

4-1-2010

Perceived causes of Teacher Dissatisfaction in Sekondi –Takoradi District of Ghana.

Dampson George

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Recommended Citation

George, Dampson (2010) "Perceived causes of Teacher Dissatisfaction in Sekondi –Takoradi District of Ghana.," *Academic Leadership: The Online Journal*: Vol. 8: Iss. 2, Article 32.

Available at: <https://scholars.fhsu.edu/alj/vol8/iss2/32>

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Academic Leadership Journal

Introduction

A teacher's job satisfaction is one of the most essential issues for educational systems around the world. Next to pupils, teachers are the largest, most extensive, crucial and key to improving quality in any educational system (Afe, 2001; Stuart, 2002). This paper focuses on the third world country of Ghana where according to Bame 1992 and Akoto -Danso (2006) teachers are often in short supply. Akoto- Danso documented that enrolment into basic schools in Ghana has gone up by 17% from 3.7 million to a record of 4.3 million.

However, he noted that such increase has not been matched by the number of trained teachers leaving a deficit of 17000 teachers required to fill the gaps across the country. We wonder how the government of Ghana is to achieve the goal of the UN by 2015 where all children of school going age in the country are expected to be in school. This is where we believe teacher job satisfaction becomes crucial if any meaningful success is to be achieved. This papers therefore identify and discusses the issues which influence the teachers' satisfaction in the Sekondi –Takoradi District indeed, we concentrate on workload and conditions of service such as salary as part of the key elements causing teachers to be dissatisfied.

Literature Review

Concept of job Satisfaction and Dissatisfaction

Greenberg and Baron (1993) refer to job satisfaction as individuals' cognitive, affective and evaluative reactions towards their job. Organ and Bateman (1991) support this by arguing that job satisfaction represents the constellation of a person's attitudes towards or about the job, he or she does. It is a function of satisfaction or dissatisfaction with different aspects of the job (pay, supervision, the work itself) and of the particular importance one attaches to these respective components. Spector (1997) see job satisfaction as global feelings of the individual with some aspects of the job and defined it as "the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs" (Spector, 1997, p.2). This definition suggests job satisfaction is a general or global affective reaction that individuals hold about their job. While researchers and practitioners most often resort to the measurement of global job satisfaction Spector (1997) believes there is also interest in measuring "facets" or "dimensions" of satisfaction.

After careful analysis of the Western literature and the context where the study was to be conducted, we adapted job satisfaction as needs and feelings of the individual teacher towards certain aspects of their job, which when considered as important for the primary school teacher in the Sekondi-Takoradi District of Ghana. We believe individual teachers may have their own needs, which they may consider as important in their job situation. Satisfaction may therefore, be seen as the result of the congruence between such needs and the job setting.

Perhaps, a need for Western teacher might be different for a teacher in the Sub Saharan Africa country

such as Ghana. For example, while individual need in the Ghanaian context may include the family and the community, that of a Western World teacher may be different. For instance, a teacher from the Western World may consider a car as a basic need, but the teacher from Ghana may see it as a luxury and therefore has a different meaning to him or her. Further, a teacher in the Western World is not bound by any culture to look after the extended family members. However, in a country like Ghana, a teacher is culturally bound to look after the older ones be it financial or shelter wise because, there is no place like care-home thereby making it difficult for a teacher who finds himself or herself in such situation.

It is upon this background that the literature and methodology adopted for the study were carefully planned in order not to affect the views and the ramifications of the findings. As we shall see in due course, data have to be collected in two different phases in order to capture teachers' views.

Relevance of Motivation to Satisfaction

The issue of satisfaction is closely related, yet distinct from motivation as suggested by Dinham and Scott, (1998). For example, considering scholars such as Maslow (1970) and Alderfer(1972), Dinham and Scott (1998) argue,

“The interrelatedness of motivation and job satisfaction has been noted. A feature of conceptualisation of career satisfaction in the literature is the role that need fulfilment plays in satisfaction” (p.362).

Owing to this, we believe a study of teacher job satisfaction need to consider their needs, which have ramifications for motivation. Thus, teachers have needs which if fulfilled may cause them to be satisfied with all things being equal. Moreover, Paretomode (1991) referring to the work of Gibson et al documented that satisfaction may be considered as part of the motivational process. In the light of the above, we considered both concepts of job satisfaction and motivation in our present study.

For example, Dinham and Scott (1998) documented that:

“Both phenomena are inextricably linked through the influence each has on the other” (p.362).

We therefore perceive that teachers who are motivated to do their job are more likely to exhibit satisfaction levels different from the unmotivated ones with all things being equal. This we believe has a relation to the definition of Ryan and Deci (2000), which sees motivation as been able to be moved to do something. Thus, individuals or teachers who are moved to do something might exhibit satisfaction levels, which may not be the same as those who are not motivated to do anything. This leads us to the issue of intrinsic and extrinsic motivation, which in themselves may influence satisfaction levels of individuals.

Boggiano and Pittman (1992) documented that:

“The activities that satisfy curiosity or lead to enhance the effectiveness are

regarded as intrinsically motivated behaviours” (p.3).

Other scholars believe that the factors associated with achievement, recognition, challenge work responsibility, advancement, self –respect, personal growth, learning on the job and professional development (Herzeberg et al, 1959; Ellis, 1984). These factors according to these writers when present in a work situation motivate the individual in his or her performance.

Extrinsic motivation on the other hand as suggested by Latham (1998) may be seen as “tangible benefits” as salary, fringe benefits and job security that are associated with the job. Herzeberg et al 1993 see it as all issues in the work situation associated with physical conditions, the amount of work and facilities available in the workplace for doing the work.

It is important to note that intrinsic and extrinsic are both important concepts to consider when discussing motivation of teachers in relation to their job satisfaction particularly in the Western World. However, studies from developing context seem to point to the fact that extrinsic factors such as salary are important in determining teacher job satisfaction. For example, in a study, Tansim (2006) discovered that teachers were not motivated in Bangladesh, as a result of higher dissatisfaction with issues such as salary and the lack of teachers been involved by administrators in decision-making process.

Akyeampong and Bennell (2007) also documented that primary school teacher motivation has declined in recent years particularly, in the urban areas because of high living cost and workload in Ghana. In their studies, Vendepuuye and Somi (1998) made similar revelations as teachers in Ghana were highly dissatisfied and de- motivated to perform due to low salaries, poor teaching conditions and condition of service.

Owing to such findings in developing world, the present study included both intrinsic and extrinsic motivation to ascertain whether teachers in the Sekondi Takoradi community would show different satisfaction levels due to extrinsic or intrinsic motivational factors.

Theories of Motivation

This section touched briefly on some relevant theories of motivation as far this study is concerned. Such review is necessary because ‘motivation’ is fundamental to this study, which sought to assess the satisfaction or dissatisfaction levels of primary school teachers. Even though more theories were considered, we will dwell on two of them in this section.

Maslow (1954) outlined one of the most influential of content theories, which suggested a hierarchy of needs up which an individual progress. Once individuals have satisfied one need in the hierarchy, it ceases to motivate their behaviour and they are motivated by need at the next level up the hierarchy.

- a. Physiological needs such as hunger and thirst are the first on the hierarchy.
- b. Security needs such as shelter and protection are the next level.
- c. Social needs such as need for satisfactory and supportive relationships.
- d. From these needs, individuals can move up the hierarchy to higher-level order needs- self-esteem

needs for recognition and a belief in oneself is the next level.

e. Finally, the progression leads to the need to realize one's full potential, which is termed as self-actualisation, of which, only small proportion of individuals might reach.

Maslow believes that human beings have certain in-born needs, which they strive to fulfil. To him, every need arises from an imbalance or disequilibria between what human nature deems necessary for health of a person, and what a person's environment provides. He contends that when physiological needs are unsatisfied, no other needs will serve as a basis for motivation. In work places such as in Ghanaian primary schools, teachers' need a decent salary to help them to fulfil this category of needs as the theory suggests. For example, studies have revealed that teachers were highly dissatisfied with their salaries in Ghana (Bame, 1992; Venderpuuye and Somi, 1998). Therefore, it is more likely that primary school teachers need adequate salary to achieve these lower needs of the theory and non-satisfaction of such needs may influence teacher satisfaction.

The second stage of the theory discusses the safety needs of the individual which include, security, protection against danger and accidents, threat, deprivation, and protection from physical and psychological harm, economic disaster and unexpected like the credit crunch. Mention could be made also of the desire for stability and absence from pain and illness, and job security. Relating this to the Ghanaian education system could be fringe benefits, retirement or pension schemes, insurance benefits, medical or health services, job security and safe working conditions, among others, often meet such needs. There is no doubt that this stage of the theory has ramifications for the present study where the study sought to find whether teachers were satisfied with other benefits such as medical bill refunds, transportation allowances and others.

The next stage of the theory is social needs which comprises, the need for affection, love friendship, interaction and acceptance in relationship with other people all have a bearing on primary school teacher job satisfaction. For example, is the Ghanaian primary school teachers satisfied with their interpersonal relationships with their heads, colleagues, pupils' parents and circuit supervisors?

The next stage, which deals with ego needs, was also adapted for the present study. This includes the need to achieve, to be competent, gain self-respect, prestige, independence and freedom, approval, reputation, social status and recognition. Thus, this theory is able to guide us in assessing whether primary school teachers are satisfied with the kind of recognition they receive for their efforts, the autonomy they have in their classrooms, and the kind of professional status given to the teacher in the country.

On a balance, we adapted the first four stages of the theory, which includes physiological needs, safety needs, social needs and ego needs. For example, it is salary, which is used in work place to satisfy physiological needs such as food, shelter, and clothing. Therefore, we thought it important to include this aspect in our study as well as considering medical bills refund, safe teaching conditions and transportation allowances paid to teachers in the area.

Regarding, social needs such as good interpersonal relationship with heads, colleagues and circuit supervisors were included in the study not to mention issues as ego needs such as gaining self-respect, professional status, and recognition of teachers' efforts were all considered.

Due to the fact the context from which this study was conducted seems to be different from the Western World, we therefore decided to conduct the study in two phases even though the literature has helped in selecting these issues. In this regard, we conducted the first phase of the study to help us to identify which areas to be included in the second study. This also helped us to get teachers views on what was important for them, which agree or disagree with the literature.

Methodology

The phase 1 of the study employed qualitative methods as Participatory Rural Appraisal (PRA), Focus Group Discussions and semi-Structured Interviews. Phase 2 covered methods such as Questionnaires, Observations and semi-structured interviews. PRA and Semi-structured interviews used in the first phase of the data collection helped to determine what factors considered important to the teachers in that context.

We then compared the findings to the literature we reviewed before producing the questionnaire and other tools used in the phase two. Stephens (1990); Akyeampong and Stephens (2000) all adopted mixed methods in their studies related to Nigerian and Ghanaian teachers. The questionnaire was pre-tested, and few suggestions regarding the order and numbering were raised and resolved accordingly before the main study. In all, 147 teachers were involved, four head-teachers and four pupils were also interviewed as the study evolved.

Research Questions and Hypothesis;

Three research questions guided this study:

- To what extent or level are teachers satisfied or dissatisfied among primary school teachers?
- What factor or factors contributed most to teacher satisfaction?
- Which factor or factors are more likely to influence teachers to leave or stay?

Also as the study, evolved three hypotheses were formulated:

- Ho1: There is no significant relationship between male and female teachers' satisfaction and dissatisfaction levels with primary school teacher salary (Aspects used included, present salary, salary compared to others, rate of savings, salary meeting basic needs, and salary in relation to economic situation).
- Ho2: There is no significant relationship between male and female teachers' satisfaction and dissatisfaction levels (relationship with head and the level or amount of their heads involving them in decision- making).
- Ho3: There is no significant relationship between urban and rural teachers' satisfaction or dissatisfaction levels with regard to respect (That is, Respect from pupils' parents, respect from their own parents and respect from Ghana Education Service workers).

Hypotheses 1 and 2 were included in the study because, the findings from the first data collection suggested that the male and female teachers from PRA group discussions seemed to differ in their

opinions on issues of salary as well as the extent to which their heads involved them in decision making. We therefore deemed it pertinent to find out whether such differences between teachers were significant to help the future conclusions of the study. Hypothesis 3 arose because, in the Ghanaian context, the quality of life seems different between urban and rural settings. For example, Oduro 2003 documented

” Quality of life in the urban and rural areas is different and attractive in very different measure to teachers and researchers. The problem of teachers refusing to accept postings to rural areas is a persistent and growing issue as the urban way of life offers more twenty-first century’ goods’ “ (p.444).

Data Analysis

Questionnaire data were analysed using simple percentages and chi-square test. For example, based on a likert scale, items were assigned values of 1 for very satisfied, 2 for satisfied, 3 for neutral, 4 for dissatisfaction, 5 for very dissatisfied and 6 for non applicable option. The satisfaction and dissatisfaction levels of the teachers were determined by simple percentages calculated by Statistical Package for Social Sciences (SPSS12 and 14).

Chi- square was used to determine the relationship between male and female teachers’ satisfaction and dissatisfaction levels as well as a comparison of satisfaction and dissatisfaction levels among teachers from rural and urban communities. Since data were categorical in nature, thus female and male, or rural and urban chi square suited this sort of analysis as Agesti (1996) argues that chi square can be used to explore relationships between categorical data.

Qualitative data such as interviews were analysed by playing the tapes several times until we had the full transcriptions of the teachers. We then went through the transcripts from each teacher noting and highlighting the differences and similarities among issues. Sifting and sorting through the field notes and transcriptions, we compared and contrasted issues from the various classrooms that seemed to affect the practice of the teachers, which in turn influenced their satisfaction. We also followed verbatim quotations from teachers views to support our findings where there was the need to do so.

Research Findings and Discussions

Teaching and Learning Materials

Data from the teachers suggest that 68.8% of them were dissatisfied with their class sizes with reference to the number of teaching and learning materials available to support teaching. Interview results were consistent with this as the comments below indicate the following revelations:

“ I will say that we are not treated well at all... because we do not have the materials with which to teach”

“why should I be using two textbooks to teach 73 pupils?”

“ Sometimes, you do not even have common chalk to write and we are expected to teach”

These findings are consistent with Oti-Boateng’s report of Ghana Daily Graphic (2001), that a lack of teaching and learning materials such as textbooks needs urgent attention in order to improve teaching and learning. On his part, Borquaye (2002), in the Public Agenda documented that a lack of textbooks has in no small measure contributed to falling standard of education in Ghana’s public schools. In an article, Goering (2006) documented that primary schools in Ghana have a little more than bare desks and wall, which is consistent with the comments from teachers in the present study.

The implication of the above findings to the current study is that the inadequacy of teaching and learning materials does not affect only teacher satisfaction, but also impact on pupils’ performance. We therefore agree to EFA Global Monitoring Report of (2005) that

“Evidence from growing experimental studies does demonstrate much links between school resources and performance. . . ., They show that levels of cognitive achievement are significantly improved by provision of textbooks and pedagogic materials” (p.228).

Teacher Workload

As we shall see, the main issues, which contributed to teacher workload are discussed thus, marking, continuous assessment and daily lesson notes preparation. For example, 67.3% of the teachers were dissatisfied concerning marking whilst 35.5% were very dissatisfied. Interview and PRA results showed a grim picture of the situation as teachers’ revealed the following;

Akwes said;

The number of the pupils makes it very difficult because of marking, for example, with today’s exercises, I have not finish marking, tomorrow’s exercises will come, and add up to it, and it will happen throughout the week, so what should I do...?.

Dark commented regarding marking:

“With the number of pupils in my class, marking is difficult for me and I hate it”.

Another issue, which dissatisfy teachers, was Recording of Marks (Continuous assessment). For example, 53.9% of them showed their dissatisfaction regarding this whilst another 45.1% felt very

dissatisfied. Indeed, interview data did not differ much from this view, as teachers commented:

Esi ;

“I hate the continuous assessment aspect

Frimpo:

when you arrive at school continuous assessment alone put you off”

Such evidence seems to have relation to what Abosti (2005) documented in a newspaper report that:

“Enrolment was not as high in those days as today. Today you can have a

class of about 120 pupils, 20 twin desks, 20 textbooks and a frustrated

teacher who is supposed to teach, mark two registers, give exercises, and fill

continuous assessment forms. Why won't education decline? I do not think

teachers are machines. They are also human beings with flesh and

blood....Cited by Mensah, 2007, p. 186).

From the above comments, it is quite clear that both teachers and reporters share similar view that in the Ghanaian context class size is source of worry to the teacher as it relate directly to teacher workload. Most of the teachers involved in the present study had at least more than 60 pupils in their class and this affect teacher workload, which in turn affect teacher satisfaction. For instance, a study conducted by Asamoah- Gyimah (2002) revealed that 92.2% of the teachers had more than 60 pupils to teach in Ghana. The ramification of teacher dissatisfaction with their workload to teacher performance cannot be overemphasized. For example, some teachers made chilling remarks about continuous assessment and daily preparation of lesson notes in the present study. For instance,

Akwes commented,

“..Taking into account the daily lesson preparation of notes and continuous

assessment that we have to do. All this makes some teachers not to do the

right thing by fabricating their own marks for the pupils”.

Owuu commenting said:

“I know one of my friends who always fabricates marks for pupils”

Ak, on her part commented:

“... I know how to catch up, what I mean is that I will

not conduct all the required tests per se but I will conduct one or two and

use them to assess the pupils”.

Esi on her part said:

“I hate the marking involved”

Akom,

“We know what we are doing I can prepare lesson notes but not teach well.

Instead of doing actual teaching we spend most of our time preparing daily lesson notes”.

These comments seem to paint a grim picture of the situation, since it has a direct bearing on teacher performance including teacher satisfaction. Indeed, teachers’ dissatisfaction of lesson notes preparation stood as 56.9% for dissatisfaction, with 36.3% indicating that they were very dissatisfied. As it is clear from teachers comments, primary school teachers who because of more marking and continuous assessment tend to resort measures as fabrication of marks which do not reflect the true performance of pupils.

This has affected the primary school pupils’ test organised in the country. For example, Modey in a national newspaper reported in 2001 that out of 758 candidates presented by 30 schools for BECE examination in Kadjebi, only 318 passed. The remaining 440 failed and four schools had zero percent in the examination. This may be because some of the teachers who cannot cope with their overloaded work devise a way out by fabricating their own marks, which indeed is not the true performance of pupils as they conduct teacher-based assessments. On a balance, teacher workload comes about because of marking in relation to the size of the class, continuous assessment and daily lesson notes preparation.

It is worthy to note from the study that gender impacted teacher satisfaction at different levels particularly workload and salary. For example, female teachers were much concerned with teacher workload than their male counterparts who were concerned with money. The reasons and the ramifications of these differences are discussed below. Thus, 41.1% of the teachers were likely to leave the service because of low salary whilst another 41.1% were also influenced by workload. Interestingly, the majority of those who would leave because of workload were female with the majority of those who were likely to leave because of salary being male teachers.

These comments from some female seem to portray some of their difficulties.

AN said:

“As for me ...I wake up at about 04.30 am and start with my household duties like sweeping of the house, going to fetch water because our taps do not flow in my area. In this regard, I have to fetch water for my husband and the kids and prepare some food for them before I set off to school”.

Ako who turned up late for school made similar remark regarding her workload

“ I think I have even done well because my house is far from this village.

Looking at what I have to do in the house, I wake up at 04.00 and do my household duties, sweep the house, bath my kids and prepare food for the kids and my husband before I come to school”.

Indeed, this was not much different from teacher responses to PRA results, where female teachers were greatly concerned with workload and saw it as the major cause of their dissatisfaction. According to WILDAF Report (2004), cited by Mensah (2007),

“institutions such as culture, marriage, and the extended family systems see men as naturally superior to women and make it man’s right and responsibility to control women’s behaviour. ...because of such supremacy of the men over the women, men do not contribute in anyway to household duties thereby putting much burden on the women” (p.202).

Perhaps, this revelation make us begin to believe Moser’s assertion in 1993 cited by Mensah, (2007), that “in most low-income Third World household women have a triple role. ‘Women’s work’ includes not only reproductive work, the child bearing and rearing responsibilities, required to guarantee the maintenance and reproduction of the labour force. It also includes productive work, often as secondary income earners” (p.203). This is a clear indication that the Ghanaian female teacher is more burdened at home, than their male counterparts are. Indeed, these findings are related to the work of Hofstede (2005) cited by Tansim(2006) that “ Women are supposed to be more concerned with taking care of the home, of the children, and of people in general –to take the tender roles” (p.6).

In general, teacher dissatisfaction with workload in the present study is more likely to de motivate them to carry out their duties. This so, because as teachers keep on doing their overloaded work, tiredness, stress and absenteeism are possible issues that may crop in thereby causing teachers to be de motivated with their job. A similar example is a study by Bennell (2004) which found that, larger classes and workloads acted as de- motivators in African countries. we mentioned stress and absenteeism because McDaid (2005) documented that due the nature of workplace conditions, in Europe, absenteeism caused by mental health of which, stress is no exception were on ascendancy.

The issue becomes even crucial to the very fact that most of the female teachers in particular tend to do other petty selling at the school premise in the area. The ramifications of this to their output are not far fetched as pupils continue to under perform. The researchers believe such underperformance has continued to date, for instance a recent newspaper report (2009) of daily Graphic revealed that;

“Just a little over 50 per cent of the candidates who sat for this year’s Basic

Education Certificate Examination (BECE) qualified for placement into Senior high schools and technical institutes. Out of 395,649 candidates who wrote the examination, only 198,642 qualified for placement under the Computerized Schools Selection and placement system (CSSPS). (Daily Graphic 2009, p.1).

Teacher salary Satisfaction and Dissatisfaction Levels with Salary (Percent)

Table 1

Item	Very satisfied	Satisfied	neutral	Dissatisfied	Very dissatisfied	Non applicable
Present salary	2.9	37.3	0.0	32.4	27.5	0.0
Salary compared to other workers	4.9	30.4	0.0	41.2	23.5	0.0
The rate of savings	2.0	28.4	0.0	39.2	30.4	0.0
Salary meeting basic needs	6.9	36.3	0.0	31.4	25.5	0.0
Salary to economic situation	10.8	27.5	0.0	29.4	32.4	0.0

Using collapsed categories for satisfaction /dissatisfaction, evidence from table 1 shows that the modal view was that teachers were dissatisfied with their present salary (59.9%). This is no different from the results of interviews and PRA sessions organised for teachers to acquire an in-depth knowledge on this issue.

For instance, teachers made the following comments,

Sak a teacher commenting on salary said,

“I have to take an overdraft all the time” (interview data).

Baff had this to say;

“I hate going to tell people about my problem but teaching has made me dependent because, I always need to borrow money”

(interview data)

As documented by Zembylas and Papanastasiou(2004)in their study of Cyprus teachers, salary was one of the issues which dissatisfied teachers. The present findings also support the EFA report of 2005, which revealed that teachers in developing countries such as Ghana often receive earnings that are insufficient at providing them with a reasonable standard of living.

Bennel (2004) also remarked that teachers' pay and other material benefits were too low for individual and household survival needs to be met in developing countries such as Ghana. Indeed, careful analyses of the literature seem to suggest that salary is crucial in teacher satisfaction among the developing countries. We say this because a study conducted by Tansim (2006) also found Bangladeshi teachers to be dissatisfied with their salary levels.

Even though salary was an issue in the present study, it was also clear that gender had influenced the findings concerning salary. That is, of the teachers who were satisfied with their salaries, majority of them were female teachers. In addition, majority of the teachers who were dissatisfied with their salaries were male teachers.

Exploratory analyses with chi square test of independence, revealed a statistically significant relationship between these two groups with respect to their satisfaction and dissatisfaction with salary. χ^2 (df=1, =34.0, p, <.05). The implication is that teacher satisfaction with their present salary s significantly influenced by gender. The direction was determined using Sommers' d= -[0.59-0.60,p=,0.05](Knedalls tau-b and c and gamma=0.58-0.91). This suggests that the association between male and female teachers was a strong inverse relationship, therefore, more female than male teachers were satisfied with their salary compared to their male counterparts.

It is clear from the revelation above that any increase in salary is more likely to induce male teachers' satisfaction than to female teachers. Hence, policy makers who rely on salary alone at improving teacher satisfaction in the country should reconsider their approach and study the issue carefully.

As to why such differences emerged interview results from some of the male teachers revealed that men were most likely to be the breadwinners of their households than women. Examples below reveal some of the comments from the male teachers;

“Look I am the bread winner of my house, money is what I need”

“I need money for food, clothing shelter and to marry” (Bukye, p.31).

Morser (1993) drawing on Rogers's work commented:

“ In his definition as 'head of household', the man as the breadwinner is

perceived to be the financial supporter, with all the other members defined as dependants”(p,16)

Related evidences from other scholars within both developed and developing nations seem to suggest that teacher satisfaction is influenced by gender. That is, more male teachers were less satisfied than their female counterparts were with their job. (Michaelowa, (2002); Tasnim (2006);Mwanmwenda (1997); Borg and Falzon (1989); Ma (1999); Kremer-Hayon and Goldstein (1990); Thompson, McNamara and Hoyle (1997). These findings are consistent with the present findings where men and women seem to differ with respect to their satisfaction levels.

In the Ghanaian setting for example, due to the nature of our culture, it has always been the responsibility of the man to provide for the house even if his wife is working. Indeed, this has accounted for most male teachers to make such revelations during the interviews and for that matter reflected in the quantitative data as well. We say this because, Akw, remarked with respect to salary that;

“You know it is the responsibility of the man in our culture to take care of the woman and the family. I think women most at times get support from their husbands, even those who are not married get something from their ‘boy friends’ or partners. This is clearly depicted in their dresses and their shoes when they come to school”.

Indeed, this type of culture that exists encourages such practice when men are made to be responsible of the women financially. This has even penetrated some families where parents believe that sending their girl child to school is not so important to that of the boy child. For instance, the Wikipedia report of Ghanaian culture (2007), suggests that parents feel reluctant to send their children to school because of the conviction that their husbands would support them as the culture demands. It is our belief that such behaviours from the parents are entrenched in the societal values of the country and therefore likely to put pressure on most working men and not teachers alone with respect to salary dissatisfaction.

To put the icing on the cake, the female teachers confirmed in their views during the interviews held with them. For example, Mans, a female teacher had this to say regarding salary;

“Money is not so much of a problem after all; I will receive my ‘chop money’ (House keeping money).

An, commented;

“We female teachers at least will get some support from our husbands, besides we are able to engage in petty trading in addition to our work. I think we are not much concerned with money”.

As we may observe from the above female teachers are more likely to be cushioned with respect to money than the male teachers would. In spite of these differences between female and male teachers, satisfaction levels we believe salary of the Ghanaian teachers has continued to a thorny issue for the Government and for matter needs to carefully studied. For example, according to a newspaper report in the Daily Graphic (2009);

“The Ghana Association of Teachers has served notice to embark on an industrial action today to its disapproval of the delay in the negotiations with the Ghana Education Service on the collective bargaining agreement” (Daily Graphic, 2009,p. 14).

Concluding remarks

The study showed that most (68.8%) of the teachers were dissatisfied with their class sizes with specific reference to teaching and learning materials available to them. looking at the nature of the teaching conditions, policymakers must understand the treat posed by such worries.

Perhaps, textbooks for example are lacking because, teachers' salaries, which take the chunk of the revenue from gross domestic product (GDP) of the country leaves little money to be spent on other, school resources. Indeed, the situation is exacerbated by the fact that the population growth is high compared to the developed world and with the introduction of capitation grant, feeding of pupils and free school uniforms have all contributed to increase the number of children going to school.

The researchers therefore conclude that government will continue to feel such pressures and might not meet the textbooks supply needs of the pupils and this in turn affected teacher satisfaction to this level. We suggest policy makers encourage local writers, which is more likely to be less expensive than to buy from overseas not to talk of its shipping cost.

On teacher workload, upon careful examination of teachers' comments, we believe that with the drilling of oil in Ghana, GES should consider the issue of employing one teacher assistant per each school in the country. This would go a long way to help workload problem, and particular, the burden of continuous assessment, which in some cases, teachers conjures marks for pupils due to such overload. Indeed, this would cause more female teachers to stay in the teaching service, as workload was the source of their major concern.

Another conclusion is that, increasing teacher salary is more likely to induce more male teachers to stay in the service than female colleagues.

Our concern is that EFA report of (2005) documented that;

“All government face a balancing act. On the one hand, expenditure on education is often subject to tight fiscal constraints, and teachers' salaries and allowances already typically account for two-thirds (often more) of current

public expenditure on education. Increases in teachers' salaries may not be possible without sacrificing other important school resources". (Cited by Mensah, p.313).

The good news is Ghana now has oil and for this very reason we recommend teachers salaries to be improved because teachers continue to agitate for a decent salary which is more likely to motivate some of them to stay in the service and teach. The researchers believe improving teachers' lot will go a long way at improving the might of this country since human resource development is the corner stone of every country's development and growth.

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VN:R_U [1.9.11_1134]