forum whose major purpose centres on a reflection or discussion of problems. It is piloted by a coordinator who has a written responsibility of putting down precise or brief summary of the views expressed by each member of the discussion panel. At the end of the session, the coordinator presents the highlights of the views expressed and invites questions, comments, observations or contributions from the audience to encourage total participation.

Correspondence Courses: In this type of in-service training, there is no physical contact between the teacher and the student. Communication between the teachers and students is through post, hence the name correspondence education.

In-service training equipped teachers for effectiveness on the job. Afolabi (2013), noted that well-trained teachers are likely to be better satisfied with their job than poorly training teachers. If teachers are not adequately prepared, this makes it much more difficult for them to cope, especially during the early stages of their career which could have negative impact on their satisfaction. The provision of regular, high quality in-service training is essential in order to ensure the attainment of consistently high teaching standards (Afolabi, 2013). He added that three-quarters of teachers rated the current availability of in-service training as poor and only one-third of the teachers attended in-service training during the previous year. This further shows that teachers see in-service training as very important. It is a necessity in enhancing work performance and motivation of teachers in the field. Absence of in-service training of teachers will retard professional growth of teachers as well as "missing gaps" between demands and actual achievement levels (Osamwonyi, 2016). Staff development and training should be an in-build and integral part of school system if teachers would perform their job well, motivated and get full satisfaction from their work.

2.2 Concept of Job Satisfaction

Job satisfaction is one of the methods used to establish and maintain a healthy organisational structure (Abdulla *et al.*, 2011). Nowadays, organisations believe that employees are important assets and they strongly desire job satisfaction from their employees (Regoniel, 2020). Assessing levels of job satisfaction has become a common activity in organisations in which management is concerned with the physical and psychological well-being of the individual (Pindek *et al.*, 2021). Therefore, it is evident that managers, supervisors, human resource specialists, employees, and the public in general are all concerned with ways of improving job satisfaction (Pule *et al.*, 2014).

The concept of job satisfaction, viewed through different lenses by various scholars, is defined differently. Regoniel (2020), for instance, view job satisfaction as an employee's attitude towards the job. Positive or negative effect toward employee's roles and responsibilities at work. Regoniel, however, added that it is important to understand the concept of job satisfaction as there is no single way to satisfy all workers in the workplace. Job satisfaction is associated with a personal feeling of achievement, and determined by pay, work environment and age factors and if the existing job fails to provide psychological or physiological need of an individual, satisfaction from the job might be low (Ansah-Hughes, 2016).

Some work has been done to understand the relationship between conditions of service and job satisfaction all around the world in different contexts over the years (Appiah-Agyekum, Suapim, & Peprah, 2013; Davidescu *et al.*, 2020; Herzberg *et al.*, 1959; Kuranchie-Mensah & Amponsah-Tawiah, 2016; Onyango & Sika, 2020; Vroom, 1964). The study is gaining more and more importance with the passage of time because of its nature and impact on the society. The findings of a Ghanaian studies suggest that there is the need to examine a potential gap in adopting the results of these researches on the conditions of service on job satisfaction of teachers in Keta Municipal (Appiah-Agyekum *et al.*, 2013; Kuranchie-Mensah & Amponsah-Tawiah, 2016).

Herzberg *et al.* (1959) developed motivational model for job satisfaction and through the research, he found that the job related factors can be divided into two categories, Hygiene factors and motivation factors. Hygiene

factors can not cause satisfaction but they can change dissatisfaction into no dissatisfaction or short term motivation, whereas motivational factors have long lasting effect as they raise positive feelings towards job and convert dissatisfaction into satisfaction. In the absence of hygiene factors (working conditions of service such as pay, promotion, training, posting and workload) the employees chances of getting dissatisfied increase. Zardasht *et al.* (2020) conducted a research on the job satisfaction of the workers of industrial concern and human needs. He found that a person's job satisfaction increases if his or her personal needs are satisfied. This study shows a positive relation between personal needs and job satisfaction.

Cardona (1996), in a survey of members of the Association for Investment Management and Research (AIMR) found that 81% of the managers of the AIMR were satisfied or very satisfied with their job. Factors like pay, promotion, training, posting and workload of teachers were viewed as those which create negative feelings about the job. Pule *et al.* (2014) stated that job satisfaction is the difference between the inputs made by employee and the outputs receive from the job. If the answer comes out positive then the employee is satisfied with the job and vice versa. Bilal *et al.* (2020), found that promotion, pay, fairness and working condition were the key factors that contribute to employee job satisfaction. The study was conducted on 200 telecom sector employees of Pakistan. It was concluded that money and compensation play an important role in the job satisfaction of the telecom employees of Pakistan. Therefore, we can conclude that job satisfaction is an employee's positive response toward the various aspects of a job. It helps to improve job performance and can be determined by the deviation between employee's expectation about job outcome and what the job actually offers.

2.3 Empirical Review

The empirical review sets the present research into perspective to show the state of the art. It includes a review of actual works previously done on the problem and evaluation of what the previous studies have and have not accomplished in solving the problem at hand. The current study will point out very carefully, the similarities and more importantly, the differences between previous studies and the current study.

2.4 Conditions of service and teachers' job satisfaction

Conditions of service that affect job satisfaction includes; Salary, fringe benefits, promotion, training and development (Mehrad, 2016). Employee satisfaction is often thought to be based on salary (Vance, 2006). According to Vance (2006) employees are very sensitive to salary issues because of impact on living standards and its importance in providing a sense of security. Salary has been investigated by several researchers who have tried to explore its effects on job satisfaction. This attention was due to the old belief that to satisfy workers, one should pay them more (Bilal *et al.*, 2020).

According to Subramaniam and Basheer (2017), salary is a tool for achieving both people's lower and higher needs. Herzberg *et al.* (1959), considered the pay factor to be a 'hygiene factor' that prevents the employee from being satisfied. However, Vulley (2021) indicated that some hygiene factors cause job satisfaction. It is interesting to note that, from the fairly extensive research on the importance of salary leading to satisfaction, it has been found in some cases that this relationship tends to be surprisingly small (Pindek *et al.*, 2021).

Rasheed, Aslam, and Sarwar (2010), was with the view in their work to explore various issues of satisfaction for the teachers that, although compensation and benefits package are a key motivators for the teachers, there are some other monetary issues that affect teachers' satisfaction.

Compensation plays an important role in determining employees' job satisfaction. According to Muguongo *et al.* (2015), the perception of being paid what one is worth predicts job satisfaction.

A research by Akande (2014), that aimed at finding out whether there is relationship between prompt payment of teachers' salary and job satisfaction using a sample of 81 principals, 215 teachers and 86 supervisors from five selected schools indicated that there was significant relationships between prompt payment of salary and staff job satisfaction. Akande recommends that teachers' salaries should be paid promptly to enhance their satisfaction.

Hu and Hirsh (2017), emphasized the importance of pay, but said that a high salary itself would not alleviate problems of low employee job satisfaction. Thus, high salaries or increases in salaries are not always practical. There seems to be a connection between salary and satisfaction when an employee perceives their salary to be equitable with respect to what others receive (Worlu & Chidozie, 2012).

Previous studies have found that salary is correlated to job satisfaction when employees realize the fairness or equity of their salary (Al-Zawahreh & Al-Madi, 2012; Bilal *et al.*, 2020; Hu & Hirsh, 2017; Muguongo *et al.*, 2015; Subramaniam & Basheer, 2017). Kim *et al.* (2019) reported that fairness and equity is a more important determinant of pay satisfaction than the actual level of pay. Rahmah (2020) carried out a meta-analysis and found that justice was strongly associated with pay satisfaction. Fringe benefits are benefits that employers give an employee in addition to salary.

According to equity theory by Adams (1963), pay benefits are one of the outcomes of people's jobs, and when comparing themselves to others, individuals see one of these three states: overpayment inequity, underpayment inequity, and equitable payment. Based on how employees perceive equity or inequity, they respond by either raising or lowering inputs and outcomes. Daniel (2020) mentioned that when employees are

rewarded on the basis of merit they get motivated to work hard so that they can gain from such rewards that are attached to good performance.

Akande (2014), viewed the organization as an exchange system in which reward are exchange for work just as in a school, the teachers get salaries in exchange of their work. Akande explained further that an employee remain in the organization as long as the employee thinks the benefits are larger enough. This is true because for example, a teacher may be induced to remain as the head-teacher of a school, as a result of other fringe benefits attached to the post, such as free accommodation, free transportation and free medical services, and of course the social re-organization, which goes with the post. It has been proved that the more one reward works, the harder they will work and the more the extent to which the employee will respond, presumably with gratitude or loyalty by performing effectively on the job.

A research by Akande (research 2014), that aimed at finding out whether there is relationship between fringe benefits of teachers and job satisfaction using a sample of 81 principals, 215 teachers and 86 supervisors from five selected schools indicated that there was significant relationships between fringe benefits of teachers and staff job satisfaction. Akande recommends that teachers should be given free accommodation, free transportation and free medical services, and of course the social re-organization to enhance their satisfaction Afolabi (2013), stated that in addition to provision of a fair wage and salary to employees, certain fringe benefits are essential in productivity. These include leave bonus, retirement benefits and pension plans. Hence, allowances serve as the most effective incentives that can enhance productivity most especially when such were based on productivity as a result of job satisfaction.

Rasheed, Aslam and Sarwar (2010), in their study to explore various issues of satisfaction for the teachers in higher education, recommended that compensation and benefits package should be given to teachers since these issues affect teachers' motivation. Studies of employee satisfaction have identified promotional opportunities as a conditional antecedent to job satisfaction (Asif et al., 2017; Ellafi & Noor, 2021; I. Ghazzawi, 2016; K. Ghazzawi, Shoughari, & Osta, 2017; Javeria et al., 2013; Toban & Sjahrudin, 2016).

A study conducted by Bilal *et al.* (2020), among teachers in Government Primary Schools in District Sargodha, Pakistan found that promotional opportunities have significant effects on job satisfaction. Asif *et al.* (2017) state that while it is true that individuals search for satisfaction in their work environment, they also attach importance to the opportunities for promotion that these jobs offer. According to Andrade *et al.* (2021), employees who perceive few opportunities for advancement have negative attitudes toward their work and their organisations. They concluded that, employees who are promoted on the basis of seniority often experience job satisfaction, but not as much as those whose promotion is based on their performance.

A research by Akande (2014), that aimed at finding out whether there is relationship between regular promotion of teachers and job satisfaction using a sample of 81 principals, 215 teachers and 86 supervisors from five selected schools indicated that there was significant relationships between regular promotion of teachers and staff job satisfaction. Akande recommends that teachers should be paid, promoted regular to enhance their satisfaction. This was supported by Patgar and Vijayakumar (2015).

Although several studies have identified a positive association between promotional opportunities and job satisfaction, this relationship, according to I. Ghazzawi (2016) is dependent on employees' perception of fairness and equity. If employees are receiving unfair and unequal promotional opportunities in comparison with other workers in the workplace who have similar qualifications and years of experience, then this leads to a prediction of job dissatisfaction. Therefore, it is advisable to have a fair promotions policy and procedure that is known to both management and employees.

Training has been seen as an important aspect of teachers' conditions of service be it study leave with or without pay. Tahir *et al.* (2014), stated that training and development is any attempt to improve current or future employee performance by increasing employee ability to perform through learning. In agreement was Pule *et al.* (2014), who said that training and developing employees helps an organization to create a pool of qualified replacements for employees who may leave or be promoted to other positions of service. Afolabi (2013) examined the relationship between conditions of service of teachers and their satisfaction in secondary schools in Ado and Efon Local Government Areas in Ekiti State, Nigeria using sample of 500 teachers from the 18 secondary schools revealed that there was significant relationship between teachers' training their satisfaction. Based on the findings, it was recommended that regular in- service training should be organized for teachers to enhance their satisfaction. Well trained teachers are likely to teach the students adequately and effectively.

According to Osamwonyi (2016), it is a necessity to enhance work efficiency and satisfaction of teachers in the field through in-service training. He made this recommendation when he did a study on the overview and problems of in-service teachers in Nigeria, with the aim of developing programs to help teachers update their knowledge, expertise, skills, and competence in the teaching profession.

In another study, conducted on the topic job satisfaction by Ibrahim (2001) has studied the relationship between salary and staff motivation to increase productivity in AACOLIS. The study was a survey research design and as the researcher put it. The qualitative data extracted from the interviews conducted were used to

facilitate analysis and understanding of how salary administration, fringe benefits and employees' consultation contribution to staff motivation and higher productivity in discharging their duties. The finding of the research have shown that there is high level of satisfaction by the staff of Atiku Abubakar College of Legal and Islamic Studies, Nguru in particular and Vis-à-vis application to Borno State tertiary institutions that a result of the implementation of the said controversial.

The satisfaction stems from the value workers place on their take-away home. The research found that there was partially less complaint about their purchasing power occasioned by the new salary structure even in the face of the current galloping inflation in the Nigerian economy and the last finding which perhaps is the major findings in the research and relevant to our present study is that increased salary serves as the major and strongest motivational aspect which leads to workers putting in their best in their various unit of work within the academic circle and the school in general. It is the contention of the research study that increases in salary has a strong correlation with workers' productivity.

On the other hand, there was a study by Eton (1984) on the relation between job satisfaction, and contrary to the most upheld view that satisfied workers are expected to turn up early to receive the benefits which they enjoy at work place. In fact, the average correlation is quite low. This shows that a satisfied worker is not necessary a hard worker or a better worker. And same applied to performance. The study buttressed that the relationship is greatest with satisfaction for pay and promotion. More so, Rasheed, Aslam and Sarwar (2010), highly recommended in their study to explore various issues of satisfaction for the teachers in higher education that in-service training should be provided to teachers to make them good teachers.

Moreover, training and development enables business to make use of advanced technology and to adapt easily to changing environmental conditions through increasing employee efficiency and job satisfaction (Zardasht et al., 2020). Responses were obtained Wernimont (1996), from 50 teachers in self-descriptions of satisfying and dissatisfying job situations. The teachers endorsed intrinsic more than extrinsic items when describing both situations. Organizational culture, salary, and incentive, were mentioned most often in describing satisfying situations. He concluded that both intrinsic and extrinsic factors can be sources of both satisfaction and dissatisfaction, but intrinsic factors are stronger.

On the contrary, a study by Huang and Vliert (2003), which sought for national characteristics that moderate the individual-level relationship between job characteristics and job satisfaction using data from two distinct questionnaire surveys administered to 107,292 employees in 49 countries showed that there is no significant link between intrinsic job characteristics and job satisfaction. In that, intrinsic job characteristics do not tend to work in countries with poor governmental social welfare programs as well as a large power distance culture. In addition, they found that intrinsic job characteristics tend to produce motivating satisfaction in countries with good governmental social welfare programs irrespective of the degree of power distance. However, a study by Pagalung and Pontoh (2018), to examine and to analyse the influence of intrinsic factors to internal auditor job satisfaction, obtaining data through a questionnaire as many (86) copies from teachers showed that the intrinsic factors has no significant effect on job satisfaction.

Extrinsic job satisfaction refers to performing an activity with a feeling of being pressured, tension or anxiety just to make sure that one would achieve the result he or she desires. Kavoo-Linge and Mutinda (2015), depict that extrinsic satisfaction is the satisfaction to do something to make sure that some external goal is attained or that some externally-imposed constraint is met.

Kavoo-Linge and Mutinda found significant relationships between job satisfaction and the extrinsic factors. They identified extrinsic factors that affect employee job satisfaction at the Faith based organizations. Their study used the descriptive research design. The population for their study was the 161 employees of the Nairobi Chapel. Stratified random sampling technique was used to determine the sample size for the study. A sample size of 49 members was obtained from the population. A structured questionnaire was used to collect the primary data. Data was analysed using descriptive statistics. A correlation analysis was computed to determine the association between extrinsic factors and job satisfaction. The results showed significant correlations between good relations with salary, co-workers and job satisfaction. They concluded that reducing pay or wages or benefits could affect job satisfaction negatively.

On the contrary, a study by Pagalung and Pontoh (2018), to examine and to analyse the influence of extrinsic factors to internal auditor job satisfaction, obtaining data through a questionnaire as many (86) copies from teachers showed that the extrinsic factors has no significant effect on job satisfaction.

2.6 Gender and Teachers' Job Satisfaction

Gender refers to male or female teachers (Toropova *et al.*, 2021). When the relationship between gender and job satisfaction was investigated by (Andrade *et al.*, 2021; Milledzi, Amponsah, & Asamani, 2018; Mocheche, Bosire, & Raburu, 2017; Obimpeh, 2014; Redmond & McGuinness, 2019; Wijayaratne & Marasinghe, 2018) it has shown certain possibilities.

Mocheche *et al.* (2017) explains that females have the higher level of job satisfaction. But Andrade *et al.* (2021), and Klassen and Chiu (2010) explained that males are more satisfied than females with regard to job

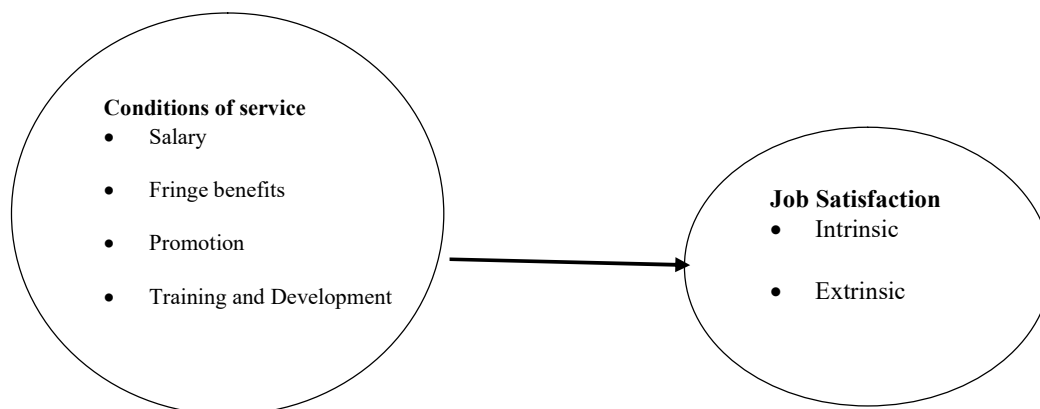
satisfaction. This view is supported by Azewara *et al.* (2021) when they carried out study on job satisfaction based on gender. They indicated that female teachers were underrepresented in rural communities due to the fact that female teachers were dissatisfied with their job due to lack of some fringe benefits. Meanwhile, female teachers serve as role models to girls so as to emulate them and invariably become useful to the community and the nation as a whole. A study by Milledzi *et al.* (2018) that examined the effect of age, rank, marital status and gender on job satisfaction among academic staff of universities in Ghana found no significant difference between male and female members of the academic staff with regard to their levels of job satisfaction. It is recommended from the study that universities in Ghana engage young academics who have the opportunity of progressing on the academic ladder.

In contrary, Sims as cited in Toropova *et al.* (2021) disagree with both sides when he presented cross-country evidence that teachers' gender had no effect on job satisfaction considering their condition of service. Sims' claim was in agreement with Obineli (2013), Milledzi *et al.* (2018) and Redmond and McGuinness (2019), who explained that there is no difference in gender with regards to job satisfaction. Obimpeh (2014), indicates that the level of job satisfaction cannot be judged by gender, as he explained in an attempt to examine the positive relationship between age and gender on job satisfaction among junior and senior staff in the University of Cape Coast, Ghana. Therefore the extent of the connection relating to condition of service on job satisfaction may be moderated by gender.

2.6 Conceptual Framework

A conceptual framework is the researcher's understanding of the relationships between the variables under investigation (Fatawu *et al.*, 2022). The study was guided by a conceptual framework which is based on the research objectives and theory underpinnings of two-factor theory. It summarises the key components of the study. Figure 1 depicted the conceptual framework.

Figure 1
Linking conditions of service to job satisfaction



Source: Author's construct (2024)

The study is based on direct effect of conditions of service on teachers' job satisfaction. From Figure 1, conditions of service as an independent variable, has the potential effect on dependent variable, teachers' job satisfaction. Salary, Fringe benefits, Promotion, Training and Development are all factors to consider when it comes to the relationship between conditions of service and job satisfaction of teachers.

3. Methodology

3.1 Research Design and Sampling

The study mainly employed correlational research design. In this design, we were interested in the extent to which two relevant variables co-vary, where changes in one variable are reflected in changes in the other (Creswell, 2012). A correlational design was the most appropriate design for this study. The target population for this work was the entire teaching staff from the eight selected second-cycle schools in the region. There were 570 teachers in the 2022/2023 academic year; four hundred and forty (440) were male, and the rest were female (130). Most of these teachers are first-degree holders. Very few of them hold postgraduate degrees. Out of these, 235 were sampled using Yamane (1967) sample size calculation with a margin of error of 5% and a confidence

interval of 95% (Tepping, 1968). This is indicated in the formula below:

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

Based on this number, the researchers divided the sample size among the four selected schools within the region. The targeted sample size of 235 was broken down proportionally according to the numbers of teachers in each school. Roscoe (1975) suggested that sample sizes larger than 30 and less than 500 are appropriate for most research.

3.2 Research Approach and Data Collection Instruments

The paper is part of a larger study conducted by the first author in partial fulfilment of the requirements for a Master of Arts degree at the university. Accordingly, the full dissertation has been archived in the university's institutional repository. Cohen *et al.* (2007) define instruments as the different techniques a researcher can use to fish out information for the study. To determine the influence of the independent variables (conditions of service) on the dependent variable (job satisfaction among teachers), data was obtained through the use of questionnaire. Straub (1989) explained questionnaire as a form containing a set of questions, especially addressed to a statistically significant number of subjects, and is a way of gathering information for a survey. It is used to collect statistical information or opinions about people (University of Pretoria, 2020).

Questionnaire is economical both for the sender and for the respondent in time, effort and cost. It is probably the best method to collect information, compared to the other methods like interview or observation, when the sample population is spread over a large territory. Questionnaire makes it possible to contact with many teachers who could not otherwise be reached and replies may be received very quickly. Questionnaire is comparatively an easier method to plan, construct and administer (Choudhury, 2020). The structured questionnaire used to collect data had two parts comprising 10 items. The first part was constructed by the researcher. The rest of parts was adapted Job Descriptive Index and Minnesota Satisfaction Questionnaire from Weiss, Dawis, England and Lofquist (1967), Afolabi (2013), Akande (2014) and Appiah-Agyekum *et al.* (2013).

The first part assessed the study respondents' demographics. The second part asked respondents' opinion on relationship between conditions of service (fringe benefits, promotion, and training/development) and job satisfaction. According to Mohajan (2017, p.14), "validity refers to the extent to which an instrument measures what it intends to measure". Validity addresses the accuracy of the research instrument in terms of measurement. "A researcher's data are valid to the extent that the results of the measurement process are accurate" (Anastasi & Urbina, 2007).

The phenomenon of interest in this study is to investigate the relationship between conditions of service and job satisfaction among teachers in Volta Region. To ensure the highest level of validity, the researcher adapted a greater number of items in the questionnaire. The questionnaire was shown to two of her colleagues before showing to the principal research supervisor to review the content and construct validity of the instrument. The research supervisor vetted the instrument and the necessary amendments were made before pre-testing.

Reliability refers to the "extent to which a measuring instrument yields the same results on repeated applications" (Anastasi & Urbina, 2007, p.12). It means the degree of dependability of a measuring instrument. The reliability of the questionnaire was checked by Cronbach's alpha estimates. These procedures were used to regulate the internal consistency of the items on the test.

3.3 Data Processing and Analysis

The researchers sent an introductory and permission letter to the heads of selected schools one week before the data collection exercise. Before distributing questionnaires to teachers on the data collection day, the researchers explained the reasons for the study. The questionnaires were given to the teachers in their staff common rooms. Teachers spent approximately 30 minutes completing the questionnaires. This process was repeated in all four schools in the selected Stratum. The questionnaires were collected and analyzed.

Results were presented in tables indicating descriptive statistics such as means, standard deviations, and percentages, analyzed using the Statistical Package for the Social Sciences (SPSS) version 23. The descriptive statistics will be compared to check if the scores differ markedly. To establish whether the observed differences were statistically significant, the independent-samples t-test will be run on the raw scores.

Before the analyses of the data were done, the researchers did preliminary data screening. This involved checking for missing values and checking assumptions of normality and outliers. The researcher entered the data to check its accuracy. Data cleaning was done and this helped to get rid of errors that could result from coding, recording, missing information, influential cases or outliers".

Regression correlation was used to investigate the relationship between teachers' salary, fringe benefits, promotion, training, and development and teachers' job satisfaction. Analysis of variance ANOVA and independent-samples t-test were performed at a significant level of 0.05 (Morgan, Leech, Gloeckner and Barrett, 2004).

3.4 Data management

The respondents' research questionnaires were coded and entered into the SPSS software for data analysis. The coded questionnaire of each participant was stored in the researcher's locker, accessible to them. The soft copy of the scores entered in SPSS software was saved into the researcher's Dropbox account before, during, and after data analysis. This is to prevent third parties from having access to the respondents' questionnaires for confidentiality's sake.

The researchers followed proper IRB procedures. Data gathered were stored safely and treated confidentially at all phases of the research process. To ensure a high response rate to the items on the instrument administered, as well as confidentiality, respondents' identities will not be recorded on the instrument. In this research, ethical principles will be followed to consider the likely significance of gathering and disseminating various types of data and to protect against likely misinterpretations.

4.0 Results and Discussion

The result presented in two sections: background information on the participants and the main results. The main results derived from the data analysis were presented under specific subheadings according to the research objectives and hypotheses. The study had two research objectives and four research hypotheses. Detailed discussions regarding the findings with reference to implications were also done for each of the specific objectives.

It was deemed fit to obtain demographic data from the respondents to better understand their demographic traits. Gender, age, qualifications, rank, experience and responsibility were among the demographics features of respondents. Table 3 presents the distribution of respondents based on gender.

Table 1

Distribution of respondents based on gender

Gender	Frequency	Percentage (%)
Male	163	69.4
Female	72	30.6
Total	235	100

Source: Fieldwork (2022)

From Table 3, there were more males (163), representing 69.4% of respondents than females (72), representing 30.6% of respondents in the study. This implies that many appeared to have been employed in the schools. With to gender inequality in terms of employment in Ghana, it was not surprising. Ghana Statistical Services (2020), report that labour force participation rate of females remains lower than that of males, females constitute over half of the population.

Table 4 presents the distribution of respondents based on age.

Table 2

Distribution of respondents based on age

Age	Frequency	Percentage (%)
29 years or less	26	11.1
30 to 39 years	104	44.3
40 to 49 years	76	32.3
50 years or more	29	12.3
Total	235	100

Source: Fieldwork (2022)

The majority (130; 55.4%) of respondents were below 40 years, while only 29 (12.3%) were above 50 years. The overall age structure shows that the respondents are relatively youthful and therefore management of education can take advantage of this and make intensive use of these human capitals over the remaining useful lifespan of these teaching staff.

Table 5 presents the distribution of respondents based on qualifications.

Table 3
Distribution of respondents based on qualifications

Qualification	Frequency	Percentage (%)
Masters' degree	22	9.4
Post Graduate Diploma	11	4.7
Bachelors' degree	202	86.0
Total	235	100

Source: Fieldwork (2022)

Regarding the highest level of qualification, the table shows that most (202) (86.0%) respondents were holding only bachelors' degrees. In addition to the bachelors' degree, 4.7% (11) of respondents had post graduate diploma in education whereas 9.4% (22) had masters' degree in education. This implies that the respondents are highly educated and therefore, qualified to teach in the second cycle institutions in the municipal.

Table 6 presents the distribution of respondents based on rank.

Table 4
Distribution of respondents based on ranks

Rank	Frequency	Percentage (%)
Deputy Director	04	1.7
Director I & II	17	7.2
Assistant Director I	36	15.3
Assistant Director II	52	22.1
Principal Superintendent	126	53.6
Total	235	100

Source: Fieldwork (2022)

The demographic information of the respondents regarding the ranks of respondents, shows that most 126 (53.6%) of the respondents were on the rank of Principal Superintendent whilst 52 (22.1%) and 36 (15.3%) of respondents were on rank of Assistant Director II and I respectively. 17 (7.2%) of respondents were on the rank of Director II & I whereas 1.7% (4) were on the rank of Deputy Director.

Table 7 presents the distribution of respondents based on experience

Table 5
Distribution of respondents based on experience

Teaching experience	Frequency	Percentage (%)
0-5 years	61	26.0
6-10 years	76	32.3
11-15 years	59	25.1
16 years or more	39	16.6
Total	235	100

Source: Fieldwork (2022)

Relating to the length of service of respondents, the table showed that most of respondents have taught for six to ten years 76 (32.3%). 61 (26.0%) of the respondents have taught not more than five years whilst 59

(25.1%) have taught for 11—15 years. 39 (16.6%) have taught for more than 15 years. The overall, this implies that the respondents were fairly represented and therefore the information gathered from the primary data is reliable.

Table 8 presents the distribution of respondents based on responsibility aside teaching.

Table 6
Distribution of respondents based on responsibility aside teaching

Responsibility	Frequency	Percentage (%)
Headmaster	8	3.4
Assistant Headmaster	8	3.4
Head of Department	21	8.9
House Master	14	6.0
Form Master	128	54.5
None	56	23.8
Total	235	100

Source: Fieldwork (2022)

The study revealed that majority 128 (54.5%) of respondents were Form Masters whereas 56 (23.8%) of respondents had no other responsibility aside teaching. 21 (8.9%), 14 (6.0%) and 16 (6.8%) of respondents were Heads of Department, House Masters and Headmasters and Assistant Headmasters. These demographic information sets the foundation of understanding the issues that relate to condition of service and teachers' job satisfaction within the municipality.

4.1 Findings

This section presents the findings in line with the research objectives and hypotheses. The data were analyzed using both descriptive and inferential statistics. The research is descriptive in nature and uses a quantitative method. The analyses and findings were organized chronologically according to the research objectives and hypotheses.

4.2 Objective one: To examine the effect of teachers' conditions of service on intrinsic job satisfaction

The first objective sought to find out the extent to which teachers' conditions of service influence their intrinsic job satisfaction. The teachers were requested to indicate their level of agreement or disagreement to certain statements using a 5-point Likert scale with 1 indicating Strongly Disagree, 2 indicating Disagree, 3 indicating Undecided, 4 indicating Agree and 5 indicating Strongly Agree. For analyses purposes the mean with standard deviations of the responses given by respondents were computed. These were then analysed with mean ranks. Mean values closer to 3 and above were interpreted as agreement, and those below 3 were interpreted as disagreement. The findings are summarized in Table 9.

Table 7
Teachers' responses on determinants of intrinsic job satisfaction

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

Source: Field survey (2022)

Table 9 showed the means of 2.64 (standard deviation of 1.51), 2.85 (standard deviation of 1.39), and 2.95 (standard deviation of 1.44) for salary, promotion and career advancement, and training and development, respectively, showed that respondents disagreed with these views. Similarly, respondents do not feel content with their work and other responsibilities that go along with the work itself without fringe benefits such as extra duty allowance ($M = 2.34$, $SD = 1.49$), free accommodation ($M = 2.15$, $SD = 1.59$), medical allowance ($M = 2.23$, $SD = 1.70$), and transportation allowance ($M = 2.06$, $SD = 1.69$).

4.3 Research hypothesis one

H₀₁: *There is no significant influence of teachers' conditions of service on intrinsic job satisfaction of teachers in Volta Region*

This hypothesis test the relationship between conditions of service and employee intrinsic job satisfaction. Regression was the statistical tool employed to analyse the correction. Table 10 presents the regression analyses result.

Table 8
Model summary of conditions of service on intrinsic job satisfaction

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.166 ^a	.028	-.002	.50884

a. Predictors: (Constant), conditions of service

Source: Field survey (2022)

From the Table 10, the value of .166 showed a small relationship between the employee intrinsic job satisfaction and conditions of service because the value falls between .10 and .30 which is considered a small relationship. Also, since the value is positive, it indicated that increases in the independent variables cause an increase in the dependent variable and vice versa. The R-square figure which is .028 indicated that 2.8% of satisfaction can be explained by conditions of service packages available to the teachers.

There is the need to test effect of the small relationship using Analysis of variance (ANOVA). The test was then carried out. Table 11 evaluates the regression model's statistical significance.

Table 9
ANOVA^a output of conditions of service on intrinsic job satisfaction

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.667	7	.238	.920	.491
	Residual	58.778	227	.259		
	Total	60.443	234			

a. Dependent Variable: Employee intrinsic job satisfaction

b. Predictors: (Constant), conditions of service

Source: Field survey (2022)

From Table 11, the p -value of .491 is more than the significant level of .05. As a result, the null hypothesis is maintained. This indicates that the combination of these variables; salary, extra duty allowance, free accommodation, medical allowance, transportation allowance, promotion and career advancement, training and development, failed significantly to predicts the dependent variable (Job satisfaction). Implying that the conditions of service has no significant effect on job satisfaction. This view support Pagalung and Pontoh (2018) that the intrinsic factors has no significant effect on job satisfaction. Based on the interpretations of the findings, it emerged that the respondents do not feel content with their work and other responsibilities that go along with the work itself over the determinants.

4.4 Objective Two: To analyse the effect of teachers' conditions of service on extrinsic job satisfaction

This objective was to see how teachers' conditions of service affect their extrinsic job satisfaction. Respondents were given a set of statements in which they were required to indicate their degree of agreement or otherwise to these statements. The statements were measured on a 5-point Likert scale where: strongly disagree = 1; disagree = 2; undecided = 3; agree = 4; strongly agree = 5. For analyses purposes the mean with standard deviations of the responses given by respondents were computed. These were then analysed with mean ranks. Mean values closer to 3 and above were interpreted as agreement and those below 3 were interpreted as disagreement. The findings have been summarized in Table 12.

Table 10

Teachers' perception of extrinsic job satisfaction and conditions of service

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

Source: Field survey (2022)

From table 12, it was shown that respondents agreed with the conditions service such as salary ($M = 3.55$, $SD = 1.50$), extra duty allowance ($M = 3.63$, $SD = 1.35$), free accommodation ($M = 3.56$, $SD = 1.48$), medical allowance ($M = 3.35$, $SD = 1.67$), transportation allowance ($M = 3.50$, $SD = 1.59$), promotion and career advancement ($M = 3.63$, $SD = 1.33$), and training and development ($M = 3.54$, $SD = 1.57$) are determinants of extrinsic job satisfaction.

4.5 Research hypothesis two

H₀₂: *There is no significant relationship between teachers' conditions of service and extrinsic job satisfaction of teachers in Volta Region.*

This hypothesis test the relationship between conditions of service and employee extrinsic job satisfaction. Regression was the statistical tool employed to analyse the correction. Table 13 presents the regression analyses result.

Table 11

Model summary of conditions of service on extrinsic job satisfaction

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.085 ^a	.007	-.023	.51413

a. Predictors: (Constant), conditions of service

Source: Field survey (2022)

From the Table 13, the R-value of .085 indicated a small relationship between the employee extrinsic job satisfaction and conditions of service because the value falls below .30 which is considered a small relationship. Also, since the value is positive, it indicated that increases in the independent variables cause an increase in the dependent variable and vice versa. The R-square figure which is .007 indicated that .7% of satisfaction can be explained by conditions of service packages available to the teachers.

There is therefore, the need to test effect of the small relationship using Analysis of variance (ANOVA). The test was then carried out. Table 14 evaluates the regression model's statistical significance.

Table 12

ANOVA^a output of conditions of service on extrinsic job satisfaction

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.438	7	.063	.237	.976
	Residual	60.005	227	.264		
	Total	60.442	234			

a. Dependent Variable: Employee extrinsic job satisfaction

b. Predictors: (Constant), conditions of service

Source: Field survey (2022)

From Table 14, the p -value of .976 is more than the significant level of .05. As a result, the null hypothesis is maintained. This indicates that the combination of these variables; salary, extra duty allowance, free accommodation, medical allowance, transportation allowance, promotion and career advancement, training and development, failed significantly to predicts the dependent variable. The findings revealed that the respondents do feel of being pressured to work. This view support Pagalung and Pontoh (2018) that the extrinsic factors has no significant effect on job satisfaction.

4.6 Research hypothesis three

H_{03} : There is no significant relationship between teachers' conditions of service and job satisfaction of teachers in Volta Region.

This hypothesis test the relationship between conditions of service and job satisfaction. To achieve this, respondents were given a set of statements in which they were required to indicate their degree of agreement or otherwise with these statements. The statements were measured on a 5-point Likert scale where: strongly disagree = 1; disagree = 2; undecided = 3; agree = 4; strongly agree = 5. For analysis purposes, the mean and standard deviations of the responses given by respondents were computed. These were then analyzed using mean ranks. Mean values closer to 3 and above were interpreted as agreement and those below 3 were interpreted as disagreement. The findings have been summarized in Table 15.

Table 13
Teachers' responses on determinants job satisfaction

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

Source: Field survey (2022)

From table 15, it was shown that respondents do not feel content with their work due to poor conditions service ($M = 1.50$, $SD = .76$), using determinants such as salary ($M = 1.40$, $SD = .93$), extra duty allowance ($M = 1.54$, $SD = .74$), free accommodation ($M = 1.44$, $SD = .83$), medical allowance ($M = 1.26$, $SD = .44$), transportation allowance ($M = 1.32$, $SD = .57$), promotion and career advancement ($M = 1.74$, $SD = 1.04$), and training and development ($M = 1.77$, $SD = 1.23$).

Regression was the statistical tool employed to analyse the correction. This result is indicated in Table 16. Per the regression table salary, extra duty allowance, free accommodation, medical allowance, transportation allowance, promotion and career advancement, training and development which are the independent variables and employees' job satisfaction is the dependent variable.

Table 14
Model summary of conditions of service on job satisfaction

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

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

Source: Field survey (2022)

Table 16 shows the results of a regression analysis between the two variables: condition of service (independent) and job satisfaction (dependent). From the table, the value of .172 showed a small relationship between the dependent and the independent variables because the value falls between .10 and .30, which is considered a small relationship. Also, since the value is positive, it indicated that increases in the independent variables cause an increase in the dependent variable and vice versa. The R-squared figure, which is .029, indicated that 2.9% of satisfaction can be explained by the conditions of the service packages available to the teachers.

The Analysis of variance (ANOVA) test was then carried out. Table 17 evaluates the regression model's statistical significance.

Table 15

ANOVA^a output of conditions of service on job satisfaction

Model		<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>Sig.</i>
1	Regression	1.780	7	.254	.984	.044 ^b
	Residual	58.663	227	.258		
	Total	60.443	234			

a. Dependent Variable: Job satisfaction

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

Source: Field survey (2022)

From Table 17, the *p*-value of .044 is less than the significance level of .05. As a result, the null hypothesis is rejected. This indicates that the combination of these variables; salary, extra duty allowance, free accommodation, medical allowance, transportation allowance, promotion and career advancement, training and development, significantly predicts the dependent variable (Job satisfaction). Implying that the conditions of service has a significant effect on job satisfaction. This supports the view of Akande (2014), that conditions of service influences job satisfaction.

The degree of conditions of service effect on employees' job satisfaction is shown in Table 18.

Table 16

Coefficients of conditions of service on employees' job satisfaction

Model		Unstandardized Coefficients		Standardized Coefficients	<i>T</i>	<i>Sig.</i>
		<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
1	(Constant)	1.615	.148		10.889	.000
	Salary	.102	.085	.185	1.199	.032
	Extra duty allowance	.101	.066	.146	1.545	.124
	Free accommodation	.160	.112	.262	1.425	.155
	Medical allowance	.042	.101	.036	.419	.676
	Transportation allowance	-.205	.110	-.231	-1.856	.045
	Promotion and career advancement	.122	.073	.250	1.660	.098
	Training And Development	.034	.100	.084	.342	.733

a. Dependent Variable: job satisfaction

Source: Field survey (2022)

From Table 18, the fact that the availability of salary has contributed to the satisfaction of teachers with value .102 indicating a positive relationship between salary and satisfaction, means that teacher satisfaction will increase by 10.2% if there is a 100% increase in salary. The significance value .032 indicated statistical

significance since the value is less than 0.05. Furthermore, allowances have contributed to satisfaction of teachers (.101), indicating a positive relationship between allowances and satisfaction. This means that teacher satisfaction will increase by 10.1% if there is a 100% increase in allowance. With sig-value of .124 indicated no statistical significance since the value is greater than 0.05. These findings correspond with those of Muguongo et al. (2015), who found in their study that the salary and allowances teachers receive, in comparison to those of their counterparts in the civil service, are some of the major factors that influence teachers' job satisfaction. That teachers' salaries should be paid promptly to enhance their satisfaction (Akande, 2014). This finding does not agreed with that of Boyd et al. (2011) who postulates that most teachers leave their jobs as a result of the working conditions than salaries received. This therefore support the old belief that to satisfy workers, one should pay them more (Bilal *et al.*, 2020)

Furthermore, the fact that medical allowances have influenced job satisfaction of teachers scored a regression coefficient of .042 showed a positive relationship between the two variables. This means that teacher job satisfaction will increase by 4.2% if there is a 100% increase in the provision of medical allowances in the municipality. The significance value of .676 indicated no statistical significance since the value is more than 0.05. This finding agreed with that of Muguongo *et al.* (2015), that insurance cover and medical insurance positively affect job satisfaction among teachers. Contrary to the view of Ellafi and Noor (2021), Ukpong and Okon (2020) argued that medical, health and safety allowance does not influence employees' decision to stay with a particular work environment.

In addition, the notion that promotions have contributed to the satisfaction of teachers in the municipality scored a coefficient of .122, indicating a positive relationship between the two variables. This means that teacher satisfaction will increase by 12.2% if there is a 100% increase in the availability of promotions for teachers in the municipality. The significance value of .098 indicated no statistical significance since the value is more than 0.05. This finding corresponds with that of Patgar and Vijayakumar (2015), who stated that certain factors are essential in influencing workers' decision to either leave or stay in an organisation. Such factors are compensation packages, convenient and flexible work hours, recognition and rewards for good performance, career growth and promotion opportunities, job security and training and development programmes.

4.7 Research hypothesis four

H₀₄: *Gender has no significant relation with teachers' job satisfaction using conditions of service as a determinant in Volta Region.*

This hypothesis test the relationship between job satisfaction of male and female teachers using conditions of service as a determinant. Having assumed normality, the homogeneity of variance assumption was checked using Levene's test, and the result showed that equal variances are not assumed for salary ($p = .001$), extra duty allowance ($p = .002$), free accommodation ($p = .001$), promotion and career advancement ($p = .001$), whereas equal variances are assumed for medical allowance ($p = .804$), transportation allowance ($p = .158$), and training and

development ($p = .359$).

An independent-samples t-test was employed to address the objective. The independent variable was gender, which had two levels: male and female. The dependent variables are salary, extra duty allowance, free accommodation, medical allowance, transportation allowance, promotion and career advancement, training and development as determinant of job satisfaction.

Table 19 shows summary statistics of the independent sample t-test.

Table 17
The independent sample t-test value for conditions of service as a determinant job satisfaction by sex

Determinants	Gender	M	SD	t	df	p
Salary	Male	1.502	1.061	3.393	233	.001
	Female	1.182	.390			
Extra duty	Male	1.611	.811	2.782	233	.006
	Female	1.381	.491			
Accommodation	Male	1.241	.432	-0.431	233	.000
	Female	1.892	1.250			
Medical	Male	1.261	.442	.124	233	.902
	Female	1.252	.443			
Transportation	Male	1.293	.612	-1.24	233	.216
	Female	1.392	.492			
Promotion	Male	1.751	.931	.193	233	.847
	Female	1.722	1.281			
Training	Male	1.713	1.232	-1.09	233	.277
	Female	1.904	1.261			
Conditions of Service	Male	1.482	.786	-0.201	233	.321
	Female	1.531	.799			

Source: Fieldwork (2020)

From Table 19, there was a statistically significant difference between both male teachers ($M = 1.50$, $SD = 1.06$) and female teachers ($M = 1.18$, $SD = .39$); $t(233) = 3.39$, $p = .001$, for salary as a determinant of job satisfaction. There was a statistically significant difference between both male teachers ($M = 1.61$, $SD = .81$) and female teachers ($M = 1.38$, $SD = .49$); $t(233) = 2.78$, $p = .006$, for extra duty allowance as a determinant of job satisfaction. There was a statistically significant difference between both male teachers ($M = 1.24$, $SD = .43$) and female teachers ($M = 1.89$, $SD = 1.25$); $t(233) = -0.43$, $p = .000$, for free accommodation as a determinant of job satisfaction. There was no statistically significant difference between male teachers ($M = 1.26$, $SD = .44$) and female teachers ($M = 1.25$, $SD = .44$); $t(233) = 0.124$, $p = .902$, for medical allowance as a determinant of job satisfaction. There was no statistically significant difference between male teachers ($M = 1.29$, $SD = .61$) and female teachers ($M = 1.39$, $SD = .49$); $t(233) = -0.24$, $p = .216$, for transportation allowance as a determinant of job satisfaction. There was no statistically significant difference between male teachers ($M = 1.75$, $SD = .93$) and female teachers ($M = 1.72$, $SD = 1.28$); $t(233) = .193$, $p = .847$, for promotion and career advancement as a determinant of job satisfaction.

Overall, conditions of service as a determinant of job satisfaction by gender was analysed. There was no statistically significant difference between male teachers ($M = 1.48$, $SD = .786$) and female teachers ($M = 1.53$, $SD = .799$); $t(233) = -.020$, $p = .321$, for overall conditions of service as a determinant of job satisfaction. This finding supported the views of Obineli (2013), Milledzi et al. (2018), Redmond and McGuinness (2019) and Toropova et al. (2021) that there is no significant difference between male and female members of the academic staff with regard to their levels of job satisfaction. Obimpeh (2014), indicates that the level of job satisfaction cannot be judged by gender. Therefore the extent of the connection relating to condition of service on job satisfaction may be moderated by gender.

5. Conclusions

The study sought to investigate the relationship between teachers' conditions of service and job satisfaction among senior high school teachers in volta Region. A self-administered questionnaire was the main research instrument. The questionnaire contained several items and was subdivided into subscales. Respondents were given a set of statements in which they were required to indicate their degree of agreement or otherwise with these statements. The statements were measured on a 5-point Likert scale where: strongly disagree = 1; disagree = 2; undecided = 3; agree = 4; strongly agree = 5. For analysis purposes, the mean and standard deviations of the responses given by respondents were computed using Statistical Package for the Social Sciences (SPSS) version 23.0 software.

The major findings as they related to the specific objectives of the study have been summarized as follows: In relation to teachers' conditions of service influencing their intrinsic job satisfaction, the findings revealed that the respondents feel content with their work and other responsibilities that go along with the work itself over salary, promotion and career advancement, and training and development. This has the tendency to draw teachers nearer to their jobs unconditionally. However, the findings shown that respondents agreed with the conditions service such as salary, extra duty allowance, free accommodation, medical allowance, transportation allowance, promotion and career advancement, and training and development are determinants of extrinsic job satisfaction. The study examined the influence of teachers' conditions of service on their job satisfaction. In this analysis, it was revealed that respondents do not feel content with their work due to poor conditions service, using determinants such as salary, extra duty allowance, free accommodation, medical allowance, transportation allowance, promotion and career advancement, and training and development. Conditions of service as a determinant of job satisfaction by gender was analysed. The study revealed that there was no statistically significant difference between male teachers and female teachers for overall conditions of service as a determinant of job satisfaction. It can, therefore, be concluded that condition of service of teachers has a positive effect on teachers' job satisfaction of Senior High School teachers in Volta Region.

5.1 Recommendations

Based on the findings, the study confirms the key role of employees' conditions of service in improving employee job satisfaction in an organisation. The study recommended that government through the Ministry of Education should review the existing conditions of service of teachers as well as making available other compensation packages to all teachers such as allowances and accommodation in order to avoid losing qualified and competent teachers to other sector organisations. Specifically; (1) salary of teachers should be paid promptly to enable them concentrate on their job for effective delivery, (2) the government should ensure regular promotion of teachers promptly, (3) the government should provide teachers with surprise packages such as soft loans, free medical care, free accommodation, which will spur them to enhance their job satisfaction, (4) regular staff development is an energizer for effective job performance and satisfaction, the government and school management staff should ensure regular training of teachers through in-service training, seminars, conferences and workshops towards enhancing job performance and satisfaction.

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5.3 Conflict of Interest

The authors affirm that they have no financial or personal conflicts of interest to disclose.

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