AKENTEN APPIAH-MENKA UNIVERSITY OF SKILLS TRAINING AND

ENTREPRENEURIAL DEVELOPMENT

JOB SATISFACTION AMONG PUBLIC BASIC SCHOOL HEAD TEACHERS IN THE

KUMASI METROPOLIS

SOLOMON YEBOAH

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DECEMBER, 2021

DECLARATION

STUDENT'S DECLARATION

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

SIGNATURE:…………………………….

DATE:………………………………….

SUPERVISOR'S DECLARATION

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

SUPERVISOR'S NAME PROFESSOR YARHANDS DISSOU ARTHUR

SIGNATURE:………………………..

DATE:………………………………….

DEDICATION

I dedicate this piece of work to my lovely wife, Mrs, Alfreda Serwaa Yeboah and my dear children for their prayers, encouragement and support throughout my studies.

ACKNOWLEDGMENT

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ABSTRACT

The purpose of this study was to investigate job satisfaction among head teachers in public basic schools in the Kumasi Metropolitan Area. The objectives were to identify the job satisfaction levels of the head teachers, determine the effect of age on job satisfaction of head teachers, and determine the effect of gender on job satisfaction of head teachers. The study adopted descriptive survey design. The population of the study consisted of all head teachers of the 431 public basic schools in the Kumasi Metropolis. Using a simple random sampling technique, a sample of 125 head teachers were selected for the study. The study used the questionnaire as instrument for the collection of data. The descriptive statistics were used to analyse the data. Chi-Square test of independence was used to determine the relation between the variables of age, gender and levels of job satisfaction of head teachers. The study found that head teachers were not satisfied with aspect of the economic job variables relating to salaries, health benefits and leave time, but were moderately satisfied with some other aspects. Head teachers were moderately satisfied under the, psychological job variables and task and performance job variables. It was also established that there was a relation between age, younger head teachers were more dissatisfied than older head teachers. It was also found that there was association between gender and the economic, psychological, and task and responsibility job variables, in that females were more satisfied with some of the variables more than male head teachers. It recommended there must be regular revision of salaries and allowances for head teachers, and also, aside the National Health Insurance policy, the State, in consultation with the teacher unions must design a special health policy that will cater for the health needs of head teachers and teachers in general.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

"Education is a human right that every child must enjoy and has to be protected by law". This is one of the recommendations of the world conference on education for all, held in Jomtien, Thailand 1990 and the world education forum, held in Dakar, Senegal in 2000. A literate population is key to the overall development of any nation (MOEST 2003). The lives of the up surging numbers of the future generation have been placed at the disposal of head teachers, who are supposed to supervise and manage his or her teachers, in a conducive environment fit for teaching and learning (Nguluutu, 2012). The school manager resource is a vital input to the education process since they have to manage the teachers, who are responsible for the delivery of the curriculum and-hence are critical in determining the quality of education. (Nguluutu, 2012). For head teachers to perform their duties effectively and efficiently they should be satisfied with their job.

Job satisfaction describes how content an individual is with his or her job. The happier people were within their job, the more satisfied they were said to be. People form attitudes towards their jobs by taking into account their feelings, beliefs and behaviors, (http.// en.Wikipedia. Org/wiki/job-satisfaction, 20th September, 2022). Okumbe (2015) outlines three dimensions of job satisfaction. The first dimensions is that it is an emotional response to a job situation, the second is that job satisfaction is determined by how well outcomes meet or exceed expectations and the third is that job satisfaction is represented by several related attitudes. These attitudes were important characteristics of the job like work itself, pay, promotion opportunities, supervision and co-workers. Job

satisfaction is closely related to motivation. Scholars generally agree on at least three motivational patterns (Owens, 1998). One of the first indicators of motivation is the apparent pattern of choices that individuals make when confronted with an array of possible alternatives. The second cortical indicator is persistence with which one pursues the chose course of action. The last level is the intensity which may lead a person to work with high or less energy.

Some people argue that Maslow's hierarchy of needs theory laid the foundation for job satisfaction theory. The theory explains that people seek to satisfy five specific needs in life: physiological needs, Safety needs, social needs, self-esteem needs and self-actualization. According to Fredrick Herzberg's two factor theory satisfaction and dissatisfaction were driven by achievement in work, recognition, promotion opportunities, pay, company policies, supervisory practices and other working conditions (Owens, 1998).

The head teacher plays the most critical of roles. In recent times, the role of head teachers have changed drastically due to an increase in societal, political, and economic demands to improve student achievement (Aberli, 2010). School heads are today, more than ever being held responsible for student outcome (Webb, 2012). Studies have consistently found that while the effects of school leadership on students are largely indirect, the head teacher/headmaster/principal is the key to an effective school and student success (Murphy, 2002; Harris et al.,, 2007; Leithwood & Jantzi, 2000; Prestine & Nelson, 2005; Waters, Marzano, & McNulty, 2003). These findings helped establish common agreement among educational practitioners, researchers, and policy makers that head teachers are an integral part of the success of schools and student learning. As

school leaders, they are in a position to shape the goals, direction and structure of schools. Consequently, their decisions and actions influence various school policies, procedures and practices that ultimately impact student outcomes.

It should be noted however that it is the teacher/head teacher who is happy with his job who plays a pivotal role in the upliftment of society. Well-adjusted and satisfied teacher can contribute a lot to the wellbeing of his/her pupils. A dissatisfied teacher can become irritable and may create tensions which can have negative influence on the students' learning process and consequently affects their academic growth (Singh (2003). Job satisfaction implies the overall adjustment to work situation. Job satisfaction is a crucial element in maintaining quality human resources and life of any organization. In academia, job satisfaction is among the cornerstones for a healthier school. Job satisfaction has been perceived differently by different researchers in the field of human resource and management (Evans, 1997). In the same line Luthans (1994) had describes job satisfaction as an attitude developed by an individual towards the job and job conditions. According to Spector (1997) job satisfaction constitutes an attitudinal variable that measures how a person feels about his or her job, including different facets of the job. However, the most used definition of job satisfaction in literatures is of Locke (1976), who described job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. From the earlier mentioned definitions, it is evident that job satisfaction has a great relationship with employees' work performance and organizational productivity. Teachers' job satisfaction, commitment and retention are crucial for effective school management and academic performance (Smith, 2007). Therefore, any challenges around the attainment of head

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teacher's job satisfaction can demise the attainment of the great goals for basic education in Ghana. This study therefore sought to identify the levels of job satisfaction among head teachers of basic and proceeds to suggest measures to increase the levels of job satisfaction of head teachers.

1.2 Problem Statement

Reports about poor quality of education, poor pass rates, low throughput rate, insufficient infrastructure etc., have been published in Ghana over the years. Various governments over the period have also sought to make amends by introducing various educational reforms aimed at solving some of the identified problems with Ghana's education, especially at the basic and second cycle levels. What has been missing however has been whether studies have been conducted to ascertain the level of job satisfaction among those responsible for implementing all these reforms at the school level. The many identified studies on job satisfaction have been about teachers, leaving out those who have been mandated to manage the teachers, pupils and the school infrastructure as well as coordinating the efforts of all other stakeholders responsible for the successful implementation of education policies. It should also be noted that there is wide disparity between the performance of private basic schools and public basic schools in the metropolis. A study by Amoah and Frimpong (2018) indicated that out of the 12 high performing schools in the 2016 BECE, only one public school made the list. However, what is not known is whether or not head teachers are satisfied, and also whether the poor performance of pupils at the basic level relative to private schools is not as a result of job dissatisfaction. Aside this, surveys conducted in 2009, 2014, 2015 and

2017 on Teacher Attrition in Ghana (Baah et al., 2009; Effah & Osei-Owusu, 2014; Bilikpe, & Yelkpieri, 2017) have indicated very high attrition, even among head teachers. What actually are preventing head teachers from staying in the teaching profession permanently, and working effectively to achieve government's objective of providing quality education to the Ghanaian youth? Is the Ghanaian head teacher, who is responsible for ensuring effectiveness, supervision and creating the perfect atmosphere for academic work dissatisfied? It is in this regard that this study seeks to investigate job satisfaction among head teachers in public schools in the Kumasi Metropolis.

1.3 Purpose of the Study

The purpose of this study is to investigate job satisfaction among head teachers in public schools in Ghana.

1.4 Objective of the Study

The general objective of this study is to model job satisfaction among head teachers in public schools in Ghana. The specific objectives are to:

   i.   Identify the job satisfaction level of the head teachers in the Kumasi Metro,

  ii.   Determine the effect of age on job satisfaction of head teachers,

 iii.   Determine the effect of demographic variables on job satisfaction of head teachers.

1.5 Research Questions

   1.   What is the job satisfaction level of head teachers in Kumasi Metro?

   2.   What is the effect of age on job satisfaction of head teachers?

   3.   What is the effect of gender on job satisfaction of head teachers?

1.6 Significance of the Study

Job satisfaction describes how content and confident an individual is with his or her job. The happier people are with their jobs, the more satisfied they are said to be. Personality of teachers, their education and their behavior towards the children is the basis of development of attitudes. Teachers having favorable attitude towards their profession are generally successful, properly adjusted and well satisfied with their job. Conducting a study on satisfaction among head teachers is justifiable as it will depict the various factors that affect the success of their administrative role and in diverse ways affect the attitude of their teachers and students. it is important to be able to retain effective school leaders. Examining the perceived sources of head teachers' satisfaction and dissatisfaction with their work has strong implications for policies and practices that can be implemented to increase teacher/head teacher retention. Findings from the study will also fill the research gap in the area head teachers' job satisfaction. The hope is that the outcome would serve as an important reference material added to the very little empirical research and also help the heads adopt the most effective leadership style for sensitizing teachers work efficiency as it is only through this act that high standard of education can be realized.

1.7 Limitation of study

The time dedicated to the project was too small. There was also another problem concerned with finance. The work was so involving that the researcher needed to visit the various selected schools a couple of times to abreast himself with their operations. It was

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cost intensive considering the fact that the researcher had to travel a couple of times to these institutions to get the necessary information needed.

1.8 Organisation of the Study

The study was organized into five chapters. Chapter one presents the background, statement of the problem, objectives, justification, scope, limitation and the organization of the study. Chapter two provides a background literature of the study. The research carried out a review of relevant literature on the concept of job satisfaction. Chapter three presents a detailed explanation on the research methodology that was used in the study. Chapter four deals with the results of the study's empirical analysis. Chapter five presents the main findings and recommendations that offer insights into job satisfaction among head teachers.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter deals with a thorough review of literature related to the concept of job satisfaction, theoretical foundation relating to the subject, factors that affect job satisfaction or dissatisfaction. Also a review of the role of the head teacher shall be done to shed light on the huge responsibilities of head teachers and their workload. Also a review of empirical studies on teacher job satisfaction will be done in this chapter.

2.2 The Concept and Definition of Job Satisfaction

A lot of studies have been conducted in the area of Job satisfaction for well over a century to determine factors related to job retention and worker productivity. During this time, thousands of studies on job satisfaction have been conducted making job satisfaction one of the most studied constructs by organizational researchers (Webb, 2012). The large volume of job satisfaction research suggests the functioning of an organization, and ultimately, whether or not it meets stated goals can in part be dependent on the satisfaction of its workforce. Research on job satisfaction supports this belief indicating relationships between job satisfaction and employee absenteeism (Ybema et al., 2010; Diestel et al., 2014), burnout (Nagar, 2012; Kim et al., 2017), stress (Ali & Faroogi, 2014; Mansoor et al., 2011), motivation and productivity (Abdullah & Wan, 2013; Inuwa, 2016), organizational commitment (Lumley et al., 2011; Suki & Suki, 2011), and turnover (Stamolampros et al., 2019; Khan & Aleem, 2014).

Despite its wide usage in scientific research, as well as in everyday life, there is still no general agreement regarding what job satisfaction is. In fact there is no final

definition on what job represents. Therefore before a definition on job satisfaction can be given, the nature and importance of work as a universal human activity must be considered. Different authors have different approaches towards defining job satisfaction (Aziri, 2011). Some of the most commonly cited definitions on job satisfaction are presented in the paragraphs that follow.

Hoppock defined job satisfaction as any combination of psychological, physiological and environmental circumstances that cause a person truthfully to say I am satisfied with my job (Hoppock, 1935). According to this approach although job satisfaction is under the influence of many external factors, it remains something internal that has to do with the way how the employee feels. That is job satisfaction presents a set of factors that cause a feeling of satisfaction.

Vroom in his definition on job satisfaction focuses on the role of the employee in the workplace. Thus he defines job satisfaction as affective orientations on the part of individuals toward work roles which they are presently occupying (Vroom, 1964). One of the most often cited definitions on job satisfaction is the one given by Spector according to whom job satisfaction has to do with the way how people feel about their job and its various aspects. It has to do with the extent to which people like or dislike their job. That's why job satisfaction and job dissatisfaction can appear in any given work situation.

Job satisfaction represents a combination of positive or negative feelings that workers have towards their work. Meanwhile, when a worker employed in a business organization, brings with it the needs, desires and experiences which determinates expectations that he has dismissed. Job satisfaction represents the extent to which

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expectations are and match the real awards. Job satisfaction is closely linked to that individual's behaviour in the work place (Davis & Nestrom.,1985).

Job satisfaction is a worker's sense of achievement and success on the job. It is generally perceived to be directly linked to productivity as well as to personal well-being. Job satisfaction implies doing a job one enjoys, doing it well and being rewarded for one's efforts. Job satisfaction further implies enthusiasm and happiness with one's work. Job satisfaction is the key ingredient that leads to recognition, income, promotion, and the achievement of other goals that lead to a feeling of fulfilment (Kaliski, 2007).

Job satisfaction can be defined also as the extent to which a worker is content with the rewards he or she gets out of his or her job, particularly in terms of intrinsic motivation (Statt, 2004). The term job satisfaction refers to the attitude and feelings people have about their work. Positive and favourable attitudes towards the job indicate job satisfaction. Negative and unfavourable attitudes towards the job indicate job dissatisfaction (Armstrong, 2006).

Job satisfaction is the collection of feeling and beliefs that people have about their current job. People's levels of degrees of job satisfaction can range from extreme satisfaction to extreme dissatisfaction. In addition to having attitudes about their jobs as a whole, people also can have attitudes about various aspects of their jobs such as the kind of work they do, their co-workers, supervisors or subordinates and their pay (George & Jones, 2008).

Job satisfaction is a complex and multifaceted concept which can mean different things to different people. Job satisfaction is usually linked with motivation, but the nature of this relationship is not clear. Satisfaction is not the same as motivation. Job

satisfaction is more of an attitude, an internal state. It could, for example, be associated with a personal feeling of achievement, either quantitative or qualitative (Mullins, 2005). We consider that job satisfaction represents a feeling that appears as a result of the perception that the job enables the material and psychological needs (Aziri, 2008).

2.2 Theories of Job Satisfaction

Job satisfaction has been treated as a complex set of variables. There have been various attempts to explain job satisfaction in different ways. The various theories of job satisfaction are subsumed under two categories namely content theories and process theories. The former category emphasises the specific factors which motivate the individual towards job, while the latter category deals with dynamics of this motivational process (Thiagaraj & Thangaswamy, 2017). Even-though criticisms were raised against these theories they represent foundation for the development of later theories. So any discussion of job satisfaction will be incomplete and inadequate if a glance at the contributions of the important theorists is not made. So a very brief evaluation of the important-theories is attempted in the following section.

2.2.1 Content Theory

The content theories are concerned with identifying the needs/drives that people have and these needs/drives are practiced.

Abraham Maslow's Need Hierarchy Theory (1943)

Abraham Maslow proposed his hierarchical theory of five important needs more than 74 years back in 1943. The theory gained ground over the years and because of its innate logic it became widely accepted and part of compulsory reading for every

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management student and Human Resource Professional. Over the years it has been questioned, analysed and thought by later thinkers to be inadequate in certain respects but there is no denying its basic merit in understanding human and employee behaviour in the workplace. His basic premise concerns the meeting of human needs which progressively move up the value chain as simpler and more basic needs are met.

Maslow's theory opines that indicated have five progressive sets of needs, the first set being purely physical needs, also called Physiological needs. These include all the needs a person needs first to stay alive like, food, water, air, the maintenance of body temperature and the necessity of voiding of natural human waste. It is only when this basic need set is satisfied that the next set of needs will be thought of for satisfaction.

The five need sets that are in sequential order are physiological needs, safety and security needs, love and belonging needs, status and prestige needs and actualisation needs. Humans work to satisfy these needs and as people and societies move up in life their need set also changes. This is true of all people, it could apply to the situations, individuals in progressively larger groups and also to whole countries as well. Growth of the individual or group causes the needs to shift upwards whereas the opposite causes downward movement in need fulfilment desire. The safety needs can be broken up into physical safety, family security, monetary security and employment security and love; belonging needs can be broken up into parental love, love between partners, sibling and children. It is easy to understand why these needs were classified as hierarchical, with physiological needs at the base and actualisation needs at the apex of a hierarchical pyramid.

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Using this classification Maslow reasons that as a person moves up in life his need changes and if a person is unable to access needs appropriate to him he will basically be dissatisfied, even though he may not know it.

Clayton Alderfers Erg Theory (1969)

Alderfer reformulated Maslow`s need hierarchy into three basic human needs simplifying it to make it more in tune with data obtained from empirical research. He kept Maslow's hierarchical structure but reduced the levels to three on the basis that a certain overlap existed in the middle layers and call them Existence, Relatedness and Growth, in short ERG Existence is the lowest level need which is concerned with physical survival and includes the obvious needs for food, water and shelter which can be satisfied through salary, fringe benefits, safe working environment and some measures of job security. Relatedness needs involve interaction with other people and the satisfaction they can bring in the form of emotional support, respect, recognition and sense of belonging. These needs can be satisfied on the job through coworkers and off the job through friends and family.

Growth need focuses on the self and includes need for personal growth and development which can be satisfied only by using ones capabilities into the fullest. ERG theory sees different needs from different levels existing in a sort of continuum where while there is a hazy precedence for a lower level need, it can still very well exist in the presence of a higher level need.

Frederick Herzberg Two Factor Theory (1959)

Frederick has tried to modify Maslow's need Hierarchy theory. His theory is also known as two factor theory or Hygiene theory. He stated that there are certain satisfies and dissatisfies for employees at work. Intrinsic factors are related to job satisfaction while extrinsic factors are associated with dissatisfaction. He devised his theory on the question: "What do people want from their jobs?" He asked people to describe in detail such situations when they felt exceptionally good or exceptionally bad. From the responses that he received, he concluded that opposite of satisfaction is not dissatisfaction. Removing dissatisfying characteristics from a job does not necessarily make the job satisfying. He states that presence of certain factors in the organisation is natural and the presence of the same does not lead to satisfaction. However, their nonresponse leads to dissatisfaction. In similar manner there are certain factors, the absence of which causes no dissatisfaction, but their presence has motivational impact.

Douglas McGregor Theory X and Theory Y

McGregor proposed theory X and Y underlying the behaviour of employees. Theory X holds that men who are basically lazy dislike work; one has to force him to do work. Later, McGregor noticed that these patterns of behaviour are the result of management action. An average worker can be motivated by low level incentives such as money, security and the like only for certain period of time. When a worker strives to achieve higher level needs and when management denies this, he becomes distrusted and adopts an apathetic attitude, which may be interpreted as laziness. So in Y theory McGregor postulates that man is creative and has the power of self-discipline to work.

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The important function of management, therefore, should be to make the best use of the creative potentiality of employees by providing adequate means for the satisfaction of their higher order needs. The implication of McGregor theory in the context of job satisfaction is that when there are opportunities in the job to satisfy the needs of workers at different levels, they will become satisfied.

David Mcclelland's Needs Theory

David McClelland's, an American behavioural psychologist who taught at Harvard and Boston, in his book on "The Achieving Society" in 1961 wrote of three basic human needs which motivated people to strive and succeed. These were the need for achievement, N-Ach, the need for power, N.Pow, and the need for affiliation, N.Aff. These need levels would vary from individual to individual and again from society to society. It was inconceivable that each individual would have the same levels for all three needs, which would vary with the background, society, culture and education of the individual.

McClelland's theory came to be known as the three need theory and is also referred to as the learned needs theory as it stipulates that most of these needs are shaped over time and depend upon the experiences of the particular individual. The results at the workplace depend upon a proper matching of job requirements and putting in a person with high achievement needs in a slot ideal for a person with high affiliation needs is going to result in a mismatch and possible underperformance. People with high affiliation needs, for example, will be ideally suited in cooperative and people environments and tend to do very well in customer service and public relations.

2.2.2 Process Theories

Sensing the fact that it is the motivation of an employee that contributes to the perception and experience of satisfaction and dissatisfaction of workers, the process theories attempt to trace the process involved in the development of different motivations. They explain the employee motivation from the initial energization of behaviour through the selection of behavioural alternatives, to actual effort. The important theories having relevance in the context of job satisfaction are mentioned in the following sections.

Vroom's Valence Expectancy Theory

The most widely accepted explanation of motivation has been propounded by Victor Vroom. His theory is commonly known as expectancy theory. The theory argues that the strength of a tendency to act in a specific way depends on the strength of an expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual. To make this simple, expectancy theory says that an employee can be motivated to perform better when there is a belief that the better performance will lead to good performance appraisal and that this shall result into realization of personal goal in the form of some reward. Therefore an example is:

$$\text{Motivation} = \text{Valence} \times \text{Expectancy}$$

The theory focuses on three things:

Efforts and performance relationship, Performance and reward relationship, Rewards and personal goal relationship.

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$$\text{Valence x Expectancy}$$
$$\downarrow$$
$$\text{Motivation}$$
$$\downarrow$$
$$\text{Action}$$
$$\downarrow$$
$$\text{Satisfaction in the form of rewards}$$
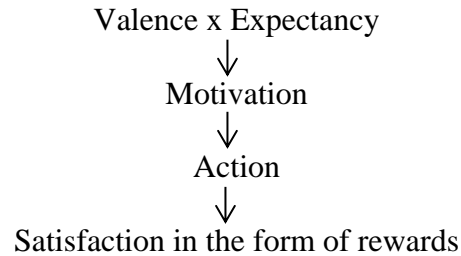
The Equity Theory

In the equity theory Adams argues that people are motivated by inequity and keep on comparing their efforts with that put in by others around them in the workplace as also the rewards being meted out to them.

Equity is likened to a perception of fairness involved between efforts and rewards given to co-workers in the work place. A fair situation where all employees are treated with equality obviously envisages similar outcomes for similar inputs; and if some employees feel that others are being given higher rewards for similar work they will obviously hold back some of their efforts. In case an employee putting in hard work happens to see an inefficient and unproductive colleague being rewarded with the same salary may probably feel demotivated to put in the same level of work continuously. Motivation is thus very difficult without the establishment of fairness in the appraisal and reward process.

Goal Setting Theory of Edwin Locke

Instead of giving vague tasks to people, specific and pronounced objectives help in achieving them faster. A goal orientation also avoids any misunderstandings in the work of the employees. The goal setting theory states that when the goals to be achieved are set at a higher standard, the employees are motivated to perform better and put in

maximum effort. It revolves around the concept of 'self-efficiency' that is individual's belief that he or she is capable of performing a hard task.

Porter and Lawler Model

Lyman W.Porter and Edward E. Lawler developed a more complete version of motivation depending upon expectancy theory. It relates to perception, effort reward and satisfaction. An employee's individual effort is dependent on the value of expected reward and the perception of the effort involved in performing and obtaining reward. Thus performance is the result of effort, a person's abilities and an accurate role of perception. The performance or accomplishment will provide other intrinsic and extrinsic reward. The employees compare the perceived equitable reward with the reward actually received. This will result in employee satisfaction or dissatisfaction. If the difference between the perceived equitable reward and the actual reward is less the satisfaction is high. A failure to receive the perceived equitable reward will create a feeling of dissatisfaction.

2.3 The Professional roles of Head teachers in Ghana

The importance of educational leaders (head teachers) in ensuring effective schools cannot be overemphasised since they have significant influence on the success of schools by playing a key role as the leader, and hence influencing all aspects of the school's functions with their behaviours and personal characteristics. As such, they are expected to perform a wide range of duties to ensure that effective teaching and learning take place in their schools to achieve the set objectives and goals (Ghana Education Service, 2010a; Ghana Education Service, 2010b).Some of the duties are discussed below:

2.3.1 Planning

This role, according to Ojo and Olaniyan (2008), is perhaps the most important role of a school principal since the essence of planning is to prepare for and predict future events. Planning goes beyond trying to attain stated organizational objectives. It involves developing strategies and procedures for effective realization of the whole plan. This includes determination of objectives and goals, control of resources, direction, and methods of achieving the overall objectives of the organisation. Planning, which is considered a blue print for action is done to avoid wasting money and other resources both in the short-term and long-term. Failing to plan or postponing planning is dangerous because it results in ineffectiveness, undirected action and waste of resources. However, good planning could bring about good results. Planning is seen to be pervasive and primary in the sense that it is necessary for performing other management functions such as organizing, staffing, directing, co-ordinating, reporting, and budgeting. It helps to identify the philosophy, policies, programmes, procedures, practices, and challenges of the organization (Atta, Agyenim-Boateng & Baafi-Frimpong, 2000; Mankoe, 2007; Ojo & Olaniyan (2008).

Since the introduction of the Capitation Grant (CG) in 2005 in Ghana, all basic schools are mandated to develop and implement a School Performance Improvement Plan (SPIP) which enables public basic schools to identify priority activities to be implemented in order to improve their performance. The SPIP which is also known as the Action Plan for School Improvement is determined from each School Performance Appraisal Meeting (SPAM) and serves as a blueprint which outlines the specific activities with time frames, and persons responsible for implementation which the

school/community intends to undertake with the aim of achieving objectives. Head teachers in public basic schools in Ghana therefore must understand the format and structure of SPIP, and the specific component of the structure of SPIP (setting objectives, targets, tasks, activities, time-frame, responsibilities and indicators of success). They are also to understand and identify materials and resources needed, people responsible for facilitating the implementation of SPIP, indicate the names of people who may be assigned responsibilities for tasks and activities, set realistic time-frame including start and finish dates, and identify specific, measurable, achievable, realistic, and time bound indicators. To draw a very good SPIP for basic schools, head teachers are to consult with school-community stakeholders to determine the appropriate date for preparation of the SPIP, encourage all stakeholders to show interest and participate in planning SPIP, organize consultative meeting of stakeholders to identify issues, prioritise the issues or problems that need attention, identify specific actions to address the problems, identify resources needed to address the problems, and assign responsibilities for various actions to be implemented.

2.3.2 Effective School-community Relationship

The educational system as an open and a social organization thrives on effective interrelationship within it and with its relevant publics. This implies that the head teacher needs to know the community, in which the school is situated, takes active part in the development of the community and encourages the staff to do same. He or she ought to encourage and facilitate community participation in the activities of the school, and explain the activities of the school to the community. The school head is also to find out the occupational practices, values, aspirations and norms of the community to enable the

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school formulate policies, goals and strategies for the education of the students. This will make the education of the students to be functional since it will suit the desires and aspirations of the community members. The knowledge of the challenges and needs of the community by the school head will enable him or her to tailor education to equip students with the skills that will make them become responsible members of the community (Atta, Agyenim-Boateng & Baafi-Frimpong, 2000).

2.3.3 Staff Personnel Services

The educational leader is expected to attract, select, motivate, supervise, develop and maintain teaching and non-teaching staff. The educational leader needs to identify and indicate the staff needs of the school, as well as the specific type of staff needed to meet the needs. In Ghana, teaching and non-teaching staff are posted to public basic schools by GES. Hence, such school heads have no choice but to accept the staff posted to the schools. It is the duty of the head teacher to see to it that new staff members are properly oriented into the school system, and its general way of doing things. The head teacher is to involve the staff in developing and operating the regular and proper personnel policies such as working conditions and schedules of staff assignments.

The head teacher must create good conditions in the school for the staff to enjoy their work. Thus, the resources needed for work must be made available by the head teacher, and also involve the staff in making decision that fall within their domain. He or she is to ensure that clear communication channels are established and made known to the staff members, and help resolve challenges they face, diagnose the strengths and

weaknesses of the staff, evaluate their performance through observation and daily supervision, and appraise their effectiveness for promotion.

2.3.4 Pupil Personnel Services

The head teacher's administrative tasks here are provided to encourage or supplement regular classroom instructions. This role of the principal is very important because it involves the selection, orientation, placement, as well as guidance and counselling of students which constitute an essential aspect of educational administration (Atta, Agyenim-Boateng & Baafi-Frimpong, 2000; Ojo & Olaniyan, 2008).

In Ghana, head teachers of public basic schools are to ensure that pupils are adequately motivated and given the opportunity to learn. As such, head teachers must organize their teachers to see to the welfare of students. They are also to promote guidance services by ensuring that material assistance is given to the guidance co-ordinators to work in co-operation with teachers to achieve a smooth running of guidance programmes in schools. The head teacher ought to institute procedures for the orientation of pupils, especially the new ones on the school rules and regulations, discipline, moral and civic issues, adequate interpersonal relations, selection of subjects, and career guidance. Head teachers are to see to it that schools are secure and safe for pupils. As such, the heads are to make sure the school environment is friendly, physically safe, emotionally secure and physically enabling. They are also to put in place measures to avoid physical assault (caning, hitting, fighting etc.), verbal (insults, shouts, intimidation etc.), and sexual abuses (harassment, aggression, defilement, rape, coercion etc.), and encourage victims of such atrocities to report to the appropriate authorities for redress. On health, head teachers are to regularly screen food vendors before they are allowed to

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sell food in schools, organize periodic health check-up and lectures for pupils and teachers, provide 'first aid' and organize regular first aid training for teachers and pupils for them to know the basics of resuscitation.

2.3.5 Curriculum and Instructional Development, Improvement and Appraisal

This duty of the school heads includes all activities that are planned, implemented, supervised, and evaluated. Such activities aim to develop the cognitive, psychomotor and affective domains of the students' personalities. The curriculum is not a record of what has happened but a plan of what is to happen (Ojo & Olaniyan, 2008). It involves what students are to do in the learning situation, and it also deals with the learning outcomes to be achieved through the experiences and opportunities exposed to the students. The school curriculum is thus, all the learning experiences and opportunities designed for the students in the school. Curriculum development which mostly starts with establishment of educational goals is based on the dynamic needs of the society, hence, change from time to time. This means that a curriculum which is considered adequate today may not be adequate when the needs and values of the society change tomorrow. Head teachers of public basic schools in Ghana therefore have the duty of noticing, understanding and making good judgement about the needs of the society and how they will affect the curriculum. The implication is that the head teacher must be aware of the basic curriculum theories in order to adequately influence the determination of instructional goals and objectives, the selection and organization of subject matter and the learning experiences. As a result, the school head must secure the appropriate syllabuses for his teachers and take them through the objectives related in the syllabuses. He or she

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must ensure that time tables and textbooks are in readiness for use, and that other learning materials such as manila cards, pieces of chalk, dusters, notebooks for lesson plans, forecasts and record of work are supplied or purchased where necessary.

2.3.6 Financial and Business Administration/Management

This role is considered one of the most crucial roles of the school principal. The duty here is for the principal to provide and disburse funds for the attainment of educational goals. The school head has limited control over the source of funds for the school even though many of these school heads influence the provision of funds by careful and studied budgetary system, accounting, reporting, and effective negotiations. Budget making is therefore important because it is the central focus in administering a school. The budget is a planning and a control tool. It is a financial statement that deals with the prosed revenue and expenditure of the school. It shows the proposed programme for the school, hence the school principal needs to prepare a budget because a comprehensive budget allows for maintenance of control of expenditures of the limited income.

The school head thus has the duty of preparing the school's programme considering what activities are to be undertaken in a term or in the academic year. He or she is to provide for a system of internal accounting. The principal is to administer school purchases, account for school monies and properties, and keep the school's administration running smoothly. The educational leader is to ensure that money that belongs to the school is properly lodged in a bank or invested, and that expenditure

proceeds according to what is estimated. Again, he or she must ensure that proper quarterly and annual accounts are prepared and all audit reports and queries are answered.

2.3.7 Physical Facilities (School Plant) and Educational Materials

Murphy and Amanda (2003) contend that there is no question over the supervision of infrastructural facilities which they consider as the most important role every school principal must play. Physical facilities of the school include school buildings (school plant), school grounds, laboratories, equipment, libraries, workshops, school buses, and instructional equipment needed for effective teaching and learning. These facilities are provided by the government, communities, corporate bodies, philanthropists and non-governmental organizations. The school plant is seen as a controlled environment that enhances teaching and learning while protecting the physical well-being of learners (Ojo & Olaniyan, 2008).

Head teachers of public basic schools in Ghana are expected to make their school environment child-friendly to ensure that the pupils are physically safe, emotionally secure and psychologically enabling. To avoid unnecessary intrusion, heads of public basic schools are to see to the fencing, walling or hedging of the school site to make it secure and safe. Leaking school roofs, and broken down tables and chairs must be repaired. The heads are also to maintain conducive school environment by planting trees as wind breaks and for provision of shade, promoting floral rock beautification of the school compound to raise their aesthetic value and prevent erosion. Recreational facilities and space for sports, games, physical education and the use of gender disability friendly playing equipment must be provided. There is also the need for toilets and urinal to be provided for pupils and teachers.

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2.3.8 Record Keeping and Management

Record keeping is viewed as one of the essential roles of the school principal. At every point in time, important information is demanded by educational authorities and other stakeholders from the school leader. The pieces of information which are either in the form of data returns, or evaluation reports must be factual and reliable. Such information can be obtained from record keeping. Hence, record keeping is not only desirable but imperative to every school principal, and as Ojo and Olaniyan (2008) put it, 'a school administrator who fails to keep desirable records may only perform like a rambler who is purposeless and blind to the real essence of this job' (p. 176). Record management on the other hand is the application of systematic and scientific control of recorded information needed for the operation of the school. Such control is exercised over the creation, distribution, utilization, retention, retrieval, preservation, and final disposition of all types of records within the school. The purpose of record management is to achieve the best retrieval and exploitation of the data held in these media and systems, reduce the cost and improve the efficiency of the record making and record keeping processes, thereby saving money for the administration of the school (Ojo and Olaniyan, 2008). Record management assists in controlling the quality and quantity of information created so that it effectively serves the needs of the school. An adequate record management programme co-ordinates and protects the school's records, sharpens the effectiveness of records as management memory, controls the time equipment and space allocated for records, and helps to simplify intra-organisational communication challenges. It is therefore prudent that every school principal or educational leader takes

record keeping and management serious and ensure that all major and relevant activities in the school are recorded.

2.3.9 General Tasks

Apart from the administrative duties of the school principal discussed earlier, head teachers of public basic schools in Ghana perform other general tasks. These general tasks include organizing and conducting meetings, publicizing the work of the school, handling interpersonal situations, responding to correspondence, preparing reports for local or district school boards, attending principals or head teachers' meetings, and attending school functions, among others.

From the above listed nine professional roles of head teachers, it is obvious their work is tedious and involving. For them to be able to discharge their work effectively there is the urgent need for them to be extremely satisfied and content with their job.

2.4 Extrinsic Factors that influence the level of Employee Job Satisfaction in an organisation

Factors that influence job satisfaction can be categorised under Extrinsic and Intrinsic factors. Extrinsic factors can be said to be objects or events, which follow from the employee's own efforts in conjunction with other factors or person's not directly involved in the job itself. Pay, working conditions, co-workers, and even supervision are objects in the work place which are potentially job-outcomes, but which are not a fundamental part of the work. Dealing with others and friendship interactions are sources of extrinsic outcomes. (Golshan, Kaswuri & Aghashahi, 2011).

2.4.1 Working Environment

The working environment of an employee is one of the important indexes of measuring their working comfort and their satisfaction. Since it is a fact that employees spend most of their time in an organization, it is very important for these organizations to introduce and maintain proper working conditions. An organization should provide its employee's with all the necessary resources and make it possible for the employee to do a job. This will help employees to accomplish tasks successfully and which indeed contribute to job satisfaction (Kawada & Otsuka, 2011).

The employee will lose their interests on the job, thus he will not enjoy the assignments if the working environment is inferior and not work friendly. The working environment satisfaction briefly includes the following four dimensions: Firstly, it is the working places" natural environment that includes moisture, brightness, noise, smells and the other environmental factors. Secondly, it is the working places' equipment's environment, that is, whether the employee can conveniently obtain and use required tools and facilities. Thirdly it is the working hours and amount of working overtime. Finally, it is about the safety protection in the working place (Kawada & Otssuka, 2011).

2.4.2 Pay and Job Satisfaction

Dessler (2012) indicated that employee pay includes all compensation factors which are given to him against his work. Heery and Noon (2001) defined pay through a number of components like basic salary, benefits, bonuses, pay for doing extra work and incentives. Pay is therefore what an employee receives against his work after fulfilling his assigned duty. This usually includes all types of financial and non-financial rewards. Lai

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(2011) described that pay is one of those satisfying variables which if hindered reduces the dissatisfaction level of employees. If an employee is compensated according to his need, he will easily manage overload work if any emergency occurs. Robbins (2003) described that Herzberg's motivation-hygiene theory tells that salary is one of those hygiene factors which eliminate job dissatisfaction. Salary is a factor which leads employees from dissatisfaction to no dissatisfaction. Expectancy theory described that people do effort because they want some rewards in term of money, promotion etc. People expect that if they work well in the workplace then their performance will increase and automatically their pay will increase and they will be promoted. This will cause increase in their job satisfaction level (Yaseen, 2013).

2.4.3 Nature of Job

Many years of research in different organizations and jobs have shown that nature of job itself becomes a dominant factor of job satisfaction when employees assess different aspects of their work, like supervision, growth opportunities, salaries, and colleagues and so on. When the job performed by an employee is perceived to be important, this will increase satisfaction level. Work challenges let employees utilize their skills, knowledge and intelligence to deal with complexities involved in their job, as researched by Yoav Ganzach (1998). There is a negative association between intelligence and job satisfaction when complications in jobs are persistent because most of the jobs are not challenging or interesting, hence if the job lacks the perceived element of interest it may cause dissatisfaction among intelligent employees (Mehmood, Irum, Ahmed &Sultana, 2012).

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2.4.4 Team Cooperation

A smooth teamwork is one of the important conditions necessary to guarantee a harmonious working atmosphere. It is also an important factor that influences employee satisfaction. The satisfaction on team cooperation can be reviewed from the following aspects: Firstly, it is the situation of satisfaction and trust in terms of the direct leader's ability specifically including mutual respect, trust, support and guidance between the superior and subordinates. Secondly, it is the satisfaction based on colleagues" cooperation. It notes that the employee has mutual understanding, good cooperation, support and interpersonal relationship with the other members. Thirdly, it is the team's gross responsibilities and similarity of knowledge, conceptions and also value orientation. Finally, it is the clarity of information exchange channels (Yuan & Xiaoxia, 2013).

2.4.5 Co-Workers

A co-worker is a person who holds a position or rank similar to that of an employee in the same business. Co-workers are a distinct part of the working environment, and employees are expected to work harmoniously with other employees (Iqbal, 2010). People seek friendly, warm and cooperative relationships with others, not only for what these relationships produce in the immediate present, but also for what they provide in those times of need, such as social support. Bagraim, Cunningham, Potgieter & Viedge (2007) suggest that employees should be technically, emotionally and socially supportive of one another. Harmonious interactions between an individual and their fellow employees, as well as interactions between other fellow employees with each other, have a positive influence on an individual's level of organizational commitment

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and job satisfaction (Iqbal 2010). Harmonious interactions with co-workers have been found to have a positive influence on an individual's level of job satisfaction (Ladebo, Awotunde & Abdul Salaam-Saghir, 2008).

2.4.6 Job Security

Job security describes an employee's subjective feelings about the future security of his/her employment situation. These feelings are said to vary from individual to individual. These job security feelings are the result of real-life experiences in the labour market (Emberland & Rundmo, 2010). According to Klandermans, Hesselink and VanVuuren (2010), employees who perceive job insecurity are considered to be less Motivated and in their jobs.

Employment security is desirable for employees, who rank it as one of the most important factors for their commitment to an organization. Job security also plays a very important role in reducing employee turnover, as well as maintaining stable employment relationships in organizations. In addition, job security is essential for retaining human capital investment as well as reducing workforce screening and selection costs (Origo & Pagani, 2009). Employees no longer believe they can depend on businesses for job security, and this belief change has caused a shift in the psychological contract between businesses and their employees (Origo & Pagani 2009). According to Chan (2011) there is a positive relationship between job security and employee job satisfaction.

2.4.7 Leadership

Committed leadership that is willing to model desired changes and drives fear out of the organization is very critical for business success and encourages employee job satisfaction (Iqbal 2010). Committed leaders are essential in fostering a business's shared vision, aligning all components in pursuit of that vision, and building commitment to the vision at all levels of the organisation (Chawla & Renesch 2006). Good leadership highly depends on responsible followers. Leaders cannot implement decisions or plans without the cooperation and support of many others who are in a position to influence the successful outcome of the process, or even derail it. This corporation can be fostered by ensuring that employees are satisfied with their jobs (Farrington, 2009).

2.4.7 Promotion Opportunities

According to Parvin and Kabir (2011), promotion can be defined as "getting high status in the workplace by doing effective work, generally increase the status, position and remuneration of the employee in the organization". Promotion can therefore be simplified as going towards upward positions in the organization. If organizations are not giving promotions to their employees then it is very likely that employees will be dissatisfied and their turnover rate will be high (Yaseen, 2013) When employees get promotion they will be more committed to their organization. Promotion is considered one of the most important elements for the employee satisfaction (Parvin & Kabir, 2011). Promotion has a significant effect on employee satisfaction. There is therefore a positive relationship seen between job satisfaction and opportunity to develop (Ramasodi, 2010).

If an organization provides employees the necessary factors for promotion such as facilities, ability and skills, then employees will be automatically motivated and satisfied. Promotion and satisfaction have a direct relationship. Naveed and Bushra (2011) indicated that Maslow"s hierarchy of need theory also described that when esteem needs (autonomy, power, recognition and status) of people are fulfilled, they will be more satisfied with their job. Herzberg theory of motivation states what employees demand from their job. Three need theories tell that there is a need of achievement and need for power in people. People will be more satisfied and motivated when their needs are fulfilled (Ramasodi, 2010).

2.5 Intrinsic Factors that Influence the Level of Employee Job Satisfaction in an Organization

2.5.1 Degree of Employee Autonomy

Most employees desire for autonomy in order to perform effectively and attain their goals. A number of studies have found a positive relationship between autonomy and job satisfaction. Individuals take pride in their jobs if empowered at work and show a moderate relationship with a sense of self-control when measured for perceived life control. According to Messersmith (2007), managers can facilitate workers by empowering them in terms of given control over their activities, environment, quantity of work, and considerations for work-life balance. Satisfaction and performance is the product of an individual's three psychological states: experienced meaningfulness, experienced responsibility, knowledge of results. Among all the dimensions of job

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satisfaction, in general, it is better predicted through nature of job which contains work challenges, autonomy, variety, and scope of job (Mehmood et al, 2012).

2.5.2 Recognition

According to Danish and Usman (2010), recognition is defined as the situation where organization employees are rewarded by different status. Intrinsic rewards like recognition, growth, feedback, opportunities lead employees greatly towards high job performance and satisfaction. Barton (2002) described that recognition is considered the most important factor among non-financial rewards in order to increase job satisfaction level of employees. Recognition can be said to be the component that is used to strengthen the relationship between the organization leaders and the employees. Through recognition employees feel rewarded and motivated. By giving recognition to the employees, competitive advantage can be achieved. An organization achieves its well-being through giving rewards and recognition to its employees.

Yaseen (2013) commented that an employee becomes more loyal to their organization and satisfied when the organization recognizes their work. Very many organizations are missing this very valuable component and yet the cost of practical implementation of this component is very small. Through recognition, employees are being realized that they are valuable to the organization. Employees also feel appreciated through recognition (Sarvadi, 2005). Recognition is actually to show employees that their participation is valuable for the organization which ultimately increases satisfaction and performance of employees.

According to Yaseen (2013), recognition can be provided a number of ways such as; involving employees in decision making, by increasing their responsibility, by showing empathy towards them and provide them with succession planning and different opportunities to get high designation. Robbins (2003) described that Maslow"s theory tells about the self- esteem need of employee. This theory shows that recognition, status, development and growth are the factors which leads to motivation and ultimately leads toward job satisfaction. Herzberg theory indicated that recognition is one of those motivating factors which leads employee from no dissatisfaction to satisfaction.

2.5.3 Meaningful Work

Meaningful work is considered as a very important factor when it comes to intrinsic job satisfaction. These days, employees want to be engaged in qualitative work. Employees want their work to be meaningful to them. Meaningful work is an emerging factor for valued outcomes of organizations. Meaningful work is an important issue and is valuable for both employee and employer. There are some other factors rather than money which an employee may want to share with their community and home members. Such factors include sense of achievement and feelings of accomplishment of some task. This meaningful work is considered as a dividend to the employee (Pocock, 2006).

Outcomes, task characteristics and meaningful work are important for such people who have the desire for achievement. Job satisfaction cannot be separate from demand of meaningful work. It is the duty of managers to make work meaningful for their employees so that they can be satisfied with their job and due to this employees will show

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a positive response in the organization. Success, achievement and status are included in the meaningful work experiences (Yaseen, 2013).

2.5.4 Training and Development:

Training provides chances to employees grow and enhances their knowledge and skills for effective development (Kabir, 2011). Trained workers are more satisfied with their job as compared to untrained employees (Abdullah & Djebavni, 2011). These training programs positively raise employees" development that is good for competencies (Hunjra et al., 2010). By getting these training programs employees are able to get self - assured, evolution of career, and have positive thought for their companies (Kabir, 2011). The aim of these training and management programs is to amend employees" skills and organization potentialities (Hunjra et al, 2010).
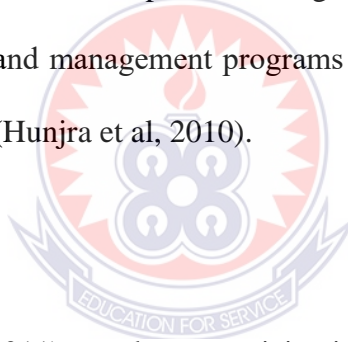
2.5.5 Responsibility

According to Lai (2011), employee participation may enhance motivation and job satisfaction through power sharing, and increased responsibility. Employee participation can provide individuals an opportunity to make key managerial decisions that have an impact on other employees, thus increasing job satisfaction and performance. Herzberg's two-factor theory suggests that intrinsic work factors such as responsibility held by employee and skills development may increase job satisfaction. Increased work responsibility may be related to many factors suggested in the two-factor model as recognition and interpersonal relationships have implications for individuals" identity (Lai, 2011).

2.5.6 Skill Variety

This is the extent to which a particular job requires a variety of employee competencies to carry it out (Jackson, 2011). For example, lower skill variety exists when an assembly-line employee performs the same two tasks repetitively. The more skill involved, the more meaningful the work becomes for an employee. Döckel, Basson and Coetzee (2006) suggest that one way that employees may develop a sense of competency is by working in a job with high skill variety. Skill variety relates to feelings of belonging, as well as a sense of attachment to the organization. Mathis and Jackson (2011), however, warn that skill variety should not to be confused with multitasking, which is doing several tasks at the same time, for instance, with computers, telephones, other devices, and personal organizers.

2.5.7 Task Significance

Task significance is the extent to which an employee perceives the job he or she is performing as having a substantial impact on the lives of other people, whether those people are within or outside the organization (Lunenburg & Ornstein, 2008). Most people work to earn a living, but also because of the other satisfactions that come with the job, such as doing something worthwhile.

2.5.8 Job feedback

This refers to the degree to which carrying out job-related tasks provides direct and clear information about the effectiveness of an employee's performance. In addition, providing feedback fulfils a need for information on the extent to which personal goals are met, as well as being a point of social comparison about an individual's relative

performance (Vlosky & Aguilar, 2009). Providing sufficient performance feedback to employees helps strengthen positive attitudes toward the business, and helps prevent early intentions to leave by employees. When employees are provided with praise and feedback, stronger feelings of loyalty to the business may develop (Döckel, Basson & Coetzee, 2006). Furthermore, feedback helps to contribute to the employees" overall knowledge about the work (Mathis & Jackson, 2008).

2.5.9 Job Involvement

Job involvement can be described as the degree to which an employee is cognitively preoccupied with, engaged in, and concerned with his/her job (Govender & Parumasur, 2010). Job involvement is the degree of identification employees have with their employment and the degree of importance they place on their jobs. For example, employees who are highly involved in their jobs will not mind spending extra time to ensure task accomplishment, and take uncompleted work or assignments home to complete them before the next working day. Being involved in the job entails involvement in decision-making and a feeling that one is making an important contribution to the success of the business. In addition, job involvement helps to enhance organisational effectiveness and productivity by engaging employees in their work, and making work a meaningful and fulfilling experience for them(Koponen, Laamanen, Simonsen, Sundrell & Suominen, 2010).

An employee with a high level of job involvement has a strong sense of belonging in the specific job, and has a desire to perform well (Koponen, Laamanen, Simonsen, Sundrell & Suominen, 2010). In their study on the effects of co-workers on supervision

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support, Babin and Boles (1996) have found that employee perceptions of job involvement are positively related to job satisfaction. According to Govender and Parumasur (2010), when employees are actively involved in decisions that influence their destiny and career in the business, and are responsible for their actions, their level of commitment to the business is said to increase. Fincham and Rhodes (2005) suggest that when employees are involved in the setting of goal for the business, commitment and loyalty are the result.

2.6 Relationship between Age and levels of Job Satisfaction

Age is one of the widely researched predictors of job satisfaction (Clark et al. 1996; Dobrow & Ganzach, 2015; pagan, 2011; Rhodes, 1983). Despite valuable contributions to both theory and practice, the literature on the age and job satisfaction relationship contains several ambiguities and unaddressed questions. The results of age – job satisfaction relationship research have been very contradictory (Bernal et al., 1998), with researchers reporting five different types of relationships: positive linear (e.g., Hulin & Smith, 1965), negative linear (e.g., Muchinsky, 1978), U-shaped (e.g., Clark, Oswald, & Warr, 1996), inverted U-shaped or inverted J-shaped (e.g., Saleh & Otis, 1964), and no significant relations (e.g., Ronen, 1978).

A study by Wayne et al. (2001), the researchers statistically controlled for gender, supervisor and position tenure, quadratic tenure terms, and affective disposition (NA and PA) based on previous research regarding the relationship between these variables and job satisfaction. Results confirmed that a U shape best characterized the relationship between age and job satisfaction.

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A study by Bernal et al. (1998) found a significant but weak positive linear age-job satisfaction relationship. That is, age failed to explain a substantial proportion of linear variance in their job satisfaction measure. This indicates that age, as a chronological variable, is not a viable predictor of job satisfaction.

In a study aimed at identifying the factors influencing job satisfaction and anticipated turnover among Nurses in Sidama Zone Public Health Facilities, South Ethiopia, age was identified as one of the predictors of job satisfaction.

NG and Feldman (2010) in their study found that Age was positively related to most organization-based attitudes, as evidenced by 95% confidence intervals excluding zeroes. They observed that age was positively related to multiple forms of organizational commitment—moderately to affective commitment (.24) and weakly to normative commitment (.22) and continuance commitment (.20). In addition, age was also weakly related to organizational identification (.20), loyalty (.21), perceptions of person–organization fit (.10), and perceptions of distributive fairness (.10). Age was very weakly related to perceived organizational support (.09) and trust in the organization (.09). However, age was not related to perceived procedural fairness, sense of job insecurity, or perceptions of psychological contract breaches.

O'Brien & Dowling (2011) found that neither aging nor cohort variables alone accounted for their expected positive correlation between age and job satisfaction. However, the correlation became unsubstantial when the joint effects of aging and cohort variables were partialled out. This finding was interpreted in terms of decreasing discrepancy between desired and perceived job attributes with increasing age.

A study by Saner & Eyupoglu (2012) examined the age-job satisfaction relationship in higher education. The results show that the job satisfaction levels of the older age groups of academics are on the whole higher than the younger age groups. Overall job satisfaction and extrinsic satisfaction do not seem to indicate a linear relationship with age, with overall job satisfaction and extrinsic satisfaction levels varying for different age groups. Finally, a study by after controlling for social desirability and length of service, Luthans & Thomas (1989) found a positive curvilinear relationship between age and job satisfaction.

2.7 Relationship between Gender and levels of Job Satisfaction

Of the several personal characteristics linked to teacher job satisfaction, gender, age and years of experience have received the greatest attention in the literature. The relationship between gender and teacher job satisfaction is considered to be important for two main reasons: first, given that teaching is a popular career choice for women in many countries, it is necessary to investigate gender as a contributor to job satisfaction and to identify reasons for differences in the job satisfaction of men and women; second, the job satisfaction of women teachers is likely to have an impact on their career aspirations and their future progression and development in the profession. Female teachers with low levels of job satisfaction are more likely to be affected by barriers to their career advancement, which include discrimination and socio-economic factors (Wilson 1997). In addition to external barriers, women have been reported to succumb to internal barriers such as lack of confidence and fear of change, which they can reinforce and/or remove themselves (Shakeshaft 1987). Coleman (2001, 2007) drew attention to the existence of

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gender barriers in educational leadership and discussed the nature of such barriers in England and Wales. In a study of the underrepresentation of women in secondary headship positions in England and Wales, Coleman (2001) identified the following as serious constraints: increased domestic and family responsibilities of women, workplace characteristics such as overt and covert discrimination, stereotyping and selection/ promotion practices, and internal barriers linked to women's confidence and career planning. Other reasons for the lower representation of women in managerial positions in England include their tendency to opt for leadership positions mainly in urban areas and the perceived advantages of 'outsider' leadership (Coleman 2002, 2007). Similar findings have been reported in other studies in the same country (see, for example, Adler, Laney, and Parker 1993; Evetts 1994). The underrepresentation of women in educational leadership positions has been observed in several countries, including Australia (Blackmore 1999) and the United States (Shakeshaft 1987). In this context, it is important to investigate the extent to which the job satisfaction of female teachers differs from that of their male counterparts in that differences in job satisfaction may play a role in either reinforcing or mitigating gender barriers.

The evidence on the effect of gender on teacher job satisfaction is mixed, with more studies reporting women as deriving greater satisfaction from their jobs: in a study of secondary school teaching in England, Poppleton and Riseborough (1991) found female teachers to be more satisfied than men. Kremer-Hayon and Goldstein (1990) investigated the job satisfaction of secondary school teachers in Israel and arrived at similar findings: female teachers were found to exhibit higher levels of both stress and job satisfaction than their male counterparts. More recent studies have also shown women

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to be more satisfied (see, for example, Ma and McMillan 1999; Ladebo 2005; DeNobile and McCormick 2008).

However, there is also evidence pointing in the opposite direction, with men found to be more satisfied: Mertler (2002) reported that male middle and high school teachers in the United States were more satisfied than women, while Crossman and Harris (2006) found males to be slightly more satisfied than females in the United Kingdom. A number of studies identify gender differences in certain aspects of teacher job satisfaction. Klecker and Loadman (1999) compared men and women on seven aspects of teacher job satisfaction, including salary and opportunity for advancement. They found female teachers to be more satisfied with two of these aspects, namely, challenge of the job and interaction with colleagues. According to Spear et al. (2000), women experienced higher overall levels of job satisfaction, while men were more satisfied with certain aspects of their work such as the degree of influence on school policies. In a study by Koustelios (2001), gender was a significant predictor of job satisfaction only in the case of one aspect of job satisfaction (working conditions). It is important to note that, in some cases, research fails to identify strong associations between gender and job satisfaction, resulting in inconclusive findings (see, for example, Scott, Cox, and Dinham 1998). Overall, the effect of gender on job satisfaction can be considered to be context-specific as different findings have been reported across different countries and systems of education. The interaction of gender with other personal variables such as age and/or years of experience may also play a role.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The research is basically a descriptive survey designed to study levels of job satisfaction among head teachers of basic school within the Kumasi Metro. This chapter describes the research design, the population, the sampling procedure and the instrument used for data collection. Data analysis procedure has also been described.

3.2 Research Philosophy

According to Davison & Martinsons (2011) a research philosophy is a belief about the way in which data about a phenomenon should be gathered, analysed and used. The term epistemology (what is known to be true) as opposed to doxology (what is believed to be true) encompasses the various philosophies of research approach (Davison & Martinsons, 2011). Galliers (1991) has indicated that the purpose of science then, involves the process of transforming things believed into things known, i.e., from doxa to episteme. According to Galliers (1991), two major research philosophies have been identified in the Western tradition of science, i.e., positivist, which is also sometimes called scientific, and interpretivist, which is also known as antipositivist.

Positivists believe that reality is stable and can be observed and described from an objective viewpoint (Levin, 1988), i.e. without interfering with the phenomena being studied. The proponents of this view contend that phenomena should be isolated and that observations should be repeatable. This often involves manipulation of reality with variations in only a single independent variable so as to identify regularities in, and to

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form relationships between, some of the constituent elements of the social world (Davison & Martinsons, 2011).

According to them, predictions can be made on the basis of the previously observed and explained realities and their inter-relationships. Hirschheim (1985, p.33) has said that "positivism has a long and rich historical tradition. It is so embedded in our society that knowledge claims not grounded in positivist thought are simply dismissed as ascientific and therefore invalid" This view is indirectly supported by Alavi and Carlson (1992) who, in a review of 902 MIS research articles, found that all the empirical studies were positivist in approach. Positivism has also had a particularly successful association with the physical and natural sciences.

On the other hand, the Interpretivists contend that only through the subjective interpretation of and intervention in reality can that reality be fully understood. The study of phenomena in their natural environment is key to the interpretivist philosophy, together with the acknowledgement that scientists cannot avoid affecting those phenomena they study. They admit that there may be many interpretations of reality, but maintain that these interpretations are in themselves a part of the scientific knowledge they are pursuing. Interpretivism has a tradition that is no less glorious than that of positivism, nor is it shorter.

In a study like this, the positivism research philosophy is considered appropriate. This is due to the empirical and quantitative nature of the study. Another reason for the choice of this philosophy is the fact that the study has collected quantifiable data, used mathematical data analysis and expressed the final result in statistical terms. The

scientific nature of the study however ensured that the research is positioned towards the value free end of the axiological context of research philosophy.

3.3 Research Approach

The study used the inductive research approach. In an inductive inference, known premises are used to generate untested conclusion (Bryman & Bell, 2015; Saunders et al., 2012). In terms of generalizability, the inductive inference generalises from the specific to the general. In this approach also, data collection is used to explore a phenomenon, identify themes and patterns and create a conceptual framework to enable theory building and generation (Bryman & Bell, 2015; Saunders et al., 2012). This study has sampled specific head teachers of basic schools within the Kumasi Metropolis. It has collected data to explore the phenomenon of job satisfaction of head teachers of basic schools which will enable the researcher identify themes and patterns to create a conceptual framework. It starts with research questions and aims and objectives that need to be achieved during the research process. Therefore, this process falls within the inductive research approach.

3.4 Research Design

The study adopted the descriptive survey design which determines and reports the way things are (Gay, 1992). According to Polit et al (1995), descriptive survey aims at primarily describing, observing and documenting an aspect of a situation as it naturally occur rather than explaining it. They further add that a descriptive survey data is usually collected through questionnaires, interviews and observations. The descriptive sample survey has been recommended by Babbie (1990) for the purpose of generalizing from a

sample to a population so that inferences can be made about some characteristics, attributes, or behaviour of the population. The present study has sampled specific basic schools and their head teachers within the Kumasi Metro; it has collected data to explore the levels of job satisfaction among these head teachers.

3.5 The Population

The population of the study consists of all head teachers of all 431public basic schools within the Kumasi Metropolis. These comprise of 247 primary schools and 184 Junior high schools.

3.6 Sample and Sampling Technique

Using Krejcie & Morgan's 1970 formula ($n = \frac{X^2 *N*P\ (1-P)}{(ME^2 *(N-1))+(X^2 *P*(1-P))}$), a sample of size of 125 will be used for the study. This formula assumes a 95% level of confidence and 5% margin of error. The unit of analysis was the head teachers of the selected basic schools. The sampling frame is the 431 basic schools in the Kumasi Metro. This list was obtained from the Metro Educational Directorate in Kumasi.

The researcher used the simple random sampling technique for the study. All the 431 schools were sequentially numbered. The researcher then used the random number generator to select 125 schools from among the sampling frame.

3.7 Instrument for Data Collection

The study adapted the Principal Job Satisfaction Survey developed by Webb (2012). The construct consist of 30 questions divided into three main sections. However the section one of the construct is devoted to the biographical data of respondents.

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Therefore the job satisfaction construct begins from section two. Section two include 10 questions measuring head teacher job satisfaction with situational characteristics specific to economic variables/benefits associated with the position. Sections three and four examined the impact of situational occurrences. Section three included 10 questions measuring head teacher job satisfaction in relation to psychological needs. Section four included 10 questions measuring principal job satisfaction with attributes representative of the actual work context including the tasks and responsibilities performed. The demographic section contains five items. These items include questions on gender, age, education, years of experience as a professional teacher, years of experience as a head teacher.

Each question was measured using a 5-point Likert-type-scale. Head teachers will rate their level of satisfaction continuum from 1 – 5, with 1 being "Very Dissatisfied" and 5 being "Very Satisfied".
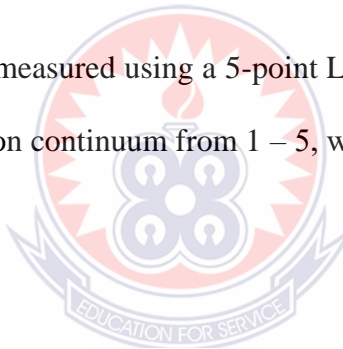
3.8 Validation of the Instrument

The Principal Job Satisfaction Survey instrument used in this study was given validation. There was critical examination of the content by two experts at the Ashanti Region Education Directorate who studied Educational Administration and Management. The validators input were incorporated in the final questionnaire format.

3.9 Reliability of the Instrument

A trial test was carried out on 20 respondents outside the sample of the study to detect any difficulty in the administration of the instrument. The reliability of the instrument was established

3.10 Method of Data Collection

The Principal Job Satisfaction Survey format for head teachers were distributed by hand and were retrieved back on the spot.

3.11 Method of Data Analysis

The descriptive statistics was used to analyse the data. These were the mean and standard deviation. Also the inferential statistics of Pearson Chi-Square test of independence was used to determine the relation between variables of age, gender and job satisfaction.
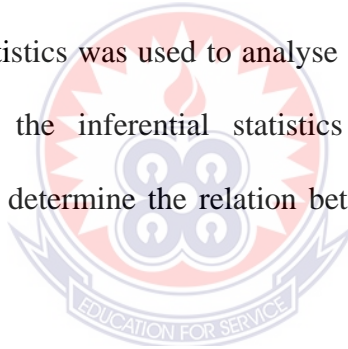
CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents results from the survey instrument used to measure the job satisfaction of head teachers of basic schools within Kumasi Metro. First, descriptive statistics are presented to provide insights about the demographic characteristics of the survey sample. This is followed by the presentation and discussions of the results of each of the objectives of the study.

4.1 Demographic Characteristics of Respondents

In, all a total of 118 questionnaires were fully completed and returned to the researcher. Out of this number, 86, representing 72.9% were males, while 32 represent 27.1% were females. This clearly shows a dominance of males within the school leadership positions at the basic level. This information is presented in Table 4.1.

Also presented in Table 4.1 is the age distribution of respondents. Out of the total number, 18.2%, and 36.6% were between the ages of 25 – 34 years and 35- 44years respectively. Those between the ages of 45 – 54 constitute 30.9%, with 14.3% being 55 years and above. The information indicates majority were still very active but nearing their retirement age.

Data collected on respondents' highest level of education, as indicated in Table 4.1 shows that majority of the head teachers possess bachelor degree. Specifically, 57.7%

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are Bachelor degree holders, and 24.8% are Master's degree holders. Only small number, constituting 17.5%, of the head teachers still hold on to their Diploma certificates.

Table 4.1: Demographic Characteristics of Respondents

Profile	Category	Frequency	Percentage
Gender	Male	86	72.9
	Female	32	27.1
Age	25 – 34	21	18.2
	35 – 44	43	36.6
	45 – 54	36	30.9
	55 years +	18	14.3
Highest Qualification	Diploma	21	17.5
	Bachelor Degree	68	57.7
	Master's Degree	29	24.8

Source: Field Survey, 2022

Years of experience as head teacher is presented in Table 4.2. According to data collected, majority of 50.0% have been with the Ghana Education Service as head teachers between four to six years. This is followed by those who have held the position in the last three years. About 19.5% of the head teachers have been in the position from seven to ten years, with the remaining 9.3% holding the position between ten to fifteen years. It can therefore be deduced that majority of the respondents have occupied the position long enough to allow them determine whether they are satisfied or not.

Table 4.2: Years of Experience

	Frequency	Percent	Cumulative Percent
0 - 3 years	25	21.2	21.2
4 - 6 years	59	50.0	71.2
7 - 10 years	23	19.5	90.7
10 - 15 years	11	9.3	100.0
Total	118	100.0	

Research Question 1: What is the job satisfaction level of headteachers in the Kumasi metropolis

4.2 General Job Satisfaction Level among head teachers

The survey included a total of 30 questions divided into three sections. Each section included 10 items designed to measure head teachers' job satisfaction in relation to a specific satisfaction variable. Section one (items 1-10) measured head teachers' job satisfaction with economic attributes of their job. Section two (items 11-20) measured head teachers' job satisfaction with psychological attributes of their job. Section three (items 21-30) measured head teachers' job satisfaction with tasks and responsibilities associated with their job. These sections are also aligned to the theoretical framework outlined in Chapter 2, which was used to investigate the research questions of this study.

Section one – Economic Job Variables

This section investigated head teachers' satisfaction with economic attributes of their jobs. A five-point likert scale, ranging from a scale of 1 representing "very dissatisfied" "somewhat dissatisfied" 2, "neither satisfied nor dissatisfied" 3, "Satisfied" 4, to 5 representing "very satisfied". Respondents were to indicate on the continuum of 1

– 5, their level of satisfaction with each of the ten items under the economic job variables. Descriptive statistics of mean and standard deviation was used in assessing the level of satisfaction of head teachers in each of the variables.. In analyzing the means, all mean values from 2.5 and below were classified as "very dissatisfied", meaning that respondents were very dissatisfied with that particular item. All values between 2.6–3.4 were classified as moderately satisfied, and all mean values above 3.4 were classified as very satisfied. Table 4.3 below presents the results of the descriptive statistics of the economic job variable.

Table 4.:3   Descriptive Statistics for Economic Job Variables

	N	Mean	Std. Dev.
Current salary	118	2.4576	.85379
Health/medical benefits	118	1.7712	.68452
Retirement benefits	118	2.1525	.79127
Leave time	118	2.4831	.60951
Opportunities for professional learning	118	2.9153	1.25116
Technology resources of school	118	2.6017	.90714
Condition of school	118	3.4746	.92183
Vacation time	118	3.1780	1.05110
Coverage of expenses while performing role	118	2.6271	1.01944
Teaching and learning materials in school	118	2.7034	.77690
Valid N (listwise)	118		

Information in Table 4.3 indicates that head teachers were very dissatisfied with four items under economic job variable. These are "Current salary", "Health/medical benefits", retirement benefits" and "leave time". These items obtained mean scores below 2.5, indicating that respondents were very dissatisfied with these elements pertaining to their economic status. Also, out of the ten items, head teachers were moderately satisfied

with the rest of the six remaining items under the economic variables. These were "Opportunities for professional learning", "Coverage of expenses while performing role", "Technology resources of school","Opportunities for professional learning", "Condition of school", "Teaching and learning materials in school" and "Vacation time. However, an overall mean score of 2.63 was obtained for all the ten items. This mean value falls within the 2.6 – 3.4 indicating that head teachers were moderately satisfied under the economic variable of job satisfaction.

Section two – Psychological Job Variables

Mean scores obtained for the psychological job variables show that head teachers were very satisfied with four items under this section. These include "Effect job has on personal life", "Impact I am having on students", "Feeling that what I am doing is making a difference", and "Job security of current position". Respondents were however moderately satisfied with the remaining items under the psychological job variables. These items obtained scores between 2.6 and 3.4.

Table 4.4: Descriptive Statistics for Psychological Job Variables

	N	Mean	Std. Deviation
Effect job has on personal life	118	3.5186	.74156
Impact I am having on students	118	3.5932	.94496
Feeling that what I am doing is making a difference	118	3.8559	1.98832
Recognition of my efforts by others	118	3.0169	2.90588
Support from Metro Director	118	2.6780	.95077
Support from Regional Directorate	118	2.6695	.95233
Support from teachers	118	3.0847	1.09838
Support from the community	118	2.8898	1.51789
Amount of autonomy I have as a head teacher	118	2.7881	1.10826
Job security of current position	118	3.8983	.79946
Valid N (listwise)	118		

Section Three: Task and Responsibility Job Variables

The third section deals with task and responsibility job variable, where the least satisfied item with a mean score of 2.0 is "*Amount of time I am able to focus on tasks I find personally fulfilling*". This is followed by "Amount of responsibility for compliance to regulations relating to students with special needs" with a mean score of 2.3. respondents were moderately satisfied with "Amount of time spent dealing with student discipline", "Amount of time spent supervising school-related activities that extend beyond the school day", "Amount of time I have to observe classes", "Amount of responsibility associated with leading the Site-Based Decision Making Council", and "Amount of responsibility to address issues started out of school via social networking sites"

Table 4.5: Descriptive Statistics for Task and Responsibility Job Variables

	N	Mean	Std. Deviation
The extent to which my job duties are clear	118	4.2458	.73887
Amount of managerial tasks	118	3.8644	.84646
Amount of hours worked per week	118	4.1102	.77110
Amount of time spent dealing with student discipline	118	3.2881	1.99616
Amount of time spent supervising school-related activities that extend beyond the school day	118	3.4153	1.08861
Amount of time I have to observe classes	118	2.9746	.99109
Amount of time I am able to focus on tasks I find personally fulfilling	118	2.0339	.73882
Amount of responsibility for compliance to regulations relating to students with special needs	118	2.3390	.94480
Amount of responsibility associated with leading the Site-Based Decision Making Council	118	2.9661	.95122
Amount of responsibility to address issues started out of school via social networking sites	118	2.9661	.99514
Valid N (listwise)	118		

Respondents were however very satisfied with the first three items, which are "The extent to which my job duties are clear" with a mean score of 4.2, "Amount of managerial tasks" which obtained a score of 3.8, and "Amount of hours worked per week" obtaining a mean score of 4.1. The overall mean score obtained by respondents for the Task and Responsibility Job Variables is 3.2, indicating that head teachers were moderately satisfied with this aspect of their job.

Research Question 2: What is the effect of age on job satisfaction of headteachers?

4.3 The effect of Age on Job Satisfaction

According to Dobrow Riza (2018) age is one of the widely researched predictors of job satisfaction. The second objective of the study was to examine whether age of head teachers related in any way to their levels of job satisfaction. The Chi-Square test of independence was performed to examine the relation between age and the three different job satisfaction variables. This section answers the research question: what is the effect of age on job satisfaction of head teachers?

4.3.1 Relationship between Age and Economic variable

Table 4.6(a) shows the percentage of each category of level of satisfaction, i.e., very dissatisfied, moderately satisfied and very satisfied that falls under each of the categories of age variable. It also displays the total percentages for each category. From the crosstabulation, 23.8% of head teachers within the 25 – 34 year group were very dissatisfied as against 30.2% and 38.9% for the 35-44 and 45-54 groups respectively. It is for those 55 years and above. For the moderately satisfied the various age groups obtained 76.2%, 69.8%, 61.1% for the 25-34, 35-44 and 45-54 year groups respectively. Those within the 55 and above obtained just 22.2%. The results however showed that none of the respondents

within 25-34, 35-44 and 45-54 year groups were very satisfied with the economic job variable. But about 16.7% of those 55 years and above are very satisfied.

Table 4.6(a)   Age *Economic Job Variable Cross-tabulation

			Economic Job Variable			
			Very Dissatisfied	moderately Satisfied	Very Satisfied	Total
Age	25 - 34	Count	5	16	0	21
		% within Age	23.8%	76.2%	0.0%	100.0%
		% within Econ. Job Variable	11.6%	22.2%	0.0%	17.8%
		% of Total	4.2%	13.6%	0.0%	17.8%
	35 - 44	Count	13	30	0	43
		% within Age	30.2%	69.8%	0.0%	100.0%
		% within Econ. Job Variable	30.2%	41.7%	0.0%	36.4%
		% of Total	11.0%	25.4%	0.0%	36.4%
	45 - 54	Count	14	22	0	36
		% within Age	38.9%	61.1%	0.0%	100.0%
		% within Econ. Job Variable	32.6%	30.6%	0.0%	30.5%
		% of Total	11.9%	18.6%	0.0%	30.5%
	55+	Count	11	4	3	18
		% within Age	61.1%	22.2%	16.7%	100.0%
		% within Econ. Job Variable	25.6%	5.6%	100.0%	15.3%
		% of Total	9.3%	3.4%	2.5%	15.3%
Total		Count	43	72	3	118
		% within Age	36.4%	61.0%	2.5%	100.0%
		% within Econ. Job Variable	100.0%	100.0%	100.0%	100.0%
		% of Total	36.4%	61.0%	2.5%	100.0%

The first Chi-Square test of independence was performed to examine the relation between age and economic variable of job satisfaction. The result of the test is presented in Table 4.6b. $\chi^2 = 26.878$ and p = 0.001. According to the result a p-value of 0.001is reported which is smaller than the alpha value of .05. The result is therefore significant at 95%

level of significance. The data therefore suggests that the variables of age and economic

job variable associated. This means that the two variables of age and economic variables

are not independent of each but are associated with each other. The association as

indicated by the Phi coefficient value of 0.447 is very strong.

Table 4.6b: **Chi-Square Tests for Age and Economic Variable**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	26.878[a]	6	.000
Likelihood Ratio	22.500	6	.001
Linear-by-Linear Association	2.005	1	.157
N of Valid Cases	118		

a. 4 cells (33.3%) have expected count less than 5. The minimum
expected count is .46.

Table 4.6 (c):   Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.477	.000
	Cramer's V	.337	.000
N of Valid Cases		118	

4.3.2 Relationship between Age and Psychological Job Variable

Table 4.7(a) shows the results of the cross-tabulation between age variable and

psychological job variable. It can be seen that the various age groups obtained 4.8%,

0.0%, 27.8% and 0.0% respectively were very dissatisfied with the psychological job

variable. As many as 95.2%, 100%, and 94.4% were moderately satisfied for the 25-34, 35-44

and 55+ year group whereas those within the 45-54 obtained 33.3%, but 38.9% of this same

group were very satisfied.

Table 4.7(a): **Age * Psychological job variable Cross-tabulation**

			Very Dissatisfied	moderately Satisfied	Very Satisfied	Total
				Psychological job variable		
Age	25 - 34	Count	1	20	0	21
		% within Age	4.8%	95.2%	0.0%	100.0%
		% within Psych. job variable	9.1%	21.7%	0.0%	17.8%
		% of Total	0.8%	16.9%	0.0%	17.8%
	35 - 44	Count	0	43	0	43
		% within Age	0.0%	100.0%	0.0%	100.0%
		% within Psych. job variable	0.0%	46.7%	0.0%	36.4%
		% of Total	0.0%	36.4%	0.0%	36.4%
	45 - 54	Count	10	12	14	36
		% within Age	27.8%	33.3%	38.9%	100.0%
		% within Psych. job variable	90.9%	13.0%	93.3%	30.5%
		% of Total	8.5%	10.2%	11.9%	30.5%
	55+	Count	0	17	1	18
		% within Age	0.0%	94.4%	5.6%	100.0%
		% within Psych. job variable	0.0%	18.5%	6.7%	15.3%
		% of Total	0.0%	14.4%	0.8%	15.3%
Total		Count	11	92	15	118
		% within Age	9.3%	78.0%	12.7%	100.0%
		% within Psych. job variable	100.0%	100.0%	100.0%	100.0%
		% of Total	9.3%	78.0%	12.7%	100.0%

The second Chi-Square test of independence was between Age and Psychological variable. The result, as indicated in Table 4.7b show a p-value of 0.001 which value is below the alpha value of 0.05 indicating a significant association between the two variables. That is, Age of head teachers relate to their psychological job satisfaction.

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Table 4.7(b):   Chi-Square Tests for Age and Psychological Variables

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	60.882[a]	6	.000
Likelihood Ratio	65.682	6	.000
Linear-by-Linear Association	1.175	1	.278
N of Valid Cases	118		

a. 7 cells (58.3%) have expected count less than 5. The minimum expected count is 1.68.

The strength of the association is very strong as in indicated by the Phi coefficient value of 0.718 in Table 4.7 (b).

Table 4.7 (c)	**Symmetric Measures**		
		Value	Approx. Sig.
Nominal by Nominal	Phi	.718	.000
	Cramer's V	.508	.000
N of Valid Cases		118	

4.3.3 Relationship between Age and Task and Responsibility Job Variables

Under the task and responsibility job variable, none of the three age groups comprising the 25-34, 34-44 and 55+ indicated they were very dissatisfied. All the respondents (100%) within the 25-34 and 35-44 indicated they were moderately satisfied. About 61.1% of the 45-54 year group indicated they were very satisfied as against 44.4% for those 55 and above year group. This shows clearly that there is association between age and level of job satisfaction. This association is further confirmed by the chi-square

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test (, indicating $\chi^2 = 56.347$ and p = 0.001, meaning that the association between age and task and responsibility is significant. The two variables are not independent of each other.

Table 4.8 (a)		**Age * Task & Responsibility Crosstabulation**			
		Task & Responsibility Job variable			Total
		Very Dissatisfied	moderately Satisfied	Very Satisfied	
Age	25 - 34				
		Count 0	21	0	21
		% within Age 0.0%	100.0%	0.0%	100.0%
		% within task & Responsibility 0.0%	24.4%	0.0%	17.8%
		% of Total 0.0%	17.8%	0.0%	17.8%
	35 - 44				
		Count 0	43	0	43
		% within Age 0.0%	100.0%	0.0%	100.0%
		% within task & Responsibility 0.0%	50.0%	0.0%	36.4%
		% of Total 0.0%	36.4%	0.0%	36.4%
	45 - 54				
		Count 2	12	22	36
		% within Age 5.6%	33.3%	61.1%	100.0%
		% within task & Responsibility 100.0%	14.0%	73.3%	30.5%
		% of Total 1.7%	10.2%	18.6%	30.5%
	55+				
		Count 0	10	8	18
		% within Age 0.0%	55.6%	44.4%	100.0%
		% within task & Responsibility 0.0%	11.6%	26.7%	15.3%
		% of Total 0.0%	8.5%	6.8%	15.3%
Total					
		Count 2	86	30	118
		% within Age 1.7%	72.9%	25.4%	100.0%
		% within task & Responsibility 100.0%	100.0%	100.0%	100.0%
		% of Total 1.7%	72.9%	25.4%	100.0%

Table 4.8 (b) **Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	56.347[a]	6	.000
Likelihood Ratio	68.562	6	.000
Linear-by-Linear Association	24.639	1	.000
N of Valid Cases	118		

a. 5 cells (41.7%) have expected count less than 5. The minimum expected count is .31.

The strength of the association is indicated by a large Phi coefficient of 0.691 which is very close to the value of 1 (Table 4.8(c)).

Table 4.8(c): **Symmetric Measures**

		Value	Approx. Sig.
Nominal by Nominal	Phi	.691	.000
	Cramer's V	.489	.000
N of Valid Cases		118	

The established relationship that has been found in this study confirms the findings of Luthans & Thomas (1989), Saner & Eyupoglu (2012), O'Brien & Dowling (2011) and NG & Feldman (2010).The possible explanation of the observed relationships is that influences associated with aging (e.g., higher income and more responsible jobs) increase job satisfaction. As workers grow older, many obtain more satisfying jobs through seniority and experience. The job attributes of skill-utilization, influence and variety may be higher for older workers, and higher levels of these attributes have been shown to be associated with higher levels of job satisfaction.

Research question 3: What is the effect of gender on job satisfaction of head teachers

4.4 Relationship between Gender and General Job satisfaction of Head Teachers

The third objective of the study was to find out whether there is relationship between the gender of head teachers and their levels of job satisfaction. The Chi-Square Test was done to identify the relationship between gender and the economic job variable, psychological job variable and the task and responsibility job variables. Results of the Chi-Square Tests are presented in Tables 4.9, 4.10 and 4.11.

4.4.1 Gender and Economic Job Variable

Table 4.9(a) shows the percentage of each category of level of satisfaction, i.e., very dissatisfied, moderately satisfied and very satisfied that falls under each of the categories of gender variable. It also displays the total percentages for each category. From the crosstabulation, 37.2% of males were very dissatisfied as against 25.6% for the females. Also, 62.8% of the males were moderately satisfied, while 56.3% of the females were moderately satisfied. None of the males reported they were very satisfied with the economic variable, but 9.4% of the females indicated they were very satisfied with the economic variable of job satisfaction.

Table 4.9 (a)   **Gender * Econ. Job Variable Cross-tabulation**

			Economic job Variable			Total
			Very Dissatisfied	moderately Satisfied	Very Satisfied	
Gender	Male	Count	32	54	0	86
		% within Gender	37.2%	62.8%	0.0%	100.0%
		% within Econ. Job Variable	74.4%	75.0%	0.0%	72.9%
		% of Total	27.1%	45.8%	0.0%	72.9%
	Female	Count	11	18	3	32
		% within Gender	34.4%	56.3%	9.4%	100.0%
		% within Econ. Job Variable	25.6%	25.0%	100.0%	27.1%
		% of Total	9.3%	15.3%	2.5%	27.1%
Total		Count	43	72	3	118
		% within Gender	36.4%	61.0%	2.5%	100.0%
		% within Econ. Job Variable `	100.0%	100.0%	100.0%	100.0%
		% of Total	36.4%	61.0%	2.5%	100.0%

The result of the Chi-Square test of independence of gender and economic job satisfaction variable is presented in Table 4.9b. The table shows a p-value of 0.014, which is lower than the alpha value of 0.05. The result therefore shows a significant relationship between the variables of gender and economic job satisfaction of head teachers. These two variables are not independent of each other.

Table 4.9b: Chi-Square Tests for Gender and Economic Variable

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.277[a]	2	.016
Likelihood Ratio	8.048	2	.018
Linear-by-Linear Association	1.254	1	.263
N of Valid Cases	118		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is .81.

The result of the Chi-Square test is confirmed by the by the results of the Phi coefficient which is presented in Table 4.9(c). The higher the value of the Phi-coefficient the stronger the correlation between the two variables. The Phi values ranges from 0 to 1. The Phi coefficient of 0.265 is high indicating that there is association between gender and the economic job variable.

Table 4.9 (c)	**Symmetric Measures**	Value	Approx. Sig.
Nominal by Nominal	Phi	.265	.016
	Cramer's V	.265	.016
N of Valid Cases		118	

4.4.2 Gender and Psychological Job Variable

Table 4.10(a) shows the cross-tabulation between gender and psychological job variable. From the cross-tabulation, 1.2% of males were very dissatisfied as against 31.3% for the females. Also 82.6%of the males were moderately satisfied, while 65.6% of the females were moderately satisfied. About 16.3% of the males reported they were

very satisfied with the economic variable, while 3.1% of the females indicated they were

very satisfied with the psychological job variable.

Table 4.10 (a)		Gender * Psychological job Variable Cross-tabulation			
		Psychological job Variable			Total
		Very Dissatisfied	moderately Satisfied	Very Satisfied	
Gender	Male				
		Count	1	71	14	86
		% within Gender	1.2%	82.6%	16.3%	100.0%
		% within Psych. Job Variable	9.1%	77.2%	93.3%	72.9%
		% of Total	0.8%	60.2%	11.9%	72.9%
	Female	Count	10	21	1	32
		% within Gender	31.3%	65.6%	3.1%	100.0%
		% within Psych. Job Variable	90.9%	22.8%	6.7%	27.1%
		% of Total	8.5%	17.8%	0.8%	27.1%
Total		Count	11	92	15	118
		% within Gender	9.3%	78.0%	12.7%	100.0%
		% within Psych. Job Variable	100.0%	100.0%	100.0%	100.0%
		% of Total	9.3%	78.0%	12.7%	100.0%

The result of the Chi-Square test between gender and the psychological job variable also shows a significant relationship between the two variables. $X^2 = 26.680$, p value = 0.001. The p-value of 0.001 is lower the alpha value of 0.05 indicating a significant association. The result is indicated in Table 4.10 (b).

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Table 4.10 (b): Chi-Square Tests for Gender and Psychological Variable

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	26.680[a]	2	.000
Likelihood Ratio	25.038	2	.000
Linear-by-Linear Association	19.726	1	.000
N of Valid Cases	118		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 2.98.

The result of the Chi-square is confirmed by the test of strength of the symmetric measures which shows the value of 0.478 indicating that the association between gender and psychological job variable is very strong.

Table 4.10 (c): **Symmetric Measures**

		Value	Approx. Sig.
Nominal by Nominal	Phi	.475	.000
	Cramer's V	.475	.000
N of Valid Cases		118	

4.4.2 Gender and Task and Responsibility Job Variable

The results of the cross tabulation between gender and task and responsibility is presented in Table 4.11(a). The results indicate that none of the males indicated they were very dissatisfied with task and responsibility job variable, as against 6.3% for the females. Also 74.4% of the males were moderately satisfied, while 72.9% of the females were moderately satisfied. About 25.6% of the males reported they were very satisfied

with the economic variable, while 27.1% of the females indicated they were very satisfied with the psychological job variable.

Table 4.11 (a):   **Gender * Task and Responsibility Cross-tabulation**

			Task& Responsibility			
			Very Dissatisfied	moderately Satisfied	Very Satisfied	Total
Gender	Male	Count	0	64	22	86
		% within Gender	0.0%	74.4%	25.6%	100.0%
		% within Task& Responsibility	0.0%	74.4%	73.3%	72.9%
		% of Total	0.0%	54.2%	18.6%	72.9%
	Female	Count	2	22	8	32
		% within Gender	6.3%	68.8%	25.0%	100.0%
		% within Task& Responsibility	100.0%	25.6%	26.7%	27.1%
		% of Total	1.7%	18.6%	6.8%	27.1%
Total		Count	2	86	30	118
		% within Gender	1.7%	72.9%	25.4%	100.0%
		% within Task& Responsibility	100.0%	100.0%	100.0%	100.0%
		% of Total	1.7%	72.9%	25.4%	100.0%

The result of the chi-square test between gender and Task and Responsibility job variable just like all the others show a significant relationship between the two variables. Table 4.11(a) shows that the test produced a p-value of 0.065, which is significant at 95% level of significance since it is lower than the alpha value of 0.05.

Table 4.11 (b): **Chi-Square Tests for Gender and Task Responsibility**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.481[a]	2	.065
Likelihood Ratio	5.327	2	.070
Linear-by-Linear Association	.502	1	.479
N of Valid Cases	118		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is .54.

The size of the strength of association is also very strong as indicated by the large Phi coefficient of 0.216 in Table 4.11 (c).

Table 4.10 (c): **Symmetric Measures**

		Value	Approx. Sig.
Nominal by Nominal	Phi	.216	.065
	Cramer's V	.216	.065
N of Valid Cases		118	

The results of the significant relationship between gender and job satisfaction is a confirmation many studies old and new. Studies for instance by Poppleton & Riseborough (1991) established a relationship, just like that of Kremer-Hayon & Goldstein (1990).Other studies include Oshagbemi, (2000) and Callister (2006).

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The final chapter of the study has been used to present the summary of research findings, the conclusion to the entire study and the recommendations. The purpose of this study is to identify and assess the levels of job satisfaction among head teachers in public schools in Ghana. However, the specific objectives were to identify the general job satisfaction level of the head teachers in the Kumasi Metro, identify if there is a relation between the age of head teachers and their level of job satisfaction, and identify whether gender influences head teachers' general job satisfaction in Ghanaian schools.

5.1 Summary of Findings

Economic Job variable

The study found that head teachers were very dissatisfied with four items under economic job variable. These are "Current salary", "Health/medical benefits", retirement benefits" and "leave time". Head teachers were moderately satisfied with "Opportunities for professional learning", "Coverage of expenses while performing role", "Technology resources of school", "Opportunities for professional learning", "Condition of school", "Teaching and learning materials in school" and "Vacation time.

Cumulatively, head teachers were moderately satisfied under the economic variable of job satisfaction.

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Psychological Job Variables

The study found that out of the ten items under this category head teachers were very satisfied with four. These include "*Effect job has on personal life", "Impact I am having on students", "Feeling that what I am doing is making a difference", and "Job security of current position"* Head teachers were moderately satisfied with the remaining six items including *"Recognition of my efforts by others", "Support from Metro Director", "Support from Regional Directorate", "Support from teachers", "Support from the community", "Amount of autonomy I have as a head teacher"*

Task and Responsibility Job Variables

Under this category, it was found that head teachers were very dissatisfied with *"Amount of time I am able to focus on tasks I find personally fulfilling"* and "Amount of responsibility for compliance to regulations relating to students with special needs". Respondents were however very satisfied with "The extent to which my job duties are clear", "Amount of managerial tasks", "Amount of hours worked per week". Head teachers were moderately satisfied with the remaining five items.

The Relationship between age and Job Satisfaction

General Job satisfaction was categorised into economic variables, psychological variable, and task performance variable. Using the Pearson Chi-Square of independence test, the study aimed to establish whether age has anything to do with each of the three variables under the general job satisfaction. After the analysis, the following were found:

There was a relation between age and economic variable of job satisfaction.

There was a relation between age and psychological variable of job satisfaction.

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There was also a relations between age and task and responsibility variable of job satisfaction.

The three job satisfaction variables and age of head teachers were not independent of each other.
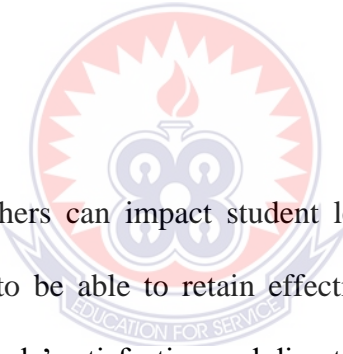
Influence of Gender on General Job satisfaction of Head Teachers

The study found that gender was related to economic job variable of job satisfaction.

There was also a relationship between gender and psychological job variable.

It was also established that gender has association with task and responsibility job satisfaction variable.

5.2 Conclusions

Effective head teachers can impact student learning and other vital outcomes. Therefore, it is important to be able to retain effective school leaders. Examining the perceived sources of principals' satisfaction and dissatisfaction with their work has strong implications for policies and practices that can be implemented to increase head teacher retention. As such, the purpose of this study was to identify and assess the levels of job satisfaction among head teachers in public schools in Ghana. Job satisfaction was discussed under three main variables, namely economic job variable, psychological job variable, and task and responsibility job variable.

The first research question was what was the job satisfaction level of head teachers in Kumasi Metro? From the findings of the study, head teachers were found to be moderately satisfied with economic job variable, psychological job variable and task

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and responsibility job variable. Significantly however, head teachers were very dissatisfied with four important items that had to do with salary, health benefits, retirement benefits and leave time. To a large extent, these four items constitute the main economic benefits of any employee.

On the research question of what is the effect of age on job satisfaction of head teachers, the findings had established that the two variables had a significant relationship, which meant the age of head teachers has effect on their level of job satisfaction. The younger head teachers for instance were more dissatisfied with the economic job variable as compared to the older head teachers. On the effect of gender on job satisfaction, the findings also pointed to a relationship. Female head teachers were satisfied more than the male head teachers.

5.3 Recommendations

Based on the findings of the study, the researcher makes the following recommendations. Since head teachers were dissatisfied with the economic job variable relating to salary, health benefits and leave time:

1. It recommended that the Ministry of Education and the government must constantly be revising salaries and allowances for head teachers so as to be tandem with the rising costs of living.

2. Also, aside the National Health Insurance policy, the State, in consultation with the teacher unions must design a special health policy that will cater for the health needs of head teachers and teachers in general.

3. An annual leave policy similar to the one being enjoyed by other category of public sector workers must be designed for head teachers.

4. Studies on satisfaction should be conducted to investigate more determinants and predictors to job satisfaction for head teachers.

5. Studies should be encouraged to find out the reasons; why head teachers are not satisfied with their economic job variables.

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APPENDIX

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF EDUCATIONAL LEADERSHIP

<u>**QUESTIONNAIRE**</u>

The aim of the study is to model job satisfaction among Head Teachers in public schools in Ghana: a case study of head teachers in Kumasi Metro

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SECTION A – BIOGRAPHICAL VARIABLES

1. What is your gender?
   Male [   ]   Female [   ]

2. What is your age?

   25 . 34   [   ]

   35 – 44   [   ]

   45 – 54   [   ]

   55+   [   ]

3. What is your highest level of education you have completed?
   Diploma   [   ]

   Bachelor Degree   [   ]

   Masters Degree   [   ]

4. How many years of experience do you have as a head teacher?

   0 - 3 years   [   ]

   4 - 6 years   [   ]

   7 - 10 years   [   ]

   10 - 15 years   [   ]

5. How many years of experience do you have as a professional educator?

   0 - 5 years   [   ]

   6 - 10 years   [   ]

   11 - 15 years   [   ]

16 - 20 years   [   ]

21 - 25 years   [   ]

26 years or more   [   ]

SECTION B - ECONOMIC JOB VARIABLES

Please rate your level of satisfaction with each of the following aspects of your job using the scale below:

S/N	Items	Very dissatisfied				Very Satisfied
		1	2	3	4	5
1.	Current salary	☐	☐	☐	☐	☐
2.	Health/medical benefits	☐	☐	☐	☐	☐
3.	Retirement benefits	☐	☐	☐	☐	☐
4.	Leave time	☐	☐	☐	☐	☐
5.	Opportunities for professional learning	☐	☐	☐	☐	☐
6.	Technology resources of school	☐	☐	☐	☐	☐
7.	Condition of school	☐		☐		
8.	Vacation time	☐	☐	☐	☐	☐
9.	Coverage of expenses while performing role		☐	☐	☐	☐
10.	Teaching and learning materials in school	☐	☐	☐	☐	☐

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SECTION C – PSYCHOLOGICAL JOB VARIABLES

Please rate your level of satisfaction with each of the following aspects of your job using the scale below

S/N	Items	Very dissatisfied 1	2	3	4	Very Satisfied 5
11.	Effect job has on personal life	☐	☐	☐	☐	☐
12.	Impact I am having on students	☐	☐	☐	☐	☐
13.	Feeling that what I am doing is making a difference	☐	☐	☐	☐	☐
14.	Recognition of my efforts by others	☐	☐	☐	☐	☐
15.	Support from Metro Director	☐	☐	☐	☐	☐
16.	Support from Regional Directorate	☐	☐	☐	☐	☐
17.	Support from teachers	☐		☐		
18.	Support from the community	☐	☐	☐	☐	☐
19.	Amount of autonomy I have as a head teacher		☐	☐	☐	☐
20.	Job security of current position	☐	☐	☐	☐	☐

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SECTION D - TASK AND RESPONSIBILITY JOB VARIABLES

Please rate your level of satisfaction with each of the following aspects of your job using the scale below

S/N	Items	Very dissatisfied				Very Satisfied
		1	2	3	4	5
21.	The extent to which my job duties are clear	☐	☐	☐	☐	☐
22.	Amount of managerial tasks	☐	☐	☐	☐	☐
23.	Amount of hours worked per week	☐	☐	☐	☐	☐
24.	Amount of time spent dealing with student discipline	☐	☐	☐	☐	☐
25.	Amount of time spent supervising school-related activities that extend beyond the school day	☐	☐	☐	☐	☐
26.	Amount of time I have to observe classes	☐	☐	☐	☐	☐
27.	Amount of time I am able to focus on tasks I find personally fulfilling	☐		☐		
28.	Amount of responsibility for compliance to regulations relating to students with special needs		☐	☐	☐	☐
29.	Amount of responsibility associated with leading the School management Committee	☐	☐	☐	☐	☐
30.	Amount of responsibility to address issues started out of school via social networking sites	☐	☐	☐	☐	☐

S/N	Recommendation for Improvement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
		1	2	3	4	5
1.	Opportunities for Choice and Autonomy		☐	☐	☐ ☐	☐ ☐
2.	Effective resolution of issues concerning performance of teachers	☐ ☐	☐ ☐	☐	☐ ☐	☐ ☐
3.	Institution of training programmes for head teachers	☐ ☐	☐	☐	☐	☐
4.	Authority and resources to improve school environment	☐	☐	☐	☐	☐
5.	Training programs must meet the training needs of head teachers	☐	☐ ☐	☐		
6.	Financial resources and administrative procedures to carry out regular maintenance	☐ ☐	☐	☐		
7.	Salaries must be distinguishable from that of other teachers	☐		☐	☐	
8.	Available financial rewards for extra duties		☐	☐	☐	☐
	Opportunities to Grow Professionally and Develop Expertise					