

TEACHER JOB SATISFACTION: A MYTH OR REALITY?

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ABSTRACT

This study specifically focused on investigating the factors contributing to job satisfaction among teachers in Selected Basic Schools in Winneba, Effutu Municipal Directorate of Education, Winneba, Ghana. The design used for the investigation was Mixed Methods. A total sample of 75 teachers responded to a questionnaire with 25 of them being interviewed further to establish the underlying causes of issues. Data obtained from the field were classified and analyzed using descriptive statistics such as percentages and frequency tables as well as making use of verbatim quotations from participants for further explanation of issues as they came up. The study revealed that the state of satisfaction among teachers in Winneba Basic Schools was generally poor. This influenced the rate of complaints by teachers on their assignments. The study also revealed that poor conditions of service and inadequacy of facilities in the schools constituted sources of dissatisfaction among teachers. The study therefore recommends the need for stakeholders to formulate policy to address the issue of teacher job satisfaction in Winneba in particular and Ghana as a whole. Again, the Ghana Education Service should source additional funds from the GETfund to provide more teaching and learning materials for effective and efficient basic education delivery in Ghana.

Background to the Study

In the last decade of educational reforms, teachers have been viewed as central to both the problems of education and their solutions. Masembe, cited in Dzikunu, (2005) contends that the teacher basically plays a developmental role in nation building through developing, encouraging and guiding the development of the individual learner. The teacher prepares the learner to be acceptable and useful citizen in the society and as an enlightened future leader. Cheng (1993) reports that, of all the different factors which influence quality of education and its contribution towards national development, the quality, competence and character of the teacher are undoubtedly the most significant. He explains that nothing is so important than securing a sufficient supply of quality teachers to the profession, providing them with the best possible professional preparation and creating

satisfactory condition in the classroom in which they can be fully effective.

Adesina (1990) corroborates this assertion and states that the most important practical problem in education is teacher supply. This goes to buttress the fact that where teacher supply is inadequate, it affects the quality of teaching and learning and will put the manpower requirement of the country in jeopardy. Cheng, (1993) seems to hold the view that "it could be suggested that the solution to the problem of qualified teachers in second cycle schools lies in educating and retaining qualified teachers" (p.119). Educationists agree that even though technological advancement has brought about changes in instructional process in some countries, the role of the teacher in ensuring teaching and learning is still paramount. In Ghana many trained teachers have been leaving the teaching profession to seek employment elsewhere which they think holds promise of better pay and prestige for them. The effects of this is that many

teachers left the teaching service and are employed by firms, industries and public services in Ghana and abroad at the time their services are needed most in the Ghana Education Service, for example, Tettey-Enyo, 2010 documented that Ghana need about 33,185 teachers to fill various vacancies in the country. The issue is the problem has persisted over the years as Antwi (1992) lamented that many teachers do not stay in the profession and in the schools due to change in public attitude towards the profession. Clearly, educational leaders need to find ways to keep teachers in the profession and keep them motivated to perform. A motivated teacher is one who not only feels satisfied with his job but also is empowered to strive for excellence and growth in instructional practice. The question of what brings about job satisfaction and dissatisfaction can be related to some factors within the policy framework of the Ghana Education Service and how these policies are interpreted at the school level and the general condition of service of teachers.

Statement of the Problem

It is not uncommon to hear of industrial action by teacher unions in Ghana. Continuing concern about teacher satisfaction has been expressed by civil society. An evaluation study by the World Bank support for Primary School Development Project (PSDP) cited in Akyeampong and Stevens (2000) revealed problems of teacher absenteeism, loss of instructional time, poor instructional quality, poor management and instructional lapses, and inadequate textbooks as limiting the impact of effective teacher performance. The general impression gathered from teachers seems to suggest that they are not satisfied with their present condition of service. Teachers' dissatisfaction of their job is characterized by high turnover annually.

The Ghana National Association of Teachers (GNAT) and the National Association of Graduate Teachers (NAGRAT) both teacher unions, have on many occasions embarked on strike actions to demand better conditions of service for their members. This trend of affairs seems to suggest that teachers in Ghana are not satisfied with their work and conditions of service. It is quite normal that the background of people may contribute or trigger their agitation and teachers may not be an exception. Could it also be that teachers in a particular environment may be satisfied with their conditions

over their counterparts elsewhere? What are the job satisfaction levels of teachers in Winneba in the Effutu Municipal Directorate of Education? Do they consider some factors more important than others when it comes to job satisfaction? This study therefore is aimed at investigating the underlying factors that affect basic school teachers' job satisfaction in Winneba.

Purpose of the Study

The purpose of the study is to contribute to the on-going debate on the job satisfaction of teachers in basic schools. Thus, the study sought to investigate levels of job satisfaction and dissatisfaction among basic school teachers in Winneba.

Research Questions

The study was guided by the following research questions:

1. What is the state of job satisfaction among teachers in Winneba?
2. What are the factors that affect job satisfaction among teachers in Winneba?
3. What problems hinder attainment of job satisfaction among teachers in Winneba?

Significance of the Study

A study of the factors that affect job satisfaction among basic school teachers should be of paramount importance to any well-meaning educationist. This is because teachers at the basic level are prerequisite for educational expansion, quality and reforms. It is expected that the research findings and recommendations will provide information for policy makers such as the GES and the Ministry of Education to know those factors that make teacher satisfied on the job and also serve as a reference document on job satisfaction among stakeholders in education

Review of Related Literature

Theories of Motivation

Ellenberg (1972) after reviewing several conceptual models on work motivation presented a three level work motivation model. According to this model, work motivation can be conceived at the individual level in terms of his needs, his decision to work in an organisation, his personality, etc. It can be conceived at the interaction level in terms of his role in the organisation, his work motivation and commitment to work in the organisation. At the third level, it may be viewed as the final outcome of

his working in an organisation and the satisfaction he derives from his work and his role in the organisation.

Moore (2004) defines motivation as a force that energizes, directs and sustains behaviour. In his explanation on Maslow's Needs Hierarchy Theory, he suggested that a person's needs could be programmed as a five level hierarchy. At the bottom are the physiological needs: food, shelter, clothing, etc. Following is safety needs. For instance employees need to be assured that the organization cares about their safety. The next level of needs is the social needs. At this level the human needs for love and a sense of belonging should be considered. The fourth level of need is self-esteem. This need is met when respect among co-workers, management team members and all different levels of the organization structure exist. The last at the apex of the hierarchy is self-actualization. According to Maslow, this is the highest and most complex need. It relates to people's need to reach their full potential. One very common mistake in implementing motivation strategies is forgetting to meet the self-actualization level and concentrating too much on meeting only the basic level needs. For example, financial rewards are necessary, but they often disregard the highest level in this hierarchy of needs. Arrangements to making promotion less cumbersome, supporting teachers who wish to upgrade through further education are important ingredient at meeting self actualization

Job Satisfaction

A study on job satisfaction reflects one area in which there seems to be some general agreement among researchers on its definition. Locke (1999) defines total job satisfaction as the pleasurable emotional state resulting from the appraisal of one's job achieving or facilitating one's values. He explains that job satisfaction is a function of what a person wants from a job and what he perceives it offers.

Writing on job satisfaction, Blase and Kirby (1992) gather teachers' opinion about their profession. Below were some of the views on incentives: *Overall teachers felt that general conditions of services of teachers were worse compared to those of officers in the civil service. Many claimed that their morale was very low owing to poor conditions of service, that teaching is a poor person's job that is not respected by members of the public and that it is chosen as a last resort. Many*

teachers reported that they had no job satisfaction, that their morale was low and that they were a frustrated lot. This, it was stated, resulted from among other things including excessive workload. *"We are everything, teachers, -counsellors, policemen, why"? In boarding schools many of us work up to midnight taking care of students, for example, taking the sick to hospital. Nurses and doctors have night duty allowance, but we do not. Our typical day starts at 6:00 a.m. and ends at 10:00 p.m. and includes all extra- curricular activities"* (p.12).

A study of job satisfaction of elementary school principals in Virginia by Ward (1977), was conducted, thirty-six principals were included in the sample and were interviewed. The findings revealed that, achievement, recognition and work itself were identified by elementary principals as motivators with achievement and recognition being significant. They also identified the hygiene factors of interpersonal relations of teachers as a motivator. Gibson (1991) believed that job satisfaction is the attitudes that workers have about their work as a result of their perception of the work. In his opinion, the attributes of workers are usually influenced by work environment like supervisor's style, policies and procedures, work group affiliation, working conditions and fringe benefits.

Research Design

This study employed both qualitative and quantitative methods in the data collection and analysis. Quantitatively, the research design adopted for the study was descriptive survey. This design is basically concerned with conditions or relationships that exist, processes that prevail, beliefs, points of view or attitudes and perceptions that are held, processes that are going on, effects that are being felt or trends that are being developed (Cohen and Manion, 1994; Creswell, 1998, Creswell, 2009). The justification for adopting the descriptive survey was that it deals with phenomenon as they currently are and it provides facts for the making of generalizations.

Qualitatively, the researchers employed semi-structured interviews to throw more light on issues as they emerged. Indeed, the survey methods gave us the opportunity to make generalisations but for the reasons assigned to the issues we could not have done much better other than the use of the interviews to qualitatively establish the underlying causes of issues, (Mensah & Dampson, 2010;

Ngman-wara, 2011; Mensah & Antwi-Danso, 2010; Danso-Wiredu, 2010; Nii-Ayikushie, 2011 and Marfo, 2011). The above scholars from Ghana who successfully employed this approach in similar studies prompted the researchers to also engage this method.

The population for the study consisted of all basic school teachers in the Winneba, Effutu Municipal Directorate of Education, Winneba. A total of fifteen basic schools were selected for the study. These include: University Practice Primary; University Practice JHS; Methodist JHS; Methodist Primary; Presbyterian JHS, Presbyterian Primary; D/A Primary A; D/A Primary B; D/A JHS; AME Zion Primary A; AME Zion Primary B; AME Zion JHS; Don Bosco Catholic Boys' Primary; Don Bosco Catholic Girls' Primary; Don Bosco Catholic Boys JHS; The total sample selected for the study was 75 teachers. Five teachers were randomly selected from each school.

Pre-Testing of Instruments

The questionnaires were pre tested among 20 teachers within schools outside the study area who had similar characteristics as those involved in the main study (Mensah & Antwi-Danso .2010; Mensah, & Dampson, 2010; Mensah 2011); Tsiplornu (2011) and Nii-Akushi (2011). In order to establish the reliability of the instrument, the researchers employed Test Retest Method reliability technique as other scholars have done over the years, for example, Gay (1996); Mensah, (2007); Mensah & Dampson (2010); Adeyemi (2010); Mensah & Antwi-Danso (2010); Nii-Ayikushie (2011) and Marfo (2011).

Two weeks after the pretesting of the instrument on the 20 teachers, the questionnaires were re-administered and this yielded a higher reliability of 'r' .88 suggesting the instruments were highly reliable. We say the reliability is high because Mensah (2007), citing Bauer (2000) indicated that

'reliability was considered as very high at 'r' > .90, high at 'r' > .80, and acceptable in a the range .66 < r > .79. (p.145).

Validity of Instruments

For face validity of the instruments, colleague lecturers within Ghanaian universities were given copies of both the interview schedules and the questionnaires for their perusal. After this, their comments which were favourable led the researchers to send the instruments to experts in the area to help grant the instruments content validity.

Data Analysis

Questionnaire data were analysed through the use of SPSS version 17, thus engaging frequencies and simple percentages to determine the levels of teacher job satisfaction in the Winneba Municipality.

Since the researchers deemed it important to find the underlying causes of issues, we then included the interview schedules in the data collection. Interview data were analysed through the use of NVIVO'8 which helped us to organise the interview data into perspective. We also made good use of verbatim quotations from participants in order to represent their views on issues (Mensah & Dampson, 2010; Mensah & Antwi-Danso, 2010; and Marfo, 2011)

Results and Discussions

Research Question Number

1. What is the state of job satisfaction among teachers in Winneba?

The level of satisfaction with jobs differs from teacher to teacher, and also from school to school. The researchers sought to find out levels of satisfaction of teachers in basic schools in Winneba. Items number 1 to 6 present data on this variable.

Table 1: Description of Level of Job Satisfaction in the School

Description level	Frequency	Percentage
Very satisfied	5	6.7
Satisfied	12	18.0
Somehow satisfied	30	40.0
Not satisfied at all	28	37.3
Total	75	100

The data in Table 1 indicate that 28 (37.3%) of the teachers in the winneba were not satisfied at all with their jobs. Another 30 (40%) said they were somehow satisfied. This means that a total of 58 (77.3%) of the teaching force in the schools had some misgiving about their level of satisfaction with their jobs.

This was not much different from interview results as participants indicated their low job satisfaction. For example, participants commented;

"i am not happy at all, the authorities deceived us with single spine salary Structure and gave us small or no increment in some instances, indeed, my wife's money was even reduced. Is it crime to be a teacher? Because the police men were given a better deal and you expect me to be satisfied"
(Interview Data, 2011).

"to me, i think people who choose teaching are wasting their time because it is nothing good and you would not be motivated to work so if i get the opportunity, i don't think i will ever go for teaching so do not talk about satisfaction"
(Interview Data, 2011).

These results, compared to the category which felt they were very satisfied 17 (24.7%), confirm the assertion of some scholars in Ghana that, the general level of satisfaction of those charged with training children was generally unsatisfactory (Bame, 1991; Venderpuyi & Somi, 1998 Mensah and Dampson, 2010; Mensah and Antwi-Danso, 2010; and Mensah, 2007). This generally impinges on motivation of teachers hence, a phenomenon that needs to be checked.

Table 2: Rate of Complaints by Teachers on their Assignments as a Result of Dissatisfaction with their Jobs

Rate of complaints by teachers	Frequency	Percentage
Very often	41	54.7
Seldom	24	32.0
Not at all	10	13.3
Total	75	100

The data in Table 2 reveals that more than half 41 (54%) of respondents complained very often on their assignment as a result of dissatisfaction with their jobs. Another 24 (32.0%) teachers said that they seldom complain. Analytically, considering that a total of 65 (86.7%) of respondents out of a total of 75 did complain on their assignments as a result of dissatisfaction with their jobs is suggestive of the fact that the teaching career for this group of teachers was not attractive at all. This phenomenon in the Winneba Circuit seems to be what prevails nationwide where in some cases teachers, due to poor conditions of service and general dissatisfaction with their jobs, quit teaching or refuse posting to rural and deprived areas (Mensah, 2007; Mensah and Dampson, 2010 and Mensah and Antwi-Danso, 2010).

Table 3: Rate at which your head queries you for making unhealthy comments about the schedule you are assigned.

Rate of query by heads of schools	Frequency	Percentage
Very often	54	72
Seldom	10	13.3
Not at all	11	14.6
Total	75	100

The data in Table 3 reveal that more than half 54 (72%) of teachers have made some unhealthy comments apparently as a result of their dissatisfaction with the job, hence they were queried very often. This was followed by another 10 (13.3%) who indicated that they were seldom queried, meaning that they also made some unhealthily remarks. A comparatively small percent 11(14.6%) said that they were not queried at all. Generally, the data demonstrates some brewing tension in Winneba between teachers and their heads. These findings are reflective of the responses in Table 2 which shows the rate of complaints of teachers in relation to their assignments as a result of dissatisfaction with their jobs. Looking at the general trend of the data in Tables 1 and 2, one would think that it is these local level discontentment and underlying tensions that lead to industrial actions by teachers at the national level.

Table 4: Level of agreement with the statement: “The facilities in the school are sufficient to enhance teachers’ retention in the school”

Level of agreement	Frequency	Percentage
Strongly agree	0	0.0
Agree	6	8.0
Disagree	32	42.7
Strongly disagree	37	50.6
Total	75	100

State of school infrastructure and provision of basic logistics is a strong determinant for retaining teachers in a school because when this is satisfactorily done, teachers feel some level of satisfaction with their jobs. But the data in Table 4 constitute a different picture in relation to this conviction. Indeed, the data reveal that 32 (47.7%) and 37 (50.6%) of respondents strongly disagree and disagree respectively that facilities in the schools were sufficient to enhance teachers' retention. One can thus infer that these schools have experienced massive teacher attrition. This does not augur well for standard performance of the schools. This is consistent with the interview results as teachers commented;

‘There are not enough textbooks and not to mention a broken chairs and windows of this building. The question is, when would teachers' plight be taken serious by the government? Go to the offices of some of the civil servants you will see for yourself the air-conditioned rooms and good armchairs but not the teachers and I believe if we get the opportunity none of us will stay on this job’ (interview data, 2011)

Table 5: Extent to which respondents agree that “the school climate is satisfactorily conducive to enhance job satisfaction among teachers”

Extent of agreement with the statement	Frequency	Percentage
To a very large extent	3	4.0
To a large extent	4	5.3
To some extent	1	1.3
Not at all	67	89.3
Total	75	100

A total of 67 (89.3%) of respondents demonstrated some sort of disagreement with the statement that “the school climate was satisfactorily conducive enough to enhance job satisfaction among teachers. Judging from data in previous Tables, (Tables 2 and 3) one would not expect a conducive school climate. Admittedly, apart from monetary and material conditions of service, a major source of job satisfaction for any employee is a conducive school climate characterized by peace and cooperation. The absence of these will inherently lead to dissatisfaction with the job.

General State of Job Satisfaction in the School

When teachers were asked to state briefly their description of job satisfaction in the school, their responses were rather in the negative. Ninety percent of the teachers stated poor salaries, lack of accommodation and poor school infrastructure and logistics as the main sources of their dissatisfaction.

Research Question Number. 2:

What are the factors that affect job satisfaction among teachers in the Winneba Circuit?

Table 6: Ranking of Factors Affecting Job Satisfaction in Percentages.

Factors	Ranking				Total/ %
	1 st	2 nd	3 rd	4 th	
A. Work environment	35 (46%)	25 (33.3%)	8 (10.6%)	7 (9.3%)	75 (100%)
B. Attitudes and behaviours of school heads	22 (29.3%)	27 (36%)	20 (26.6%)	6 (8%)	75 (100%)
C. Recognition of teachers' achievement	40 (53.3%)	26 (34.6%)	9 (12)	0 0.0%	75 (100%)
D. Students misbehaviour	19 (25.3%)	14 (18.6%)	18 (24%)	24 (32%)	75 (100%)
E. Parental support	13 (17.3%)	15.(20%)	33 (44%)	14 (18.6%)	75 (100%)

From Table 6 it can be observed that work environment 35 (46%) and recognition of teachers achievement 40 (53.3%) were ranked highest, in terms of the factors that affected the satisfaction of teachers in the Winneba. The findings in Table 6 particularly in relation to work environment confirm the findings in Table 4- which dwelt on facilities in the schools. This is also in line with what Mensah and Antwi-Danso established in 2010. Certainly, according to Atakpa and Ankomah (1988), physical facilities and teacher motivation, can affect job satisfaction. Significantly, the other two factors that were ranked second in terms of percentage scores were attitude and behaviours of school heads 27 (36%) and students' misbehaviour 14 (18.6%), are also important variables that affect job satisfaction. In schools where school heads adopt undemocratic and uncaring leadership styles, teachers usually feel suppressed and dissatisfied (Torsiplornu, 2011). This apparent unfriendly school climate will ultimately affect students' behaviour which is also another source of disaffection among teachers. The issue or factor that least affected job satisfaction according to the respondents was parental support 13(17.3%).

Interview results also support this finding as the luke- warm relationship between teachers and parents were surfaced.

This particular finding reflects the general luke-warm relationship between many school teachers and the parents of children who attend those schools in Ghana (Asiedu-Akrofi, 1978 and Venderpuyi & Somi, 1998).

Table 7. Rating scale of factors contributing to job satisfaction among teachers

Factors	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Total
A. Materials/equipment available for effective teaching	6(8%)	5(6.6%)	11(14.6%)	50(66.6%)	75(100%)
B. Administrative structure	18(24%)	40(53.3%)	9(12%)	8(10.6%)	75(100%)
C. Salary/other remuneration	3(4%)	5(6.6%)	12(16%)	55(73.3%)	75(100%)
D. Opportunities for further education	35(46.6%)	40(54.6%)	0(0%)	0(0%)	75(100%)
E. Promotion prospects	40(53.3%)	28(37.3%)	4(5.3%)	3(4%)	75(100%)
F. Sense of belonging and feelings of being needed in may school	21(28%)	38(50.6%)	10(13.3%)	6(8%)	75(100%)
G. Head teacher's interpersonal	20(26.6)	17(22.6%)	38(50.6%)	0(0%)	75(100%)
H. Head teacher's supervision of teachers	13(17.3%)	26(34.6%)	18(24%)	18(24%)	75(100%)

The rating scale reveals important variables which teachers described variously as being very satisfied with, satisfied with, dissatisfied with and very dissatisfied with. In the fourth column from the left, the column labelled very dissatisfied, salary and other remuneration 55 (73.3%) scored high. It can also be seen from the table that teachers were somehow very dissatisfied with head teachers' supervision of teachers. This reflects the fact that interview results

supported this finding in that teachers commenting said;

"I hate the way my head teacher conduct supervision of my work thus he is always trying to find faults with my lesson notes but does not even show me how to do it. Today point A another day point B and this bores me to hell"

(interview data, 2011). This is not much different of what Mensah (2011) found among teachers that their head teacher's supervisory style impacted greatly on their satisfaction and performance. Also constituting a significant source of high dissatisfaction was materials/equipment availability (66.6%) under the very dissatisfied column.

Indeed, these three variables (work environment, attitude and behaviour of school heads and recognition of teachers achievements) mentioned above confirm the general feelings of discontentment among teachers in Ghana especially as it relates to salary and other conditions of service.

Factors which contributed to job satisfaction according to the rating scale and which teachers were very satisfied with were promotion prospect 40 (53.3%) and opportunity for further education 40 (54.6%) under the satisfied column. This contradicts the findings of Mensah,(2007) that teachers were highly dissatisfied with the rate at which they were promoted perhaps, this could be as a result of the different context in which the studies were undertaken.

A variable in which the scores were almost evenly divided (very satisfied, 13% satisfied, 34.6% dissatisfied, 24% and very dissatisfied, 24%) was head teachers supervision of teachers. This could be a reflection of differences of opinions of what teachers perceive good supervision and good leadership styles to be. The respondents also indicated some level of satisfaction 38 (50.6%) in terms of sense of belonging and feeling of being needed in the schools and administrative structure of the schools 40 (53.3%).

Research Question Number 3:**What problems hinder job satisfaction efforts among teachers in the Winneba?****Table 8: Factors that hinder job satisfaction efforts of teachers**

Factors	Strongly agree	Agree	Disagree	Strongly disagree	Total
A. Public image of the teaching profession	45 (60%)	20(26.6%)	9 (12%)	1(1.3%)	75(100%)
B. Decline of investment in education by the government	37 (49.3%)	27 (36%)	8(10.6%)	3 (4%)	75 (100)
C. General decline of the economic output of the country	36 (48%)	29(38.6%)	7 (9.3%)	3 (4%)	75(100%)

Although teachers were of the general conviction that efforts were being exerted by Government to bring about job satisfaction among teachers, however they responded to the three variables (public image of the teaching profession, decline of investment in education, and low economic output) as factors impeding the efforts. According to the respondents public image of the teaching profession 45 (60%) followed by general decline of

economic output 36 (48%) constituted hindrances teachers strongly agreed with as factors that hinder job satisfaction efforts. This is in line with the work of Mensah and Antwi-Danso (2010) where teacher satisfaction were influenced by community members. These two factors were followed by another related variable, decline of investment in education by the government, 37 (49.3%). Deductively, it can be said that general economic output leads to low investment in education which eventually results in poor public image of teachers because of poor conditions of service accorded teachers.

Indeed, cautious observations of the Ghanaian labour scene point to the fact that the dignity of the teaching profession has eroded. This sentiment is shared by officialdom and policy makers of education and researchers Mensah,(2007) and Mensah and Antwi-Danso, (2010).

Implication of the Study for Management of Education

The research specifically investigated the

extent to which the material and psychological needs of teachers are being met to obtain appreciable level of satisfaction. The overall data implies that public valuing which encompasses occupational status, job satisfaction, pay and benefits and competence, role and overall contribution of the teaching profession have not been satisfactory in Winneba. If this state of dissatisfaction continues, teaching in terms of educational policy implication will be considered as an employment of the "last resort" among university graduates for college of education and secondary school leavers in Ghana.

Considering evidence from the data, it can be reasonably argued that the status of teachers has declined appreciably and if the causal factor of protracted economic and social crisis, as the data revealed, is not checked, then implicitly, work motivation that should influence the behaviour of the teachers to achieve occupational goals and tasks will decline. Although there is a wide range of views about satisfying teachers in Ghana, there is however a general consensus that teachers working in public school systems are poorly motivated hence, dissatisfied with the work they do.

The study did indeed imply that incentives for teachers, school climate and work environment, and the provision of basic infrastructure are generally on a low level. These, coupled with poor human resource management, increasing work hours, large class size, and constantly changing curricular have serious implications for educational management and practice. In other words, if what is expected of teachers (social contract) is not pitched

at a realistic level or does not commensurate with their occupational status in terms of satisfaction, then the low self-esteem in which teachers find themselves is going to continue for a long time to come. The situation will even get worse if community participation will be at the lowest ebb as the data portrays. The implication of this for educational policy practice is that the decentralization of education in the nation will be adversely affected. A further implication is that "education for all" and improving quality of education will fail as policy options.

Conclusion

The general findings of the study show that teachers in Winneba rarely enjoy a satisfactory work environment and that a lack of adequate recognition of the teaching profession and the failing economy of the country are two key factors hindering optimal satisfaction among teachers. If such development continues to prevail, the provision of education in the study area and Ghana as a whole will not achieve the desired impact. This conclusion is particularly true for the public schools. This could be a possible reason why the overall status of public school teachers has fallen and there has been mass exodus of both students and teachers to private schools. All these could lead to strained relationship between teachers and government.

Equally important is the fact that continuing general dissatisfaction of teachers with their jobs could result in the youth taking up teaching reluctantly as an occupation of the "last resort" and there would apparently be limited long-term commitment to the profession. This can also adversely affect pupil-teacher ratio.

Another conclusion that might be drawn in this study is that persistent dissatisfaction among teachers will lead to a lot of unqualified and untrained people taking advantage of the situation. Already in Ghana, the menace of pupil teacher is growing and it is likely to continue unless public valuing of the role and contributions of teachers are given due recognition.

Recommendations

1. A national stakeholder conference that will formulate a national policy on the status of teachers, their roles and contribution should be organized by the Ministry of Education and teacher training universities and colleges. This will result into improved conditions of service for teachers.
2. The Ghana Education Service should source additional resources from the GETfund to provide more teaching and learning materials for schools in Ghana.
3. The GES should formulate strategies that will enhance the participation of school communities in the administration of schools.
4. Teacher training universities and colleges should co-operate with the GES and the Ministry of Education to organize vacation refresher courses for heads of schools and teachers in educational administration and management towards effective and efficient basic education delivery in Ghana.

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