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TEACHER SATISFACTION IN PERFORMANCE:

THE CASE OF KASSENA-NANKANA WEST DISTRICT

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THE CASE OF KASSENA-NANKANA WEST DISTRICT

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DECLARATION

Student

I hereby declare that this dissertation is the result of my own original work and that no part of it has been presented for another degree in this University or elsewhere:

Candidate's signature ……………………………… Date ………………………

Name …………………………………………………………………………

Supervisor's

I hereby declare that the preparation and presentation of the dissertation was supervised in accordance with the guidelines on supervision of dissertation laid down by the University for Development Studies:

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ABSTRACT

Teacher job satisfaction has become an important issue in recent times given the key role of teachers in imparting knowledge and skills. It is for this reason that this study employed qualitative research tools to investigate the causes and effects of teacher job dissatisfaction on teacher performance in the Kassena-Nankana West District of the Upper East Region of Ghana. There were a total of 209 respondents, including teachers, head teachers, district educational administrators and parents. The results of the study indicated that the factors causing teacher dissatisfaction in the KNWD were numerous and grouped into School, Teacher, Community and Psychological factors. Teacher workload, lack or inadequate teacher accommodation, poor school management, poor physical working environment, poor supervision of schools, promotion challenges, and student indiscipline was classified as school factors. The teacher factors had to do with inadequate professional status of the teacher due to inadequate pre-service and in-service training for teachers and teacher relationship with colleague teachers and students. Community factors were poor access roads and remoteness, student engagement in household chores, lack of electricity and limited communication and transportation services. The Psychological factors included bad government policies, low social status of teachers, bad conduct of teacher union leadership, long scheme of service of the Ghana Education Service and government inability to respect the conditions of service for teachers. Job dissatisfaction of teachers stimulates negative behavior which affects teacher performance negatively. In order to improve teacher job satisfaction and step up student academic performance, the study recommended the adoption of a holistic approach aimed at minimizing teacher dissatisfaction in the District.

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This study would not have been possible without the goodwill, sacrifice and support of many people. Therefore, my appreciation first goes to the Almighty God for giving me the guidance and protection to undertake this study.

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Finally, I wish to express my sincere appreciation to all the teachers and parents who took part in the study by providing the needed data for this thesis.

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DEDICATION

This work is dedicated to my beloved mother, Alemiya Atogumsekiya Gladys, for her unwavering love and care during the difficult periods of the study.

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LIST OF ABBREVATIONS AND ACRONYMS

BECAS   Basic Education Comprehensive Assessment System

BECE   Basic Education Certificate Examination

CDC   Centre for Disease Control

CSE   Core-Self Evaluation

EFA   Education for All

EQUALL   Education Quality for All

ERG   Existence, Relatedness and Growth

FCUBE   Free Compulsory and Universal Basic Education

GES   Ghana Education Service

GET   Ghana Education Trust

GNAT   Ghana National Association Teachers

HND   Higher National Diploma

ICT   Information Communication Technology

IJMEF   International Journal of Modern Education Forum

KNED   Kassena-Nankana East District

KNWD   Kassena-Nankana West District

LI   Legislative Instrument

MDGs   Millennium Development Goals

MOE   Ministry of Education

NAGRAT   National Association of Graduate Teachers

NALAP   National Literacy Acceleration Program

NBTAS   National Best Teacher Award

OECD   Organization for Economic Co-operation and Development

PTA   Parent-Teacher Association

QUIPS   Quality Improvement in Primary Schools

RME   Religious and Moral Education

S.H.S   Senior High School

SSA   Sub-Saharan Africa

TEWU   Tertiary Education Workers Union

TTCs   Teacher Training Colleges

UNESCO   United Nations Scientific Cultural Organization

UNHDR   United Nations Human Development Report

UNSDG   United Nations Sustainable Development Goals

USAID   United States Agency for International Development

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CHAPTER ONE

INTRODUCTION

1.0 Background

The human resource of a country is the most important asset of the country as it ultimately determines the socio-economic development of the country more than other resources, such as capital or material (Takalomi, 2006). It is for this reason that countries all over the world regard investment in their citizens' education as a priority. For instance, Schultz (1980) has noted that human capital is an important input and forms the basis of wealth creation. Similarly, the UN Human Development Report (UNHDR, 1990) considers the expansion of human capabilities as the basis for socio-economic development. The UNHDR (2001) further emphasizes that there is the need to make technologies work for human development. In the same vein, the 2010 edition of the UNHDR discusses investment in humans as a way of wealth creation. Maicibi (2003) notes that human resources have come to be the most important in national development. Similarly, General (2002) argues that the most impotent single resource in any organization is people. On global Sustainable Development Goals, especially goal 4, obtaining quality education is the foundation to creating sustainable development. It improves quality of life, it can help equip locals with the tools required to develop innovative solutions to the world's greatest problems (UNSDG's, 2015)

Human resource development largely hinges on the role of the teacher since the teacher imparts knowledge and skills for human capital formation. Professionals,

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such as nurses, teachers, doctors, accountants, engineers, technicians, lawyers, secretaries, managers, pharmacists, masons, etc., whose contributions are crucial to national development, are all products of the teacher. For teachers to do their best in the educational process, they need to be motivated. As noted by Brumback (1986) and cited in Hayford (2014), there is significant difference between the scores of students taught by highly motivated teachers and low motivated teachers. This current study would establish whether the motivated teacher does better than the non-motivated one.

According to Sekyere (2016), teachers in Ghana are entitled to some conditions of service such as allowances, leave of absence, compensation for care of injury or disability and retiring or death benefits. However, in a study presented by Effah et al (2014: pg87), insignificant number of teachers in Ghana who requested for some conditions of services were denied and 42% of teachers were denied refund of their medical expenses and study leave with pay. According to Ferdinand (2017), About 300,000 teachers in Ghana are working without Conditions of Service. Their conditions of service had expired since 2010 and all efforts by teacher unions to have it renewed yielded no results.

According to Ayele (2014) when teachers are less satisfied on their job it makes them to reflect frustration in the work environment which will be manifested through different conditions.

Non-committed, dissatisfied teachers are the biggest danger as it leads to non-fulfillment of schools goals and objectives (Ayele, 2014). According to Mwamwenda (2008), a lack of teacher job satisfaction results in frequent teacher

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absenteeism from school, aggressive behavior towards colleagues and learners, early exits from the profession, and psychological withdrawal from the work. All of these negative results lead to poor quality teaching. For Pinder (2008), lack of job satisfaction is often accompanied by feelings of gloom, despair, anger, resentment and futility Thus, a lack of job satisfaction has serious implications for the teacher, as well as for the educational system in which he or she is employed.

Job performance of teachers has a link with human resource formation. For instance, Akbari (2010) has indicated that teachers are among the principal components of any pedagogical programme. They are the most important players influencing students' achievement, holding the key to sealing the gaps in students' achievements. Similarly, Wenglinsky (2001) notes that if teachers possess the skills to teach, students' performance will improve.

This, therefore, means that teachers have an important influence on students' academic achievement. They play a crucial role in educational attainment because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with the students (Afe, 2001). Wright, Horn and Sanders (1997) also conclude that the most important factor influencing student learning is the teacher. They are responsible for the transmission of knowledge, values and skills in the learning process. If the teacher is ineffective, students under their tutelage will achieve inadequate progress academically.

The issue of job satisfaction is of substantial importance to workers and employers. This is because motivation and satisfaction form the fundamental reason for seeking to work. A motivated employee is more likely to be committed to their job

towards contributing to achieving organizational goals (Analoui, 2000). Low levels of satisfaction and morale can lead to decrease productivity and burnout (Lumsden, 1998). Satisfaction keeps the employee on the job. Disgruntled teachers who are not satisfied with their job will not be committed and productive (Usop, 2013).

Despite the huge budgetary allocation to the education sector in Ghana and the numerous support by Non-Governmental Organisations over the years, academic performance of students remains low (World Bank 2004; Thompson and Casely-Hayford 2008; Achanso 2014). According to the World Bank (2003) as cited in Michaelowa (1999), for instance, teachers' salaries in some African countries rise up to 90% of national budget. Is it the case that these huge financial investments in the education sector are not well used? With such levels of investment in education, academic performance is appreciably expected. In all of this, if there are conditions that would hamper teacher performance, the best would not be expected.

Consider the pass rates of BECE students in the Kassena-Nankana West District from 2009 to 2015; 47.1% in 2009, 45.6% in 2010, 38.6% in 2011, 39.2% in 2012, 37.9% in 2013, 41.3 in 2014 and 30.2 in 2015 (KNWD Assembly, 2015). The above data suggests that performance of BECE students in the Kassena-Nankana West District has been poor. According to the District Assembly, it is unsatisfactory. The situation could be attributed to teacher dissatisfaction and poor teacher performance even though there could be other reasons to this poor performance.

Addah (2015) conducted a study in the KNWD which focus on the professional development of teachers in the District as key to improving student academic performance in the District. The study ignored other possible factors in the District that could lead to student poor academic performance.

It is against this background that this study sought to explore the factors that cause teacher job dissatisfaction in the Kassena-Nankana West District and the effect of this dissatisfaction on their performance.

1.1 Problem statement

It is obvious that the purpose of any educational system is the preparation of skillful citizens that could help in the political, social and economic development of the country. This is only possible when the components of the educational system are in good conditions. Among several components of the educational system are a viable, functional and a satisfied teaching force. If the teachers are not satisfied in their job, their moral would be poor and a lot of damage will happen to the skilled man power supply (Naylor, 1999).

In Ghana, there have been several reforms in the educational system since independence and many of these reforms were sought to increase the number of teachers trained and retained in the classrooms. Among these measures was the payment of allowances to teacher trainees to motivate more people to enroll in teacher training colleges. These measures had, in the past, resulted in high turnout rate from the teacher training colleges. But the teacher attrition rate has been equally high (GNAT & TEWU, 2009).

In the Kassena-Nankana West District, complaints are heard of teachers quitting the teaching job. The researcher's personal observation found teachers exhibiting negative work attitudes as they were seen conversing at instructional periods instead of teaching. One would wonder why some of the teachers are not working. Wisniewski & Gargiulo (1997) maintained that high attrition rates amongst teachers could be attributed to job dissatisfaction. They concluded that lack of recognition, few opportunities for promotion, excessive paperwork, loss of autonomy, lack of supplies, low pay and stressful interpersonal interactions all contributed to teachers' decisions to leave schools. Isaiah et al (2012) described the teaching profession as being characterized by low salary, teacher attrition, and problems relating to promotions, study leave and Best Teacher Award Scheme.

According to (GNAT & TEWU, 2009), the number of teachers leaving the classrooms for greener pastures is increasing. Similarly, the working conditions and the status of teachers keep falling. These are clear signs that there is a problem in the profession.

According to Orlando (2000), if teachers' work place is not conducive to them it will influence their desire to quit the profession. Similarly, Bame (1991), notes that teachers were leaving the profession because of lack of recognition and poor work conditions. Garber (2005) noted that dissatisfaction among teachers was a result of the overload, burnout and poor management.

As a result, many teachers use teaching as a launching pad to propel themselves into more lucrative jobs. The Ghana Education Service is, therefore, plagued with the highest defections, resignations, secondments, vacation of posts and several

industrial actions to demand for better conditions of service which have yielded no concrete results (Clifford, 2012). It is no wonder, therefore, that teachers are dissatisfied and are engaged in other jobs to supplement their incomes.

A disgruntled worker cannot put in assiduous effort at achieving set goals (Isaiah and Nenty, 2012). Research findings consistently show that the most important variable in student learning is the teacher and not teaching materials (Kadivar, 2002), cited in (Pakdaman, 2013).Teachers must have a high degree of job satisfaction because it is the only way then they can raise a generation of value (Kadivar, 2002). Brophy & Evertson (1976) note that positive feeling of teachers about their work correlates with academic achievement of students. Abel & Sewell (1999) assert that teachers who do not have the interest and spirit for their work exhibit negative attitude towards their work and it is the cause for not getting educational purposes. Teachers who are highly satisfied with their jobs are useful and can have positive effects on student academic achievement.

The above observation illustrates that teacher job dissatisfaction is linked to poor academic performance of students.

The United Nations Educational, Scientific and Cultural organization (UNESCO, 2003 cited in Akara, 2013:7) notes as follows: "an education system that aims to offer quality education for young people should be able to count on teachers who are well trained and adequately paid". Thus, UNESCO believes that the most effective way to improve access and quality of education is to attract and retain qualified teachers in the classroom.

As a teacher and a native of the study area, the researcher is familiar with some of issues confronting teachers in the Kassena-Nankana West District. He has heard complaints from teachers. Such complains gives dissatisfaction and tends to affect the work of teachers in a negative way. For instance, it is common to hear teachers from the eastern and western zones of the District complain of long travelling distance to the District capital, Paga for official duties. Others relate to motivation of teachers, for example it is common knowledge that teachers across the District have not enjoyed the Best Teacher Award Scheme for the past five years. A cross section of teachers in the District revealed that management at the District Education Office most of the time would tell you that they do not have paper to even print information. There is indication of poor attitude to work as teachers would be seen going to school late, chatting among themselves in groups at school premises or absenting themselves. Some complaints relate to non-payment of salaries of some teachers.

It is in the light of these complaints that the researcher became interested in contributing to knowledge on the factors that cause dissatisfaction of teachers on their job and the effect of dissatisfaction on the job performance of teachers in the Kassena-Nankana West District.

Besides, the researcher is interested in uncovering the challenges confronting teachers that are so typical to a newly established District like the Kassena-Nankana West District.

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1.2 RESEARCH QUESTIONS

Main research question

What are the effects of teacher job dissatisfaction on teacher performance in the Kassena-Nankana West District?

Specific research questions

1. What are the features of teacher job dissatisfaction exhibited by teachers in the Kassena-Nankana West District?

2. What factors influence teacher job dissatisfaction in the Kassena-Nankana West District?

3. How does teacher job dissatisfaction affects teacher performance in the Kassena-Nankana West District?

4. What policy measures can be instituted to address teacher job dissatisfaction in the Kassena-NankanaWest District?

1.3 RESEARCH OBJECTIVES

Main objective

The main objective of this study is to examine the effects of teacher job dissatisfaction on teacher performance in the Kassena-Nankana West District.

Specific Objectives

The specific objectives of the study are:

1. To investigate the causes of teacher job dissatisfaction in the Kassena-Nankana West District.

2. To examine the features of teacher job dissatisfaction in the Kassena-Nankana West District.

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3. To explore the level at which teacher job dissatisfaction affects teacher performance in Kassena-Nankana West District.

1.4 Relevance of the Study

The continuing shortage of teachers makes it crucial for educators, policymakers and researchers to continue to find ways to stop the flow of teachers from the profession and to retain the best teachers in classrooms (Chapman, 1984). Teacher motivation is recognized as one of the cardinal pillars of Ghana's educational reforms (Ankomah et al., 2005).

This study generally is to provide information on how teacher job dissatisfaction affects teacher performance in the Kassena-Nankana West District. Determining the factors that influence teachers' job dissatisfaction has multiple benefits to the profession, the Ministry of Education, to policy formulation and implementation, as well as to teachers themselves in the study area. It is, therefore, crucial to find out the effects of teacher job dissatisfaction for the purpose of establishing educational data for use by policy makers and policy implementers to the benefit of educational development in the Kassena-Nankana West District. It is pertinent to carry out this study now, since the teaching profession is looked down upon by the society and the level of disgruntlement among teachers is worrisome. A time has come when teacher retention and human resource practices that affect teacher retention are looked at critically.

The study will assist policy makers of education to identify the real causes of teacher dissatisfaction in the KNWD and provide information necessary for

improvement of human resource management in the KNWD. It will provide suggestions to help retain teachers and encourage them to become valuable contributors in their schools. Maintaining teachers who are capable in their positions builds sustainability in a school. Such sustainability will most likely, as research has shown, lead to a safer and more secure student environment which helps raise student achievement.

The study will be useful to the MOE and human resource management officers in the KNWD to find appropriate measures to curb future occurrence of industrial action that lead to strikes and fallen levels of educational standards in the District.

The study is important because it may help promote work performance and job satisfaction of teachers as the study would outline teacher behavior due to dissatisfaction. Administrators in the KNWD would then take the necessary measures meant to promote work performance of teachers as they identify how dissatisfaction affects performance. Hence, it would further help school administrators to review existing motivational policies and practices with a hope of enhancing work performance and job satisfaction among teachers.

The findings may serve as a guide to educational practice by determining which areas of dissatisfaction need to be addressed to retain teachers.

More importantly, the fact that this study has not been conducted in the KNWD made it relevant to all top management of education in the District to rely on it as

it points out the factors that accounts for teacher dissatisfaction and the consequences of teacher dissatisfaction to educational outcomes in the district.

1.5 Scope and Limitation of the Study

The study generally is to investigate the general factors that influence teacher job dissatisfaction in the Kassena-Nankana West district of the Upper East region of Ghana. A study of this kind obviously had important limitations in the survey.

First, although the study was purely an academic exercise and was not intended to victimize anybody, some respondents did not provide some information for reasons known to them. Second, because the survey instrument is guided interview, some respondents were not willing to spend enough time to give responses as the interview takes some time.

Other challenges encountered included inadequate financial resources to carry out the study, time constraints and the difficulty in accessing information from the Kassena-Nankana West District Assembly**.**

1.6 Organization of Study Report

The study will be divided into five chapters. The first chapter is the introduction which includes: the background of the study; the statement of the problem; objectives of the study; research questions; hypothesis; relevance of the study; organization of work; research methodology and scope and limitation of the study. Chapter two of the study constitutes a review of relevant literature, including definition of relevant concepts and discussing of the general factors that are supposed to be influencing job dissatisfaction. Chapter three comprises the methodology which covers the design; population; sample and sampling

techniques; research instrument and analysis. Chapter four will deal with the data analysis and presentation. The final chapter, which is chapter five, will include the summary, conclusion, recommendation and findings of the study.

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CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction:

This chapter presents a review of the relevant literature in relation to this study. This includes concepts and definitions, models of job satisfaction and teacher job dissatisfaction in Ghana. The review also includes the relevance of job satisfaction and the relationship between teacher job dissatisfaction and teacher performance.

2.1 Concepts and Definitions

2.1.1 Teacher Job satisfaction and Dissatisfaction

The concept of job satisfaction has been defined in many ways by many different researchers and practitioners. One of the most widely used definitions in organizational research is that of Locke (1976:1304), who defines job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences". Others have defined it simply as how content an individual is with their job; whether they like the job or not. It is assessed at both the global level (whether or not the individual is satisfied with the job overall) and at the facet level (whether or not the individual is satisfied with different aspects of the job). Spector (1997) lists 14 common facets: Appreciation, Communication, Coworkers, Fringe benefits, Job conditions, Nature of the work, Organization, Personal growth, Policies and procedures, Promotion opportunities, Recognition, Security and Supervision.

Job satisfaction, as defined by Price (2001), is the affective orientation that an employee has towards his or her work. In other words, it is an affective reaction to a job that results from the comparison of perceived outcomes with those that are desired. Ren (1985) defines job satisfaction as subjective feelings or emotional responses toward the job itself, the work environment, the supervision/guidance of school president, the reward and the changeable nature of the job. He concludes that the smaller the gap between expected and actual reward, the greater the job satisfaction, and vice versa. According to Hsu (1977), job satisfaction is a worker's feelings toward, or emotional responses to, their job. Wu (1979) notes that job satisfaction is a person's level of aggressive and affective orientation toward their current job descriptions. Wu (1980) further defines job satisfaction as a worker's perceived sum of the difference between their expected and actual satisfaction derived from a job. Chang (1992) argues that job satisfaction is the extent to which a person or a majority of an organization's employees is satisfied with the job assigned.

As defined by Li (2002), job satisfaction was a person's attitude and affective responses regarding their current job descriptions combined with the general feelings and subjective value judgment about the job-specific personal history. Whether or not a worker is satisfied with a job depends on the gap between actual and expected value they derive from a particular workplace: the smaller the gap, the greater the job satisfaction.

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According to Chen (2003), job satisfaction is a worker's emotions/feelings regarding the job itself (and every aspect of it).It is also the worker's perceived gap between the expected and actual satisfaction they derive from varied aspects of a job. The smaller the gap, the greater the job satisfaction.

According to Huang (2005), job satisfaction refers to the subjectively and emotionally perceived satisfaction derived from a worker's opinions about their job-specific experience, which could be general or specific, positive or negative. Such a display of emotions depends on the gap between a person's expected values generated by all aspects of the job (i.e., the job itself, job history, job outcomes, job-specific experience, job roles and workplace) and the actually generated values: thus, the smaller the gap, the greater the satisfaction.

Apparently, scholars have different concerns with regard to the definition of job satisfaction. In this study, job satisfaction is conceptually defined as an individual teacher's subjective feelings or emotional responses regarding the teaching job itself, the work environment and the reward for teaching; the smaller the gap between the expected and actual reward, the greater the job satisfaction, and vice versa.

Job satisfaction as it relates to this study refers to any condition associated with a teacher's job which is motivating enough and keeps him or her on the job and encouraging him or her with the right morale to do his or her work as expected.

Teacher Job dissatisfaction on the other hand has been cited in the literature as a contributing factor to the lack of commitment and high level of absenteeism

among teachers. It is, therefore, an important factor to consider in educational management and development (Evans, 1998). Teacher job dissatisfaction arises when the physical and psychological benefits that accrue from a teacher's job fall short of their expectation (Siegel and Lane, 1982). It occurs when a teacher derives a negative or un-pleasurable emotional response from their subjective appraisal of their current job situation (Siegel & Lane, 1982). It provokes several negative affective feelings about one's job and these have been shown to have negative influences on one's affective and cognitive dispositions towards such jobs. Spector (1997), one of the most prominent researchers on job satisfaction, refers to job dissatisfaction as the degree to which employees dislike their works. According to Organ and Bateman (1991), job dissatisfaction is workers' negative or bad feelings towards their jobs. Thus, job dissatisfaction can be described as the negative or bad feelings that employees have toward their job as a whole or some aspects of it. This arises mainly from low pay, no or poor conditions of service, bad management and lack of motivation. Unsatisfied employees think of leaving the job for other jobs elsewhere.

For the purpose of this study, teacher job dissatisfaction refers to all the factors or conditions which occur as impediments and does not allow a teacher to do his work freely as expected of him or her so as to meet required standards.

2.1.2 Teacher Job Performance

It appears that research information on teacher job performance has not been well documented. On a very general level, job performance can be defined as "all the

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behaviors employees engage in while at work" (Jex, 2002 p.88).This definition somehow appears vague.

Job performance has been defined as the overall expected value from employees' behaviors carried out over the course of a set period of time (Motowidlo, Borman, & Schmidt, 1997). The majority of the studies on job performance have shifted their focus on defining job performance in terms of outcomes and behaviors, since these are easier and more objective to define and to observe than personal traits (Hersen, 2004 p.375). Job performance can be referred to as how well an employee performs their work.

For the purpose of this study, teacher job performance can be seen as a measure of how well a teacher does his or her work and the value it has to student academic performance. The work may cover areas such as classroom management, teaching, participation in sports, guidance and counseling, conducting fieldwork among other activities.

2.1.3 Poor Academic Performance

Academic performance refers to a successful accomplishment or achievement in a particular subject area. It is indicated by grades, marks and scores of descriptive interpretations (Hawis & Hawes, 1982 cited in Dimbisso, 2009). It includes how pupils deal with their studies and how they cope with or accomplish different tasks given to them by their teachers in a fixed time or academic year (Hawis & Hawes, 1982 cited in Dimbisso, 2009). It is the ability of students to study and

remember facts and being able to communicate knowledge verbally or down on a paper (Marian, 2013)

Conversely, poor Academic Achievement refers to a situation in which a pupil performs below standard in a class test or final examinations, such as the Basic Education Certification Examination, resulting from low levels of knowledge acquisition that falls short of what is required to successfully complete lower levels education and continue to higher levels (Adane, 2013).

In this study, academic performance or academic achievement or student performance, as well as poor academic performance or low academic performances are used interchangeably to avoid monotony.

2.1.4 Student Discipline

"Discipline is defined as the actions that facilitate the development of self-control, responsibility, and character" (Savage & Savage, 2010, p.8). School discipline refers to the system of rules, punishments, and behavioral strategies appropriate to the regulation of children or adolescents and the maintenance of order in school (Savage & Savage, 2010). Its aim is to control students' actions and behavior. Such actions can be fighting, stealing, and failure to write exams among others. For the purpose of this study, student discipline can be defined as the behavior of students which is in accordance with school rules and regulations aimed at attaining educational objectives. An obedient student complies with school rules and codes of conduct. These rules may, for example, define the expected standards of clothing, timekeeping, social conduct, and work ethic. The term

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discipline is also applied to the punishment that is the consequence of breaking the rules. The aim of discipline is to set limits restricting certain behaviors or attitudes that are seen as harmful or going against school policies, educational norms, school traditions, et cetera. The Purpose of discipline is also to develop positive attitudes, habits, ideas and code of conduct that helps the individual to acquire knowledge, habits, interests and ideals which are beneficial to the wellbeing of oneself, their fellows and society as a whole (Ahmad, 2011)

2.2 The relevance of Job Satisfaction to the teaching profession

Job satisfaction is considered as one of the main factors that determine the efficiency and effectiveness of business organizations (Akara, 2013). In fact, the new managerial paradigm which insists that employees should be treated and considered primarily as human beings that have their own wants, needs, personal desires is a very good indicator for the importance of job satisfaction in contemporary companies (Akara, 2013). When analyzing job satisfaction, the logic is that a satisfied employee is a happy employee and a happy employee is a successful employee.

The importance of job satisfaction specially emerges when it comes to the many negative consequences of job dissatisfaction, such as lack of loyalty, increased absenteeism, increased number of accidents, etc. Teacher job satisfaction determines their interest, motivation and attitude towards work, which thereby influence the professional performance of the teacher (Persevica, 2011). For Harrison et al (2006), job satisfaction is an emotional state that results from the

appraisal of one's job experience. Hence, it can enhance individual and organizational performance by increasing work motivation and organizational citizenship behavior and by reducing costs associated with negative organizational behaviors such as turnover, burnout, apathy, and absenteeism.

Moreover, job satisfaction is an important element of employee's mental health and overall wellbeing.

The impact of job satisfaction on happiness and well-being is undeniable. Smith

(2007) argued that job is not only a main source of income, but also an important life domain in other ways. It is one main source of one's social standing, helps to define who a person is, and affects one's health both physically and mentally.

Shann (2001) asserts that job satisfaction helps to retain teachers and makes them committed to their job and through this also makes their schools very effective. In other words, job satisfaction contributes to improvement of teaching, students learning and teacher retention.

Even though the literature has revealed to some extent what the effects of teacher satisfaction are on the teacher and the organization, it has not pointed out what causes teacher dissatisfaction and how dissatisfaction affects teacher performance. The current study will resolve these.

2.3 Theories of Job Satisfaction

Motivational theories are divided into two categories. These are Content and Process theories. The basic premise of Content theories is the belief that job satisfaction is achieved mainly by meeting the needs of employees. It assumes that all individuals possess the same set of needs and, therefore, prescribe the characteristics that ought to be present in jobs (Isaiah and Nenty, 2012). Two major theories which are examples of content theories are Maslow's Hierarchy of Needs and Herzberg's Two-Factor theory.

Maslow's concept of motivation as reported by Owen (1995) puts human needs in a hierarchical order. According to this theory, human needs are stratified and when the lower needs are met, the desire to fulfill the next level becomes high. The lower level or physiological needs should be satisfied before advancing to the next or higher level needs. So in order for teachers to be satisfied and perform their job perfectly, their physiological needs must be met.

Process theories put emphasis on the cognitive process in determining employee's level of motivation. These theories, which include equity, goal setting and expectancy, attempt to explain job satisfaction through the processes that occur in the generation of satisfaction, and by implication, job dissatisfaction. For instance, equity theory assumes that one important cognitive process involves people looking around and observing what effort other people are putting into their work and what rewards follow them. This social comparison process is driven by individuals concern for fairness and equity (Isaiah and Nenty, 2012).

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Theories in general are perspectives grounded in some kind of understanding and experience, sometimes through research. They are a set of assumptions, propositions, or accepted facts that attempt to provide a plausible or rational explanation of cause-and-effect (causal) relationships among a group of observed phenomenon (Bradford, 2015). They are mental models of the perceived reality. Theories are tested hypothesis that are confirmed. They help to explain why a certain phenomenon happens and helps to predict what will happen in future. An explanation of how something works helps provides solutions to address issues. For instance, one cannot prevent cancer cells from multiplying if they do not know how and why the cells started to multiply in the first place.

2.3.1 The Core Self-Evaluation Model (CSE)

The Core Self-evaluations Model was proposed by Timothy A. Judge, Edwin A. Locke, and Cathy C. Durham in 1997. Judge et al. (1997) argued that the Core Self-Evaluation model is a personality trait responsible for Job Satisfaction and Job Performance. That it is the personality trait responsible for our temperament, overall wellbeing and judgment about our circumstances. It is the driving force of our behavior. CSE theory is an emerging branch of industrial-organizational psychology that has found that the judgments we make about our self-worth, competence, and abilities directly impact job satisfaction and job performance. The way in which people appraise themselves using core self-evaluations has the ability to predict positive work outcomes, specifically, job satisfaction and job performance. The most popular theory relating the CSE trait to job performance

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argues that people with high CSE will be more motivated to perform well because they are confident they have the ability to do so (Judge et al, 1997)

The Core Self-evaluations Model has four dimensions which determine one's disposition towards job satisfaction; self-esteem, general self-efficacy, locus of control and neuroticism. This model states that higher levels of self-esteem (the value one places on himself) and general self-efficacy (the belief in one's own competence) lead to higher work satisfaction. According to Harter (1990), Self-esteem is the general appraisal people make of themselves. It represents the overall value that one places on oneself as a person. Self-esteem is the approval we have of ourselves and the extent to which we see ourselves as capable, significant, successful, and worthy. It is one of the most essential of the CSE domains because it is the overall value we place on ourselves as human beings. The productivity of workers with low self-esteem is often very low due to their indecisiveness and fear of making mistakes, and striving for perfection which often is not achieved and leads to frustration. Generally they are highly irritable and pessimistic, and can drain the positive, enthusiastic energy of their more self-assured colleagues. Predictably, those with low self-esteem are more likely to be unsatisfied with their jobs, performing them considerably worse than those with higher self-esteem.

Having an internal locus of control (believing one has control over his or her own life, as opposed to outside forces having control over them) leads to higher job satisfaction and performance. Locus of control is concerned with beliefs that

individuals have control over events in their life (that is, internal locus of control) (Rotter, 1966). Employees with an internal locus of control are happier, more empowered, and more productive.

Finally, lower levels of neuroticism lead to higher job satisfaction. According to McCrae & Costa (1989), neuroticism is a tendency to have a negative outlook and to focus on negative aspects of the self. Those with a tendency to easily experience unpleasant emotions have high neuroticism and will react far more negatively to stress. Emotionally, they are less stable and far more prone to anxiety, depression and despair. Their levels of emotional intelligence are lower, and as a result their ability to connect to others, understand and influence them is severely impaired.

Emotional intelligence is a key contributor to performance, especially for more socially oriented tasks like managing teams or motivating others. People with high levels of neuroticism have a negative view towards their environment (Judge and Timothy, 2009).

From the analysis above, it is worthy concluding that higher levels of self-esteem, competence, self-control and lower levels of neuroticism directly lead to satisfaction.

On the other hand, the theory portray that the absence or lower levels of self-esteem, competence, self-control and higher level of neuroticism lead to dissatisfaction which affects performance negatively

Thus, once an employee's satisfaction is assured, performance improves correspondingly. On the other hand, lower levels of the first three and higher level of neuroticism leads to dissatisfaction and negatively affects performance.

It is important, therefore, that employers and managers employ all measures necessary to improve employee self-esteem, competence, self-control and emotional intelligence since these have positive effect on performance. Due to its general link with satisfaction and performance, the Core Self-Evaluation Model is therefore adopted to guide the study as a theoretical framework.

Other theories which focus on aspects of employee satisfaction are discussed below.

2.3.2 Affect Theory

Edwin A. Locke's Range of Affect Theory (1976) is arguably the most famous job satisfaction model. The main premise of this theory is that satisfaction is determined by a discrepancy between what one wants in a job and what they get in a job. Furthermore, the theory states that how much one values a given facet of work (e.g. the degree of autonomy in a position) moderates how satisfied/dissatisfied they become when expectations are/are not met. When a person values a particular facet of a job, his satisfaction is more greatly impacted both positively (when expectations are met) and negatively (when they are not), compared to one who does not value that facet (Locke, 1976). To illustrate, if employee A values autonomy in the workplace and employee B is indifferent about it, then employee A would be more satisfied in a position that offers a high

degree of autonomy and less satisfied in a position with little or no autonomy compared to employee B. This theory also states that too much of a particular facet will produce stronger feelings of dissatisfaction the more a worker values that facet (Locke, 1976).

Based on the explanation of this theory, motivation to teachers must not be based on generality because the facets that give satisfaction to teachers vary from teacher to teacher. It is important to note therefore that teachers enter the teaching profession with different expectations (eg professional growth, lighter workload etc). When expectations are not met it brings dissatisfaction and affects teacher performance negatively. The most important expectations of teachers should therefore be identified by employers and ensure that such expectations are met. Hence, for Ray and Ranjan (2011), to guarantee job satisfaction, employers need to identify the most important facet of the job that an employee wants and ensure this facet is met suitably.

2.3.3 Equity Theory

Equity Theory was the work of John Stacey Adams in 1963. The theory shows how a person views fairness with regard to social relationships, such as with an employer. This theory of work motivation proposed by Adams is drawn from the principle of social comparison. For instance, how hard a person is willing to work is a function of comparison with the efforts of others. This theory has perceptual, as well as social bases and suggests that motivation has a social rather than biological origin (Steers, Mooday and Porter, 1991). A person identifies the

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amount of input (things gained) from a relationship compared to the output (things given) to produce an input/output ratio. They then compare this ratio to the ratio of other people in deciding whether or not they have an equitable relationship (Adams, 1963). Equity theory suggests that "individuals compare their job inputs and outcomes with those of others and then respond in order to eliminate any inequities" (Robbins, 2000). It suggests that if an individual thinks there is an inequality between two social groups or individuals, the person is likely to be distressed because the ratio between the input and the output are not equal (Rosenberg and Turner, 1990:88).

For example, consider two employees who do the same job and receive the same pay or benefits. If one individual gets a pay rise for doing the same work as the other, then the less benefited individual will become distressed in his workplace. If, on the other hand, both individuals get pay rise and new responsibilities, then the feeling of equity will be maintained. (Huseman, Hatfield and Miles (1987) argue that equity theory obviously suggests that low rewards (pay) create dissatisfaction.

It is well known that employees make comparisons in their job such as effort, experience, education, competence, salary levels, growth and recognition. When making those comparisons they take, seriously, into consideration their colleagues' experience in different position inside and outside the firm, in the same position outside the firm, and in colleague's experiences inside the organization. Moreover, the employees usually compare themselves with their

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environment (friends, neighbours, co-workers, colleagues in their current or previous jobs etc). When individuals perceive that inequity exists in their jobs, they easily change their effort, change their outputs, distort their perceptions, distort colleagues perceptions, they quit their job, and choose different ways to avoid responsibilities.

From the assertion of this theory, teachers who have similar qualification, experience and abilities would expect similar rewards, be it salary, allowance, promotion, school based appointments or otherwise. When there is inequality regarding rewards they get dissatisfied and change behavior which negatively affects their performance. Hence, in order to improve teacher performance, the employer and heads of teachers need to be guided by treating teachers in the same brackets equally.

 (Gregoriuo, 2008). Al-Zawahreh and Al-Madi, (2012:22) notes: "Managers must treat their employees fairly and equally, given that under reward and over reward may have unavoidable consequences".

Other psychologists have extended the equity theory, suggesting three behavioral response patterns to situations of perceived equity or inequity (Huseman, Hatfield, & Mile, 1987; O'Neil & Mone 1998). These three types are benevolent, equity sensitive and entitled. The level by each type affects motivation, job satisfaction and job performance.

1.   Benevolent-Satisfied when they are under-rewarded compared with co-workers

2.   Equity Sensitive believes everyone should be fairly rewarded

3.   Entitled-People believe that everything they receive is their just due

2.3.4 Hierarchy of Needs

Although commonly known in the human motivation literature, Maslow's Needs Hierarchy theory was one of the first theories to examine the important contributors to job satisfaction. The theory suggests that human needs form a five-level hierarchy consisting of physiological needs, safety, belongingness/love, esteem and self-actualisation (Mullin, 2002). Maslow's hierarchy of needs postulates that there are essential needs that need to be met first (such as, physiological needs and safety) before more complex needs can be met (such as, belonging and esteem).

Figure 2.0: Maslow's Five-Level Hierarchy

Maslow (1943) developed the Hierarchy Needs theory to explain human motivation in general. However, its main tenets are applicable to the work setting, and have been used to explain job satisfaction. Within an organisation, financial compensation and healthcare are some of the benefits which help an employee meet their basic physiological needs. Safety needs can manifest itself through employees feeling physically safe in their work environment, as well as job security and/or having suitable company structures and policies. When this is satisfied, the employee can focus on feeling as though they belong to the workplace. This can come in the form of positive relationships with colleagues and supervisors in the workplace, and whether or not they feel they are a part of their team/organisation. Once satisfied, the employee will seek to feel as though they are valued and appreciated by their colleagues and their organisation. The final step is where the employee seeks to self-actualise, that is, where they need to grow and develop in order to become everything they are capable of becoming. Although it could be seen as separate, the progressions from one step to the next all contribute to the process of self-actualisation (Maslow, 1943).

Inferring from the Maslow's theory, organisations and for that matter managers of education looking to improve employee job satisfaction should attempt to meet the basic needs of employees before progressing to address higher-order needs. For instance, such needs as food, teacher accommodation and potable water must be provided teachers especially newly posted teachers to enable them settle to perform at work. Their salary must also be paid as soon as possible.

Hence, according to Mumford (1973:66), Maslow's theory is dynamic in that humans are seen as inherently unfulfilled beings constantly striving to fulfill needs in an ever expanding needs system. However, more recently, this approach is becoming less popular as it fails to consider the cognitive process of the employee and, in general, lacks empirical supporting evidence. In addition, others have found fault with the final stage of self-actualisation (Mumford, 1973). The lack of a clear definition and conceptual understanding of self-actualisation, paired with a difficulty of measuring it, makes it difficult to measure what the final goal is or when it has been achieved.

2.3.5 Attribution Theory

Attribution theory is a theory developed by a psychologist, Fritz Heider in 1958. The theory describes the processes by which individuals explain the causes of their behavior and events. This theory was further developed by psychologist Bernard Weiner in 1974 to describe an individual's beliefs about how the causes of success or failure affect their emotions and motivations. According to Weiner (2000) as reported in Aliakbari, (2013), the Attribution theory focuses upon the universal concern with explanation – why a particular event, or state, or outcome has come about and consequences of the causality. The theory emphasizes that human beings are very rational and base their judgments mainly on logic. Therefore, the theory provides reasons behind a perceived behavior and guides future expectation of behavior from the actor. It is a form of sense making for a perceived human behavior.

Bernard Weiner's theory can be defined in two perspectives: intrapersonal or interpersonal. The intrapersonal perspective includes self-directed thoughts and emotions that are attributed to the self. The interpersonal perspective includes beliefs about the responsibility of others and other directed effects of emotions; the individual would place the blame on another individual. Adler (1980:327) states that "Employees saw themselves as being primarily responsible for their satisfaction, but they viewed external agents, such as supervisors, the organization's management, and co-workers as being primarily responsible for dissatisfaction"

Individuals formulate explanatory attributions to understand the events they experience and to seek reasons for their failures. When individuals seek positive feedback from their failures, they use the feedback as motivation to show improved performances. For example, using the intrapersonal perspective, a student who failed a test may attribute their failure to not studying enough and would use their emotion of shame or embarrassment as motivation to study harder for the next test. A student who blames their test failure on the teacher would be using the interpersonal perspective, and would use their feeling of disappointment as motivation to rely on a different study source other than the teacher for the next test (Weiner, 1979).

Following the assertion of this theory, the performance or satisfaction of a teacher to some extent depend on other workers in the organization. For instance if co-teachers, head teachers and other scheduled officers failed to do their work, it affects the work of the teacher and will lead to a change in behavior affecting

satisfaction and performance. Hence, educational managers need to play supervisory role by ensuring that all employees perform their roles in order not to cause failure in the roles of others.

2.3.6 Locke's Value Theory

Locke's (1976) value theory explains that job satisfaction is related to a match between the job outcome and the expectation desired by the individual. The value of job satisfaction becomes higher when the match is closer to the perceived desired outcome. But it will not necessarily be the basic needs when it comes to the outcome that an individual value like explained by the Maslow's theory. It can be anything that is related to the job one desires. According to this theory, (Baron and Greenberg (2003: 155-156) indicate that the impact of the various factors of job satisfaction can be determined if we know the value a person places on a particular work-related outcome. The greater the value placed on each factor, the greater the shift in satisfaction changes that will be produced.

The route to this method is the apparent difference between the job and the wants. Greater difference gap comes out with more dissatisfaction and the narrower the gap, the closer the dissatisfaction (Locke, 1976).

This theory therefore calls an establishment of the expectations of teachers as they enter the service by top level managers of education including teacher unions and to do all they can to narrow the gap between what teachers expect in the service and what they get from the service. This will reduce dissatisfaction and increase teacher performance.

The discussion of these theories became necessary because they point out the origin/causes of job dissatisfaction.

2.4   How Motivation Theories are linked to Teacher Job Dissatisfaction

Motivation theories provide the basis for employers to know the direction by which to motivate teachers. This is necessary because the things that cause dissatisfaction among teachers vary. Thus, if you do not know what causes dissatisfaction among teachers you may not be able to address issues of dissatisfaction among teachers. Motivation theories therefore give a clue for employers to know what type of motivation to provide teachers. For instance;

- By the Affect theory, it is important that employers provide the most important facet of a job that an employee wants or values as that will lead to satisfaction. (Ray and Ranjan, 2011).

- By the equity theory, employees want fairness for work of equal value. They should therefore be treated fairly and equally. Government pay policies must take care of equity. Employers must ensure that employee input match with their output or make the difference narrow since this results in employee satisfaction (Al-madi, 2012)

- Abraham Maslow's theory of Needs imply that human needs are hierarchical and employers need to address the first level needs before proceeding to next stages of needs (Maslow,1943).

- By the Attribution theory, employees are interested in the fulfillment of their responsibilities rather than the reward. Failure to carry out one's functions results in dissatisfaction. Employer needs to ensure that roles of members in an organization are clearly defined and members do their work as expected. This is because when other people fail to do their work it has the tendency to prevent others from doing theirs to achieve set targets. This brings anxiety, dejection and bad emotions which become a source of dissatisfaction (Zaidi, 2009; Weiner, 1979)

2.5 Teacher Job Dissatisfaction and Teacher job performance

Teacher job dissatisfaction as indicated earlier refers a shortfall in the expectations of a teacher regarding the physical and psychological benefits that accrue from a teacher's job fall (Siegel and Lane, 1982). Teachers' job performance is a very crucial one in students' progress and development. The progress of a student is directly link with the successful teaching and learning process in the classroom. According to Gaynor (1998), teacher job performance relates to what teachers do in the classroom and how that affects student learning. As the leader of a class, what teachers do in the classroom can greatly affect the whole process of students' learning and, in turn, affect the quality of graduates (Werang, et al., 2014).

This section is devoted to finding out what the literature contained about the connection between teacher job dissatisfaction and teacher job performance. According to the view of Farrell (2000) and cited in Okeke (2017), teachers

respond to job dissatisfaction by exiting (quitting the teaching service in response to their job dissatisfaction), voicing (advocating for change to make things better), loyalty (responding passively to job dissatisfaction by accepting the status quo without raising any objections or making any suggestions for improvement and neglect (remaining in the organisation and exhibiting passive withdrawal behaviours such as putting forth less effort). This obviously would negatively affect a teacher's classroom practice. A study conducted by Chamundeswari (2013) noted that teacher dissatisfaction that comes about as a result of infrastructural facilities, pay scale, working hours, recognition for the teachers work load, class size number of classes handled per day, attitude of students, awareness and mentality of the parents, socio-economic status of the parents etc. significantly negatively affects teacher performance.

A study conducted by Indhumathi (2011) and noted in Chamundeswari (2013) which investigated teacher job satisfaction and performance of 444 teachers found that there was a significant relationship between job satisfaction and performance. Inversely, job dissatisfaction of teachers significantly affects performance. The study however did not state what the relationship is, and what causes dissatisfaction of teachers. Addah (2015) also conducted a study which sought to establish Teachers' Understanding of Continuous Professional Development and its Relevance to Classroom Practices in The Kassena-Nankana West District. The study concluded that Continuous Professional Development provides knowledge and skills which helps to improve classroom practice and student performance. This could give satisfaction to the teacher and increase performance. But the

study ignored other factors which have the tendency to affect teacher performance and lower student performance. The current study would investigate other possible factors responsible for teacher dissatisfaction in the District and establish how they affect teacher performance.

2.6 Teacher Job Satisfaction in Ghana

This section looks more specifically to conditions of teachers with regard to their job satisfaction and motivation in the Ghana. Before and immediately after independence, the teaching profession was recognized publicly and by the government and the morale of teachers was very high. High levels of morale are dependent on achieving high levels of job satisfaction. "Morale is built with job satisfaction, commitment, enthusiasm, and a sense of common purpose Evans (1992), cited in DeBruyne (2001).

Fields (1996) also indicates in (DeBruyne, 2001) that the morale of teachers has eroded over the years due to a number of reasons. First, new avenues of employment were made available in the public service and the private sector after the independence that offered competitive opportunities for employees (Bame, 1972). Dr. Busia (1968) as reported in Bame (1972) pointed out that the availability of the jobs has altered the prestige of the teaching profession in Ghana and elsewhere. More worrisome is the fact that this low status of teachers is perceived by both students and parents. For instance, Foster (1965) as cited in Bame (1972) notes that students perceive the prestige of teachers as being very low.

After independence, the emphasis was to expand education to every part of the country. It was in the light of this that Nkrumah introduced the policy of education for all and basic education was made free and compulsory by the Education Act of 1961 (Act 87). Asiedu-Akrofi (1982) cited in GNAT/TEWU, (2009) notes that several initiatives have been introduced by succeeding governments to improve the quality of education without concrete plans of increasing job satisfaction among teachers.

While a number of these policy reforms and interventions (e.g., capitation grant, school feeding and Free Compulsory Universal Basic Education) have improved access to education for the school-age population across the country, teacher job satisfaction and motivation, as well retention continue to remain critical challenges in Ghana (GNAT/TEWU, 2009). In spite of the recent introduction of the Single Spine pay policy which has enhanced the salary of teachers, some disgruntle teachers are dissatisfied with certain condition of service which they term as category 2 and 3 allowances which are not paid to them. Thus, teachers have continued to face many challenges in the teaching profession (GNAT/TEWU, 2009). These challenges include poor and inadequate school infrastructure, insufficient financing and shortage of teachers. Teacher shortage, which correlates with low level of teacher job dissatisfaction and motivation leading to high level of teacher attrition, has been recognized as one of the most serious problems facing the education system in Ghana (GNAT, 2009). Wyllie, as cited in Bame (1991), also argues that the high rate of attrition among teachers will continue to remain a serious problem in Ghana for some time to come

because teachers are not well motivated. It is an open secret that about 70% of employees of the teaching staff of GES are dissatisfied with their job (GNAT, 2010) and cited in (Zanjina, 2015:2). This assertion follows the quotation below; "The year 2015 began with what government termed as "cleansing the payroll system" of ghost names. All well-meaning Ghanaians applauded the idea as it was aimed at correcting our defective system. For teachers, this turned out to be a nightmare, with red fangs and claws ready, to devour teachers, because this exercise turned out to be only for GES teachers. Every two months, teachers are counted and recounted. Just from January to December teachers have been counted nine times! This, the government, sees to be the only way to tow in line with the IMF regulation on budget allocation. Woe betides a teacher who misses even just one headcount. Your name would be deleted from the payroll without any due diligence. Yes! That is the treatment teachers have been subjected to from January to December this year. "Is it not sympathetic?" (Zanjina, 2015). A government directive was released to the effect that no teacher receives accumulated salary for more than three months. Teachers who work for more than three months can only be paid three month salary (Zanjina, 2015).

The idea or plans to give teachers who accept posting to rural areas 20% of their gross or basic salary as inducement allowance is still on the drawing board for some time now (Ghana News Agency, General News of Wednesday, 6 July 2011). According to Quansah (2003), there was a shortage of 40,000 trained teachers in basic schools, with 24,000 of these vacancies filled by untrained personnel in Ghana. The teacher training colleges (TTCs), which produce the bulk

of basic school teachers, do not have the facilities to admit and turn out enough teachers despite yearly increases in intake of teacher trainees.

The study-leave with pay facility for teachers in the GES, where teachers teach for only three years after graduating from the TTCs, has compounded the shortage of teachers in the basic schools. Most teachers take advantage of this opportunity to further their education through full-time study on full salary, but a great 'majority (about 70%) of such teachers do not return to the classroom after their studies' (Akyeampong, 2002) and cited in (Akaadom, 2014:15)

This is attributed to the fact that condition of service of teachers have really not improved significantly and if nothing is done to address the situation, there will be a constant demand for trained teachers to help reduce the backlog of untrained teachers in schools because the current output from the 41 training colleges (38 public and 3 private) cannot meet the current demand for teachers to fill vacancies in the schools and the situation appears more challenging if government's Free and Compulsory Universal Basic Education (FCUBE) reform initiative is to achieve its objectives (Akyeampong, 2003). According to him the demand for new teachers and training to reduce the backlog of untrained teachers is more than double the current output from training colleges (currently 41 colleges –38 public and 3 private).

As the working conditions and the status of teachers keep falling, the number of teachers leaving the classrooms for greener pastures continues to rise. Apart from the fact that trained teachers are leaving the service for instance to private firms

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and industries of late where most of them have engaged themselves as part time teachers in private schools and as a result most of the basic schools in rural areas in Ghana are staffed with untrained teachers (Akyeampong, 2003).

According to Bame, (1991) about 50% of the teachers in basic schools in Ghana are pupil teachers. These are teachers who are recruited after their Senior High School and have not had any formal training in teaching methodology. Coupled with this situation, some of the teachers in rural areas do not show commitment towards their work due to poor conditions. As noted by Bame (1991) "they seem to approach their teaching as a sort of dull and routine work which they have to do to earn a living. This attitude on the part of basic school teachers in Ghana has impacted negatively on pupils' achievements and as a result falling standards of Basic Certificate Education Examination BECE in recent years. Eg 53.5 and 60 percent pass rates were recorded for 2013 and 2014 respectively.

2.7 Conclusion

From the foregoing literature, the meaning of Teacher Job Satisfaction and Teacher Job Performance has been explained. Some researchers have confirmed that there is significant relationship between Teacher Job Satisfaction and Teacher Job Performance. The literature did not however reveal adequately what causes teacher dissatisfaction and to what extent dissatisfaction of teachers affects their performance.

In the Kassena-Nankana West District, there is no published study on teacher job dissatisfaction and job performance apart from the one conducted by Jonathan

Addah in 2015 which is on Continuous Professional Development of teachers and how it is relevant to classroom practice.

This study was set to fill the gap of the factors that cause teacher dissatisfaction and how that affects teacher job performance in the Kassena-Nankana West District.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter discusses the research strategy, the research design and the sampling techniques employed for this study. It also discusses the research methods or instrument used for data collection and analysis of the data.

3.1 The study area

The Kassena-Nankana West District (KNWD) is one of the thirteen Districts of the Upper East Region of Ghana. It was carved out of the then Kassina-Nankana District and was inaugurated in February, 2008 by the Kufuor government. Earlier, the Kassena-Nankana West District Assembly was established by a Legislative Instrument (LI 1855) in 2007 (Republic of Ghana, KNWD, 2014). It has its capital at Paga, which serves as a very important entry and exit points from and to the Sahelian countries.

The district is located approximately between latitude 10.97° North and longitude 01.10° West and has a total land area of approximately 1,004 sq. km.(KNWD Assembly, 2016). Kassena-Nankana West district shares boundaries with Burkina Faso to the north, Bongo District to the North-East, Bolga Municipal Assembly to the East, Kassena-Nankana East Municipal to the South, Builsa District to the South-West and Sisala East to the West. (KNWD Assembly, 2016). The district is characterized by dispersed settlements which sometimes make accessibility to communities difficult due to poor road network.

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The climatic regime is semi-arid with annual rainfall averaging of 950mm (Ministry of Food and Agriculture, 2015). The rainy season spans from May to October and a long dry season from November to April. Disasters, such as droughts and windstorms, are common in the district. The area also experiences high temperature of about 42°C maximum from March to April and low temperatures of about 12°C from November/December (Ministry of Food and Agriculture, 2015).

The District is covered mainly by the Sahel and Sudan-Savannah types of vegetations; comprising open savannah with fire-swept grassland and deciduous trees. Some of the most densely vegetated parts of the District can be found along river basins and forest reserves. Common trees found are Dawadawa, Baobab, Shea and Mangos.

The main livelihood occupations are subsistence farming, livestock and poultry rearing, as well as dry season gardening. The most important crops grown are millet, guinea corn, sorghum, rice, maize and groundnut. The population of the district according to the 2010 Population and Housing Census is 70,667 with 34,747 males, representing 49.2 percent and 35,920 females representing 50.8 percent of the population (Ghana Statistical Service, 2010). The local languages spoken in the district are Kasem and Nankani.

Figure 3.0 Map of the Upper East Region showing the study area (Kassena-Nankana)

3.2 The Study Population

Polit and Hungler (1999:37) refer to the study population as an aggregate or totality of all the objects, subjects or members that conform to a set of specifications. The study population according to Burns & Grove (1997:236) is "the entire aggregation of respondents that meet the designated set of criteria".

The study population for this study comprised all Junior High School teachers, educational administrators and parents and in the Kassena-Nankana West District. Three Junior High Schools were selected from each of the eleven (11) circuits for the study from a total of forty-eight (48) Junior High Schools in the district.

3.3 Research Strategy

Remenyi et al. (2003) cited in Wedawatta (2011 pp3) describe methodology as the "overall approach to a problem which could be put into practice in a research process, from the theoretical underpinning to the collection and analysis of data". On a similar note, Collis and Hussey (2009) cited in Wedawatta (2011 pp3) identify methodology as the "overall approach to the entire process of the research study".

Saunders et al. (2009, pp600) define research strategy as "the general plan of how the researcher will go about answering the research questions". On a similar note, Bryman (2008 p.698) identified research strategy as "a general orientation to the conduct of research". Research strategies, according to Remenyi et al. (2003 pp3), provide the overall direction of the research, including the process by which the research is conducted. Saunders et al. (2009) mentioned in Wedawatta (2011 pp3) that appropriate research strategy has to be selected based on research questions and objectives, the extent of existing knowledge on the subject area to be researched, the amount of time and resources available, and the philosophical underpinnings of the researcher.

For the purpose of this study, the qualitative research strategy is employed. Denzin and Lincoln (2005 p.3) describe qualitative research as involving "an interpretive naturalistic approach to the world. This means that qualitative researchers think within their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them." In trying to know the causes and effects of teacher job dissatisfaction on teacher performance,

it is necessary to go to teachers and obtain their thinking or opinion on the phenomenon. This could help to get in-depth knowledge of the issue from the point of view of the teachers to reduce uncertainty. This study adopts this approach as it provides greater insights into the issue being investigated and makes the findings more reliable as compared to the quantitative approach which does not really bring findings in their original state but uses statistical data.

3.4 Research Design

A Research design is the controlling plan for a research activity in which the methods and procedures for collecting and analyzing data to be collected is specified (William, 2011). For Worgu (1991), it is a plan outlining how information is to be gathered for an assessment or evaluation that includes identifying the data gathering method(s), the instruments to be used, how the instruments will be administered and how the information will be organized and analyzed. Designing a study helps the researcher to plan and implement the study in a way that will help the researcher to obtain intended results, thus increasing the chances of obtaining information that could be associated with the real situation (Burns & Grove 2001:223). A research design, therefore, provides the glue that holds the research project together. It is used to structure the research and show how all its major parts work together to address the central research objectives.

As indicated already, the aim of this research is to examine the effects of teacher job dissatisfaction and its impact on teacher performance, using Junior High School teachers in the Kassena-Nankana West District of the Upper East Region

of Ghana. As a case study, the researcher found it most appropriate to use the case study design for the study. This design was used because it enabled detailed investigation of the issue concerned in the study area, thereby increasing an understanding of the phenomenon. This reflects Hartley's (2004 p.323) suggesting that case study research "consists of a detailed investigation, often with data collected over a period of time, of phenomena, within their context," with the aim being "to provide an analysis of the context and processes which illuminate the theoretical issues being studied". The data collected for this study was done in March, April and May, 2016. The Kassena-Nankana West District was chosen for the study due to the teachers complaints of various affecting their job performance.

3.5 Sampling Techniques Employed

Research studies are distinct events that involve a particular group of participants. Obviously, researchers cannot collect data from every single individual from their population of interest, since this would be extremely expensive and take a very long time. So instead they use a small group of individuals.

According to the Organization for Economic Co-operation and Development (OECD, 2004 pp. 32) in their document, GLOSSARY OF STATISTICAL TERMS, a sampling technique is the name or other identification of the specific process by which the entities of the sample have been selected. Thus, it is a procedure used to select the participants for a sample.

These techniques help to minimize cost whilst maximizing generalizability.

This study employed both probability and non-probability sampling techniques. The probability sampling technique used simple random sampling where parents and students were selected. The non-probability sampling technique used convenience sampling and purposive sampling to select teachers and educational administrators.

3.6 The Sample

A Sample is a subset of a population and a representative sample must have properties that best represent the population so as to allow for accurate generalization of result. A sampling process involves taking a portion of the target population and investigating the group, as well as generalizing the findings to the larger population from which the sample is drawn.

The Simple Random sampling technique was used to select three schools from each of eleven circuits in the District. The schools were selected using the lottery method. The names of all the 48 schools were written and wrapped on pieces of papers and kept separately by circuits. Eleven children were then asked to pick three pieces of wrapped paper from each of the circuits. The selected schools were used for the study. A similar procedure was used to select parents for the study. The students were selected to represent parents. One student was selected randomly from form three in each of the three schools in each of the circuits for the study. This brings the number of parents to be interviewed to thirty-three (33). The class teacher was asked to pick a name at random from the class register. The head masters now asked the selected students to inform their parents to partake in the study.

With the help of a focus group discussion, selected parents within six circuits were interviewed over weekends. This is to say that the researcher put parents into two groups. Each group was invited at different times. The researcher posed questions from and interview guide and recorded responses with an audio device. The responses were also recorded by taking notes. This technique was adopted as it helped the researcher get an insight into the opinions of parents as the topic is concerned. It helped captured the data naturally. It was cost effective and saved time. Simple Random sampling refers to the procedure by which a set of individuals is chosen from a larger set of individuals and each individual has the same probability of being chosen at each stage during the sampling process (Moore and McCrabbe, 2006 p.196). It is an unbiased sampling technique. This was necessary because any of Junior High Schools or the parents and students within the circuits were qualified to be selected. Random sampling is the best way to choose a sample that is unbiased because it will ensure an optimal chance of drawing a sample that is representative of the population from which it was drawn.

The Convenience Sampling technique was further used to select teachers from each of the three Junior High Schools within the eleven circuits for the study. This sampling technique is a non-probability sampling technique where subjects are selected because of their accessibility and proximity to the researcher. The respondents were selected just because they were the easiest to be recruited for the study. The technique was used because it saved time and allowed only those who were ready to answer the questionnaire to partake in the study. The

headmasters of selected schools were engaged to enlist teachers who were interested in taking part in the study. The teachers were individually interviewed using a guided interview.

Purposive Sampling technique was used to select educational administrators. This is necessary when a researcher needs to get knowledge from individuals that have particular expertise. It was used to select such officers as Circuit Supervisors and four frontline Directors at the Kassena-Nankana West District Education Office. This procedure was necessary so as to capture only those who could contribute meaningfully to the topic concerned

A letter was sent to the District Director of Education informing him of the need to conduct the interview with specific officers such as the above. After, and through phone calls the researcher was granted the permission to come and conduct the interview. Officers in charge of the human resource management and development, finance and administration, supervision and planning, data collection, research, monitoring and evaluation were interviewed. The others were three circuit supervisors.

In all, one hundred and seventy-six (176) teachers, out of a total number of 372 teachers in the Junior High Schools, seven (7) administrators and twenty-six (26) parents participated in the study. This brings the total number of respondents to

two hundred and nine (209). Only teachers from selected schools took part in this

exercise and participation was optional.

Table3.0. Circuits and Junior High Schools sampled

Name of Circuit	Junior High Schools Sampled
Mirigu	Wolugum J.H.S Mirigu J.H.S Gonum J.H.S
Nabango	Nabango J.H.S Nyongo J.H.S Gumongo J.H.S
Kandiga	Kandiga J.H.S Kurugo J.H.S Amenga-etigo J.H.S
Sirigu East	Nyangoligo J.H.S Heritage J.H.S Busongo J.H.S
Sirigu West	Dazongo J.H.S St. Peter's J.H.S Mother of Mercy J.H.S
Paga East	Kazugu R/C J.H.S Navio J.H.S Badunu J.H.S
Paga Central	Baloo J.H.S Sakaa J.H.S Tedam J.H.S
Paga West	Kajelo J.H.S St. Oscar J.H.S Nania J.H.S
Chiana Central	Saa J.H.S Chiana J.H.S Yidania J.H.S
Chiana East	Gwenia J.H.S Nyangania J.H.S Abuluu J.H.S
Chiana West	Katiu J.H.S Nakong J.H.S Christ the King J.H.S

Source: GES, KNWD, 2016

Table3.1. Teacher respondents who took part in the study

Circuit	Male teachers	Female teachers	Total
Mirigu	15	3	18
Nabango	17	0	17
Kandiga	14	2	16
Sirigu East	14	2	16
Sirigu West	11	5	16
Paga East	9	4	13
Paga Central	15	6	21
Paga West	9	4	13
Chiana Central	11	7	18
Chiana East	10	3	13
Chiana West	11	4	15

Source: GES, Paga, 2016

Table3.2. Parents who participated in the study

Names of circuits for discussion	Number of parents who came for discussion	Number of males	Number of females
First discussion (Mirigu, Nabango, Kandiga, Sirigu east, Sirigu west)	16	12	4
Second Discussion Paga East, Paga Central, Paga West, Chiana East, Chiana Central Chiana West	10	4	6

3.7 Data Collection Instruments Employed

Data for the study was collected from two sources: primary and secondary. The

Primary data was made up of information collected by the researcher from the

field using the following tools: **Guided interview**: The researcher designed some

questions suitable for collecting information from the respondents. This interview

was self-administered to teachers, administrators and parents. This type of

interview was preferred because it does not give restriction on the responses,

thereby helping to gain greater insight into the issue being investigated. It is open,

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allowing new ideas to be brought up during the interview. It helped the researcher to probe for what is not known thereby allowing greater insight on specific issues. Respondents were guided to understand the questions in order for them to give appropriate responses.

Focus Group Discussion: This technique was used to illicit information from parents. It was used as it provided useful and trustworthy information on how parents think about the topic concerned. It provided greater insight on the topic as researcher do not only listens to participants but observes them which helps to confirm facts. The guided interview was used here to get responses from parents.

Naturalistic Observation: The researcher also used observation alongside the guided interview and focus group discussion during the data collection process. According to the Centre for Disease Control and Prevention (CDC), observation is way of gathering data by watching behavior, events, or noting physical characteristics in their natural setting (CDC, 2008). The researcher used naturalistic observation to observe some of the factors that causes teacher dissatisfaction in the KNWD, teacher behavior as a result of dissatisfaction and how dissatisfaction affects teacher performance.

Naturalistic observation involves observing subjects in their natural environment. It involves studying the spontaneous behavior of participants in natural surroundings. The researcher simply records what they see in whatever way they can.

3.8 Secondary Data

Secondary data is made up materials which have been gathered previously. It has the advantage of being inexpensive and easily accessible but sometimes flawed in terms of appropriate data.

Secondary data, which serve as the source of data for this study included information obtained from unpublished documents of G.E.S, policy documents, journals, and annual reports of G.E.S. The secondary data was obtained by writing to the Director of Education in the Kassena-Nankana West District. Information collected was studied and used.

3.9 Data Gathering Procedure

First, Head teachers of the sampled Schools, the Parent-Teacher Association (PTA) Chair persons of the selected Schools and the District Director of Education were served letters asking for permission to conduct the interview. The Parent-Teacher Association (P.T.A) chair persons of selected schools were requested to inform selected parents about the intended interview. This was followed by negotiations on an appropriate day to start the interview. Head teachers were requested to inform their students about the intended interview.

Parents were interviewed using Focus Group Discussion technique. Selected parents within six circuits were interviewed using focus group discussion over weekends. This is to say that the researcher put parents into two groups and interviewed in two different days.

Educational administrators were interviewed using a guided interview.

Secondary data was obtained by travelling to the District Assembly and District Education Offices for the required information. For example, such information as number of circuits, schools and teachers were obtained from the District Education Office. The District's annual report was also taken from the District Assembly.

3.10 Data Analysis

The data was manually analyzed by examining the administered questionnaire to check for completeness, accuracy and consistency in order to detect and eliminate errors. Information obtained from the use of guided interview, focus group discussion and observation were examined carefully. The data was analyzed using the research questions as a guide. Thus, responses relating to each objective were examined carefully as to whether or not it reflected the literature data. Each questionnaire was given a code number to facilitate easy identification. The facts relating to each of the research questions were then discussed collated and presented.

3.11 Research Limitations.

The constraints of time and financial resources and data collection problems such as visiting the schools, internet café for browsing, typing and printing, making telephone calls and administering of questionnaires is a daunting task.

The study population is made up administrators, teachers and parents. The nature of interview was tedious and time consuming. It also put financial burden on the researcher.

Data analysis took longer time since the nature of the questionnaire led to so much information generated which must be analyzed systematically.

The act of repeatedly visiting District Assemblies and Education Offices for requested information created frustration since the information was not delivered timely.

UNIVERSITY FOR DEVELOPMENT STUDIES

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

This chapter presents and analyses the field data collected from respondents involved in this study. The analysis was done by discussing the responses in relation to the objectives of the study. As indicated already, the objectives included finding out the elements of teacher job dissatisfaction, causes of teacher job dissatisfaction, the effects of teacher job dissatisfaction on teacher performance and how the situation could be addressed.

4.1 Measuring Dissatisfaction among Teachers in the Study Area

The level of dissatisfaction among teachers in the study area was measured using responses from the interview conducted. One of the interview items required teachers to respond to whether they were satisfied with their jobs as teachers. Responses relating to this interview question affirm that the teachers were not satisfied with their job as teachers in the study area. An examination of the responses found that 149 out 176 teachers did not like teaching as a job. They mentioned workload, salary, teaching and learning materials, low status of teachers, promotion issues, best teacher award scheme and study leave with pay, the work environment of teacher, student indiscipline, bad management practices, the mass promotion of students as items that cause dissatisfaction. It is appropriate therefore to conclude that teachers in the study area were dissatisfied with the job since almost eighty-five percent of the teachers agreed that they were not satisfied with their job.

4.2 Biographic data of respondents

Before proceeding with the discussion, the tables below presents a summary of participants' biographic data to help provide an idea of the characteristics of respondents.

Age	(20-30) (31-40) (41-50) (51 and above)
	0 1 4 2
Teaching experience (yrs)	**(1-5) (6-10) (11-15) (16-20) (21 and above)**
	0 1 2 2 2
Academic qualification	**SHS Cert 'A' Diploma HND Graduate Degree Master Deg.**
	0 0 0 2 2 3
Professional status	**Trained** 3 **untrained** 4
Gender	**Male 5 Female 2**

Source: GES, KNWD, 2016

Table 4.0. Biographic data of administrators

Table 4.0. B

Table 4.1 Summary of biographic data of teachers

Age	(20-30) (31-40) (41-50) (51 and above)
	32 73 61 10
Teaching Experience(yrs.)	**(1-5) (6-10) (11-15) (16-20) (21 and above)**
	48 51 41 19 17
Professional Status	**Trained untrained**
	139 37
Academic qualification	**S.H.S Cert 'A' Diploma Graduate degree Master degree**
	24 29 71 41 11
Gender	**Male Female**
	135 41

  Source: GES, KNWD, 2016

Table 4.2. Biographic data of parents

Age	(20-30)	(31-40)	(41-50)	(51 and above)
	0	7	13	6
Occupation	Teacher	Farmer	Trader	Other
	3	12	3	8
Gender	Male	Female		
	15	11		

Source: field data, 2016

4.3 Features or Characteristics of Teacher Job Dissatisfaction

The field data revealed some features or characteristics of teacher job dissatisfaction which are discussed in this section.

4.3.1 Apathy towards Work

One hundred and twenty-five of the teachers representing seventy-one percent (71%) cited apathy as one of the features of teacher job dissatisfaction. According to them, apathy towards work refers to lack of interest or passion for work. This means that most teachers regard their job as a stepping stone for other jobs. The teachers interviewed attested to this attitude of some of their colleagues towards their work and felt that might be a result of poor motivation. The teachers were of the view that apathy led to laziness, absenteeism, frustration, lack of commitment among other things. As the researcher moved round the schools, he noticed teachers gathered themselves in the school premises chatting at instructional hours

instead of teaching. This happened in schools remote from the District capital as Circuit Supervisor visits were seen once in a term in such schools. Such schools were Nyongo, Nyangoligo, Baduna, Kurugo, Gonum, Nakong, Abuluu and Dazongo. As the researcher wanted to enquire whether it was break hour, Awia from Abuluu Junior High School said;

Sir, things are not in order here. The system is not in order. You can teach at any time. Some of us have our classrooms covered with the sun rays. This suggests to me that there was structural failure somewhere. This attitude obviously has a toll on teacher performance.

4.3.2 Laziness

Laziness relates to a situation where one refuses to work when there is work to be done. One hundred and thirty-five teachers interviewed indicated that teachers exhibited laziness in many ways. This includes teachers reporting to school and after registering they return home or sleep in the office or on teacher's table. This reflects an African saying that "one can force a donkey to the river side but cannot force it to drink". This attitude of teachers results in their inability to complete their syllabus. Others may even pretend to be working but refuse to teach topics programmed but rather tell stories to students. The teachers interviewed at Nyongo Junior School confirmed this as a common practice in their schools. According to some of them, some teachers displayed this attitude by repeating examination questions especially objective test questions. Without any test, they could fix marks for student School Based Assessment.

4.3.3 Absenteeism

Another feature of teacher job dissatisfaction in the KNWD is teacher absenteeism. One hundred and sixty-four of the teachers interviewed attributed teacher absenteeism to teacher job dissatisfaction and gave reasons, such as low salary, longer distances to schools, poor supervision and poor road network as some of the reasons for that. For instance, because they considered their salaries meager, they absent themselves occasionally to engage in part-time work to earn extra income to supplement their salaries. Some teachers attested to this by explaining that they sometimes absented themselves to get rest from workload stress. One hundred and twenty of the teachers confirmed that teacher absenteeism leads to loss of contact hours as they were not able to fulfill all periods allotted to them per week or term and would not also be able to give adequate exercises. This same number agreed that not all teachers who lost their periods could organize extra tuition for the children.

The table below illustrated the attendance of teachers in eleven schools in the KNWD randomly sampled from each of the circuits. This was for the first term of 2015/2016 academic year. It was taken from teachers' attendance books in the various schools. Names of teachers are represented by letters. Total working days for the term were 71 days.

Table 4.3 Teacher attendance in the study area

Name of school	Name of teacher	Total attendance	Percentage (%)
Nyangania JHS	A	51	71
	B	53	75
	C	50	70
	D	49	69
Heritage JHS	E	59	83
	F	49	69
	G	53	75
	H	50	70
Dazongo JHS	I	57	80
	J	48	68
	K	53	75
	L	50	70
Nakong JHS	M	46	65
	N	47	66
	P	44	62
	Q	58	82
Badunu JHS	R	47	66
	S	50	70
	T	49	69
	U	61	86
	V	48	68
Baloo JHS	W	66	93
	X	64	90
	Y	57	80
	Z	65	91
	KA	59	83
	KB	67	94
	KC	62	87
Nania JHS	ND	60	85
	NE	63	89
	NF	67	94
	NG	58	82
	NH	58	82
	NI	61	86

Gonum JHS	HA	52	73
	HB	49	69
	HC	55	77
	HD	55	77
	HE	50	70
Kurugu JHS	KF	49	69
	KG	44	62
	KH	45	63
	KI	50	70
Gumonngo JHS	NH	46	65
	NQ	47	66
	NP	51	72
	NC	60	86
Saa JHS	BA	60	86
	BB	62	87
	BC	67	94
	BD	60	85
	BE	59	83
	BF	61	86

Source: field data, 2016

From the table one could observe that teacher attendance has been poor generally, especially in the rural schools such as Badunu, Gumongo, Gonum, Kurugo and Nakong Junior High Schools. Attendance levels of teachers in schools closer to towns have been fairly good. According to the teachers, it is influence by proximity to schools and frequent visits by their Circuit Supervisors.

4.3.4 Lateness to School and Early Closing

Lateness to school and early closing was another feature of teacher job dissatisfaction. Parents of the Paga West Circuit interviewed asserted that teachers coming to work late and closing early were a common practice. The situation was attributed to several factors including lack of transport, family problems and distance from home to school. According to the teachers interviewed, they came

to school late and closed early due to long distances of their homes from school. The researcher's observation of teacher's arrival and departure to and from school confirmed this. Participating schools in the Mirigu, Nabango, Chiana west, paga west, Sirigu east and Kandiga circuits were victims of this phenomenon. The researcher had seen teachers in these circuits arrived at school after he had finished conducting interview after 11:00 am. Yet, the teachers did not indicate their late arrival and departure time in the teacher's attendance book.

4.3.5 Poor execution of work.

Eighty-four percent of the teachers and all administrators who participated in this study said teacher job dissatisfaction resulted in poor lesson preparation and delivery as teachers did not take their time to do the right thing. Such lessons were characterized by wrong objectives, the use of poor teaching and learning materials and wrong content. The teachers said that teacher job dissatisfaction leads to a teacher teaching out of syllabus. For instance, some teachers from the Nabango Circuit asserted that dissatisfied teachers taught students irrelevant material. Out of frustration, they went to the classroom but did not perform as expected. This may be classroom or any other work they were assigned to do.

Akunsigiya from Wolugum Junior High School out of frustration remarked:

"As the saying goes "a soldier marches on its stomach". I was posted here six months ago, I am yet to be paid, meanwhile I have to pay for accommodation, I have to buy food, I use a bicycle to school which breaks down. There is no peace of mind. How do you expect me to work well in these conditions?"

4.3.6 Teacher Attrition

According to administrators interviewed from the District Education Directorate, due to the unattractive nature of the teaching profession, teachers easily leave the teaching job to find jobs with better service conditions. According to them, more than 30% of teachers leave the KNWD annually for various reasons. Others, especially untrained teachers, leave the service for further studies and do not return to the service after their studies. So the District relied on few trained teachers posted from the Colleges of Education and untrained teachers to fill vacancies.

4.3.7 Neglect of responsibilities

One hundred and fifty-two of the teachers who took part in the study asserted that teachers tend to neglect their duties. They affirmed that the teachers do this out of the frustrations that they face. They may be at the work site but will be interested only in putting their name in the attendance book and not working. Parents within the Kandiga circuits said it happens especially where there is little or no supervision.

4.4 Causes and Effects of Teacher Job Dissatisfaction on Teacher Job Performance in the KNWD.

4.4.1 Bad Government Policies and Political Influences

The respondents in this study identified inimical government policies regarding teachers as one of the causes of teacher job dissatisfaction. They cited policies, such as the withdrawal of 'incremental jumps' (the yearly increment of a point on

the salary scale of professional teachers), the removal of the teacher trainee allowances, the introduction of the three month pay policy, frequent headcounts of teachers and others as some of the bad policies that negatively affect teachers. They regarded these policies as unfair especially the three-month pay policy where newly trained teachers at start of teaching work for many months and even years but are paid only three months for their work. The teachers believed that government or politicians have so much influence on teacher union leaders which renders them ineffective in their bid to fight for teachers' rights. The teachers were not happy with government's failure to meet with teacher unions for negotiation on several occasions.

According to the teachers, this state of affair leads to frustration and does not boost their morale. It also leads to loss of confidence in union leaders and reduces teacher efficiency which eventually leads to poor academic performance of students. They described the government-teacher relation as bad. These are what constitute some of the rationale for teacher job dissatisfaction.

4.4.2 Low market or retention premium of Teachers

From the survey, seventy-eight percent (78%) of the teachers said their salaries were not bad. They agreed that teachers' salary compared with other public sector workers on the Single Spine Salary Scale was quite fair. They, however, complained that unlike other workers, such as nurses, their salaries come with very low market premium (that is money paid to an employee as motivation so as to retain them on their job) and unpaid allowances. Teachers, therefore, depend solely on their net salary which hardly meets their basic needs. They pointed out

that they were engaged in remedial or extra teaching and learning activities, farming or other business ventures to supplement their income. This leads to absenteeism, lateness and general lack of interest for the job thereby negatively affecting academic progress of students. Generally, teachers feel that they should be given similar treatment like employees in other public sectors. That is, higher market premium, allowances, better accommodation and many more, considering the tedious nature of their job and the similarity of their qualification. In relation to this, a teacher from Navio Junior High School remarked; *bear government pretends to love us? We will pretend to love the children! Just look at other public sector workers and the premium they are getting and see our own. Is our work not risk as well?* The literature data did not reveal this factor as a cause of teacher job dissatisfaction.

4.4.3 Inadequate and Poor Accommodation for Teachers

Accommodation for teachers in the Kassena-Nankana West District like elsewhere in the country, leaves much to be desired. Only sixteen teachers of the 176 teachers interviewed in this study indicated that they lived in the so-called teachers' quarters. Nine of such quarters had leaking roofs, broken louvers and doors, posing security problems to the occupants. The rest of the teachers commute to their schools. The lack of accommodation for teachers, therefore, worsens their economic conditions. This definitely affects their motivation to work. The situation contributes to lateness, absenteeism, stress and frustration. For instance, parents of the Nabango circuit confirmed that lack of accommodation for their teachers hampered academic work. This is because most

of their teachers commute from Navrongo, which is about 13km away from the School. This contributed to teachers going to school late or absent themselves. This issue of lack of accommodation for teachers is confirmed by Bennell's (2004) suggestion that teachers spent their meager salary to pay for accommodation. It also corroborates De Nobile and McCorrmick's (2006) contention that lack of accommodation for teachers is among others causes of teacher job dissatisfaction.

The situation in the KNWD is peculiar as newly posted teachers complained that they did not even get places to rent. They had to stay with the natives in their houses to be able to do their work. This condition is inconveniencing and makes teachers unhappy.

4.4.4 Low Social Status of Teachers

The social status of a teacher as indicated by both teachers and parents in this study has declined compared to some years back. In those days when teachers were regarded as saviors of their communities they served and therefore had high social status, it is no longer the case in recent times. From the survey, nearly hundred percent of teachers were not satisfied with their job as teachers due to the declining social respect for them. Teachers, especially those in the rural parts of the Kassena-Nankana West District, said communities no longer support teachers with free accommodation and food. Parents and of Wolugum and Gonum Junior High Schools of the Mirigu Circuit attested to this. Some teachers indicated that some parents insulted them and even threaten them for trying to correct their wards. Students respect for their teachers has also gone down.

This situation reduces their morale to work. A teacher at St. Peter's Junior High School in the Sirigu East Circuit out of frustration remarked as follows:

"We will not teach them to become lawyers and doctors. Since the teacher is not respected, how can the same teacher now teach students to be respected than us? Since no child wants to become a teacher, they should teach themselves".

One major reason for the low social status of teachers is their salary levels. For instance, parents in the Sirigu West Circuit indicated that teachers are known to be poor among other workers. More than ninety-five percent of the teachers interviewed indicated that they rode bicycles and motorbikes and could not afford vehicles of their own. They lived in rented houses and could not put up their own houses. This condition reduces the level of their social status in the society. Other reasons as recounted by parents in the survey were attributed to the teachers themselves. These included practices such as excessive alcoholism and smoking by teachers, absenteeism, indecent dressing, defilement of school girls and show of favoritism to some students, active partisan politics, illegal collection of money from pupils and embezzlement of school funds.

4.4.5 Promotion Challenges

Teachers' job dissatisfaction emanates from issues of promotion as well. By the GES policy, teachers serving in deprived areas of the country are qualified for promotion after three years of service in such areas while those in the urban areas have to serve for five years before they qualify (Sekyere, 2016; Teachers Guide, 2016). Hundred percent of teachers in this study however confirmed that teacher

promotions in recent years is characterized by delays. It is also characterized by corrupt practices, especially the one done at District levels. They complained that they did not get the promotion upon their qualification. Yet their colleagues with the same qualification elsewhere get. They, therefore, described the system of promotions in the KNWD as unfair and corrupt.

According to the teachers interviewed, promotions are basically based on criteria, such as competence, seniority, conduct, professional qualification, a sense of responsibility and passing a promotion interview. They wanted the criteria to include academic qualification as well. According to them, Master's degree is virtually not recognized by the GES. It only adds two steps to their salary scale.

Mr. Roger, a science teacher at the Mirigu Junior High School did not hide his emotions. He declared:

"The promotion is nothing but frustration. I told myself that I will not fill the promotion forms again. The hell that you will go through only to be dropped at the end is unbearable. This empty promotion? I will not bother myself again, after all how much will even be added to your salary?"

4.4.6 Disrespected Conditions of Service by GES

Conditions of service are the benefits attached to employment besides salaries provided by the employer through consultations with the employees. Some of these benefits in the teaching service include night allowance, medical care allowance, maintenance and mileage allowance for teachers who own means of transport, subsidy for meals and accommodation (consolidated in salaries), leave

travel allowance, responsibility allowance, salary advanced to purchase means of transport, transfer grant, travelling and transport (given when a professional teacher performs official duty outside their station). They also include Leave of Absence allowance, such as annual leave, emergency leave (not more than 10 working days), leave for examination, sick leave, maternity leave and study leave with or without pay. In addition, there is accommodation allowance 20% of consolidated salary. The list further includes compensation allowance for care of injury or disability. Finally, there is what is called retiring and death benefits (Teachers Guide, 2016; Sekyere, 2016).

Except for leave of absence and those benefits consolidated in teacher's salary, teachers do not enjoy the rest of the allowances, although they are part of the scheme of their service. This is a demonstration of government's sheer disrespect for teachers' welfare. All the teachers interviewed asserted that government's lack of commitment to fulfill service conditions for teachers led to loss of teacher commitment to duty. The teachers pointed out those students who could not do extra classes could not complete their syllabus and had difficulty in the final examination.

4.4.7 Inadequate Supply of Teaching and Learning Materials

Teaching and Learning Material (TLMs) are materials that are used to facilitate teaching and learning. Some of materials include Textbooks, Syllabus, Teachers' Notebooks, Teachers' Handbooks, chalk, cardboards, materials for experiment, as well as tools for Technical Skills and drawing programs, etc.

The government is yet to meet its promise of providing one textbook to each child as indicated in a Global Education Monitoring Report (2015). Teachers expressed dissatisfaction for the inadequacy or non-existence of some of these materials because the situation leads to poor lesson preparation, delivery and assessment.

In this survey, a major teaching and learning material in inadequate supply is textbooks. For instance, teachers in the Kandiga Circuit lamented the inadequacy of textbooks. Some of them said three students share a textbook and when exercises are given, everyone tried to have the book especially when it was homework.

This definitely affected their overall academic development and poor performance in examinations. A parent demanded to know how free Basic Education was in Ghana since they still bought learning materials for their wards.

Almost all teachers involved in this study were of the view that lack of or inadequacy of teaching and learning materials hampered their work as they needed reference materials to prepare adequate lesson notes so that they could deliver lessons effectively. Unavailability of textbooks for students impeded their studies and slowed down their academic progress.

The table below gives a summary of the phenomenon of textbooks as observed by the researcher in seventeen schools in four subject areas: Mathematics, English, Integrated science and Religious and Moral Education (RME) and considering form one only in each school.

Table 4.4. Ratio of textbook to student in the KNWD

Name of school	Number of students	Subject			
		Mathematics	English	Int. science	RME
St Joseph JHS	84	43	18	70	50
Nakong JHS	69	21	33	41	35
Baloo JHS	78	5	32	40	40
Nania JHS	63	7	41	44	46
Kurugu JHS	70	24	17	20	56
Kandiga JHS	75	18	25	49	50
Nabango JHS	81	54	42	39	36
Mirigu JHS	110	60	35	45	65
Mother of Mercy	65	8	49	50	45
Baduna JHS	71	9	49	48	45
Navio JHS	70	20	15	30	40
Gwenia JHS	72	38	29	48	39
Christ the King	67	19	56	50	45
Amenga-etigo JHS	65	38	30	43	39
Gumongo JHS	67	39	45	45	25
Kajelo JHS	66	40	49	53	44
Nyangoligo JHS	61	34	24	42	40

Source: field data, 2016

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It can be observed that the textbook to student ratio in the District is not acceptable as two to four or more students share a book. This revealed a bad picture of the situation of Teaching and learning materials in the District.

4.4.8 Poor Supervision of Schools

The quality of supervision as corroborated by teachers in this study was poor in the study area. The teachers posited that supervisory bodies of the Ghana Education Service (GES) are not doing enough to ensure quality teaching and learning. This led to teachers and students not doing enough to ensure effective teaching and learning. The teachers said they could not remember the last time the District Inspectorate Division team of the GES visited their schools. Some teachers said they have not seen their Director physically. For instance, a check through some schools' visitors' books confirmed this. Some of the schools did not even have visitors' books.

Similarly, most school management provided poor supervision of teachers and students. When the Officers at the District Inspectorate Division at the Kassena-Nankana West District were contacted, they said inadequate logistics, such as vehicles, fuel and others were the cause of ineffective supervision in the District. They attested that effective supervision of educational institutions puts teachers on their toes as they are aware and will lead to good work done and enhance teacher promotion and other rewards and recognitions. But the issue of logistics remains a challenge.

Teachers at the Kandiga Circuit said that the issue of poor supervision to some extent is good for some recalcitrant teachers as they used instructional time for their private matters without queries. Some of the teachers maneuver their way through to do further studies on regular basis without approval from the District Education Directorate. The result is that students are left to their faith with little or no hope.

4.4.9 Scheme of Service of Teachers

According to Sekyere (2016), the scheme of service of the Ghana Education Service refers to the levels or grades that a teacher may attain during the service period. These are as follows:

1. Director General

2. Deputy Director General(i. access and quality ii. management services)

3. Director I

4. Director II

5. Deputy Director

6. Assistant Director I

7. Assistant Director II

8. Principal Superintendent

9. Senior Superintendent I

10. Senior Superintendent II

11. Superintendent I

12. Superintendent II

The respondents in this study complained that these ranks are too many so many teachers do not get the opportunity to attain most of them before retirement. Besides, not all teachers are allowed to get promotion through to the highest levels because of the different categories and qualifications of teachers involved. For instance, professional Cert 'A' holders get promotion only up to Assistant Director I, Diploma and HND professional teachers end up at Deputy Director and Non-professional graduates or Diploma holders also end up at Deputy Director. Only graduate professional teachers can advance to Director-General.

Thus, according to thirty of the head teachers involved in this study, the teaching profession has many categories of teachers, as well as their qualification, and this long ranking enables all teachers to fit where they belong. The teachers, however, asserted that the long ranking of the scheme of the service causes laxity among teachers since it is not easy to move through the ranks. Some refused to work hard to be promoted because there are others who worked and were never promoted.

4.4.10 Study Leave with Pay Policy

Teachers bemoaned the study leave with pay policy in the Ghana Education Service. They alleged that it is bedeviled with corruption because teachers see their colleagues who have similar qualifications with them being given study leave with pay whilst they do not get that. All the head teachers within the selected schools in the District confirmed that there are some of their teachers who taught for over ten (10) years and each year they apply for the study leave with pay but they did not get approval. Meanwhile, they have similar qualifications like others who get. The quota is usually too small and this

disadvantages many teachers who qualify to get the study leave. There are those who applied to the Director-General for study leave without pay and after their period of study they are not absorbed into the service. This is regrettable, the teachers added.

The teachers added that the purpose for establishing quota for study leave is defeated because most of the teachers still leave the service to sponsor themselves in the Universities. This point corroborates Agezo's (2010) contention on this issue of the literature

4.4.11 Teacher Workload

According to the teachers interviewed, the required pupil-teacher ratio for the Junior High School level is 25:1 and average working load per teacher is between 25 and 36 periods per week (Sekyere, 2016). This pupil-teacher ratio was practically not the case in nearly all the Junior High Schools in the Kassena-Nankana West District which were involved in this study. The pupils' numbers were more than double in most schools. This increased the workload of teachers in the marking of student exercises, examination scripts and filling of student reports. It also made classroom management difficult as classrooms become noisy and uncontrollable. Congested classrooms, according to the teachers interviewed, are not ideal for effective academic work.

Noise making impedes hearing and affects concept development. It makes class assessment a herculean task thereby negatively affecting teaching and learning outcomes. It does not make teaching interesting. The teachers added that

congested classrooms are never silent and that affects those who want to learn in class. Some of them have to often leave the class to look for places outside the class to learn.

Educational administrators at the District Education Office interviewed confirmed that teachers' workload had actually increased. They attributed the situation to high pupil enrolment and lack of the necessary resources, such as classrooms and teachers, to match the numbers. The teachers look at the extra work they are doing compared to what they are getting and that causes dissatisfaction.

Obtaining answer for how teacher workload affects their performance, all teachers revealed that the situation led to inefficiency in teaching. For instance, teachers would not give adequate exercises to students due to the difficulty involved in marking exercises.

Table 4.5 Numbers of students in twelve JHS

School	Form1	Form2	Form3
Gonum JHS	65	55	54
Wolingum JHS	64	60	56
Navio JHS	70	57	53
Heritage JHS	69	65	59
Abuluu JHS	72	63	55
St. Peter's JHS	68	54	50
Nabango JHS	81	71	60
Gumongo JHS	67	57	52
Mirigu JHS	110	105	94
Sakaa JHS	75	63	56
Yidania JHS	66	64	55
Nyongo JHS	62	54	49

Source: field data, 2016

In the Junior High School, subject teachers handles students from form one to form three. From the table, one would realized that ratio of students to a teacher does not match the GES criteria.

4.4.12 Lack of Conducive Teaching and Learning Environment

The teaching and learning environment for teachers and students was not in good state as indicated by eighty-percent of teachers interviewed in this research. This

can be seen in such conditions as inadequate furniture, overcrowded classrooms, absence of school playgrounds, lack of good drinking water, electricity, inadequate ventilation in classrooms, lack of staff common room, etc. In some cases, teaching and learning takes place in dilapidated structures with leaking and dusty floors.

For instance, students of Gumongo and Nyongo Junior High Schools indicated that they did not have playgrounds, toilets and urinals. They attended nature's call in the bush and the school had to be closed anytime it threatened to rain because of dilapidated classrooms. Leaking roofs and overcrowded classrooms were observed at Nabango, Mirigu, Kurigo and Navio. This agreed with Bennell (2004) who described the situation of basic amenities as a major issue in Basic Schools in Ghana.

According to the teachers interviewed, these conditions do not enhance teaching and learning outcomes. Teachers like conditions where they can conduct teaching and learning to produce better results. The inability to do so demotivated them.

4.4.13 Inadequate Pre-Service and In-Service Training

Colleges of Education in Ghana run a programme known as "In-In-Out". What this means is that teacher trainees spend the first two years of their training in School and the last year out of School on teaching practical. Thus, the first year is dedicated to the learning of teaching content, which seeks to consolidate what the trainees learnt in the Senior High School. Then the second year is devoted to

learning methods of teaching (teaching methodology) while in the third year, the trainees go to basic schools to practice teaching.

One hundred and thirty of the teachers interviewed in this study argued that a whole year for teaching practice is too much. Besides, while in the field, they do not really focus on their study but some of them engage in negative lifestyles, such as alcoholism, sexual immorality, among others. For them, part of that year should be used to study the third year content to increase their knowledge and skills. Again, when they are posted to schools, teachers are not given any significant in-service training. Thus, fifty percent of teachers interviewed said they had never attended in-service training since they started teaching.

Non-professional teachers (Pupil Teachers) who enter the service have teaching challenges since they do not have any teaching skills (teaching methodology). Such teachers need to be given enough in-service training to equip them with the needed skills to perform their tasks as required of them. Surprisingly, this study revealed that all the untrained teachers in this study did not receive in-service training of any kind; not even the School-Based In-service training was organized for them. This left them with weak capacity to perform.

4.4.14 The Best Teacher Award Scheme

All the teachers who were involved in this study affirmed that the Best Teacher Award programme for teachers has not existed in the KNWD for the past four years. According to them the District Officers said they did not have the resources to carry out the programme. The teachers saw this as demotivating.

4.4.15 Unsatisfactory Conduct of Teacher Union Leaders

Hundred percent of teachers in this study indicated that their union leaders lack the courage to promote their interest. For instance, when a strike is declared, government pressurizes union leaders to withdraw it within a few days. Some of the interviewees were of the suspicion that the leaders are often bribed that is why they behave that way. In this situation, the problems of teachers often remained unresolved. Teachers also fall prey to unauthorized deductions of their salary by union executives. For instance, the Constitution of the Ghana National Association of Teachers (GNAT) empowers its national executives to impose levies for certain projects. This is decided by only the executives without the consent of teachers. This, teachers contend is not democratic enough. Though such powers are constitutionally mandated, the teacher needs to give consent for money deducted from his salary. Hence, the constitution should be revised.

Again, twenty percent of teachers in this study lamented the stoppage of their salary due to errors regarding headcounts, validation and transfers. Delay in restoring their salaries gave them hardships. Yet union leaders pay no heed to this.

The head teacher of Gonum Junior High School remarked:

"I have lost trust with the leadership. They can't solve our problems. Anytime they declare a strike I will not mind them, I will just continue to work. Because all the strikes they asked us to embark upon yielded nothing. They deduct our money without our consent. What are they doing for us?"

4.4.16 Mass Promotion Policy by the GES

All the teachers who were involved in the study agreed that the mass promotion policy by the Ghana Education Service where students are promoted to the next class irrespective of their poor academic performance, contributes to student poor performance in their final examination. According to them, students were not promoted on whole sale basis in Ghanaian schools about two decades ago. There was a score point by which students get promoted to the next class or form. That way, only the best performing students get promoted which simulated competition among students in academic work.

However, the change of that policy to allow all students to be promoted whether they are performing well academically or not, reduced competition among students and weak students also pass through the stages to write the Basic Education Certificate Examination. Head teachers involved in the study said their teachers refused to organize remedial lessons for the weak ones because it adds to their workload.

4.4.17 Loss of Competition among Students

Ninety percent of the teachers interviewed argued that favorable competition as a value is lost among students. Students are not interested in excelling or trying to catch up with their colleagues; they are only interesting in getting a pass mark. Parents concluded that the seriousness with which school children used to be even at home is no longer the case in present day. Perhaps acts that promoted competition no longer exist in the schools. For instance, the large class sizes that

teachers are grappling with do not give them enough time to continue with certain acts that promote competition.

The teachers said they disliked a situation where students put up lukewarm attitude to studies. The lack of competition among students leads to poor results both at School Based Exams and final BECE.

4.4.18 Inability to Meet Students' Needs

According to majority of the teachers, if a teacher is not able to perform his professional duties as expected so as to meet the needs of students, it can lead to declining interest in the job. This state of affairs may come as a result of ill health, disability or lack of mastery over the area of teaching. This reduces their ability to meet students' needs. Teachers at the Kandiga circuit posit that the absence of pre service and in-service training for teachers reduces their professional development. The head teacher of Kandiga Junior High School made the following statements:

" *Look! I was posted to this school in 2003, I have attended in-service training only ones. These two teachers were posted here as pupil teachers in 2005, no in-service training was organized for them, not even the School Based. How can they deliver effectively?"*

4.4.19 Interpersonal relations.

Seventy-six percent of the teachers interviewed said the extent to which individuals interact positively at workplace can influence job satisfaction. They noted that positive teacher-student and teacher-teacher relationship enhances

satisfaction at workplace. They agreed also that positive relations of management, with coworkers and subordinates contribute to high level of job satisfaction.

4.4.20 Discouraging Community characteristics

According to eighty-six of the teachers within the rural parts of the study area, they have had to contend with some unpleasant living conditions in their communities where they serve. For instance, staff of Nyangolingo Junior High School mentioned that they had very poor telephone services which negatively affect their communication with relatives and friends. About roads, this is what Jacob of Gummongo Junior High School said;

"My brother, forget, if it is not a market day you won't see a car here and at times it won't come. Here to Navrongo is quite far and the car takes almost three hours to get there. The road is very deplorable. In fact we are really suffering here"

This suggests that access roads and means of transport is one of the unpleasant conditions that communities are characterized with.

Some of the teachers at Nabango Junior High School complained of the lifestyles of indigenes in the community such as habitual alcohol consumption of people among others, and asserted that one may adopt a community lifestyle that may not help you in future. You may not be able to further your education if you don't take care, they concluded.

4.4.21 Student Indiscipline

The essence of school rules and regulations is to check student behavior in order to develop positive attitudes, habits, ideas and code of conduct that help the

individual to acquire knowledge, habits, interests and ideals which are beneficial to the wellbeing of the student and the society as a whole (Ahmad, 2011). Ninety percent of teachers in this study said the removal of corporal punishment in schools and the activities of human rights activists impacted negatively on student behavior. According them, students refused to do punishments given by their teachers because they knew they would not be beaten. They went to school late missing important lessons and insulted their teachers when they were rebuked. There were instances where students did not wish to see their teachers come to the classroom to teach at certain times of the day because they are simply not serious.

Teachers also blamed the bad behavior of students on lack of parental control, as it is said that charity begins at home. Parents at the Sirigu West Circuit said that the social change occurring in the society is responsible for parent's inability to properly control their children. For instance, children no longer listen to morally motivating stories told by their parents and grandparents. Children rather have access to various electronic media to entertain themselves instead which may not be very morally sound. There is also easy access to transportation to other places and a host of peers.

As a result of some of these factors, children are influenced by outside forces thereby becoming difficult for parental control. Some parents said that some of their colleagues over pampered their children at home and when such children get out of home to regulated institutions like schools, they are found wanting. They find it strange to cope with the rules of such institutions. Boakye (2001)

corroborates this as he discusses student indiscipline and called for the re-introduction of corporal punishment in Ghanaian schools.

All teachers involved in the study agreed that in disciplined children cannot be taught properly. According to them, certain rights of children cannot help their development as they grow. If a teacher cannot enforce discipline, then it becomes difficult for school children to benefit from them as they cannot be motivated to give of their best.

4.4.22 Student Absenteeism and Lateness

According to ninety-two percent of teachers interviewed, students commuted to their schools on foot or by bicycle. When bicycles break down, students would either be absent for school or get to school late. Both parents and teachers agreed that student absenteeism and lateness is mainly due to farming activities in the District. Lateness and absenteeism by students negatively affects academic work. This makes teachers unhappy. A check from the students register revealed that forty percent of students did not attend school up to 50 days out of the 71 working days in the first term of 2015/2016 academic year. This observation occurred in Dazongo, Kandiga, Kurugu, Nyangania, Kazugu, Nakong, Nabango and Gonum Junior High Schools in the District.

It is in the light of this that an NGO provided bicycles to about 60 percent of school children in the District. Such children commute distances between 3-6 kilometres as described by the NGO in its survey in 2013.

4.4.23 Physical infrastructure

All teachers in schools under study except those in Paga central, Paga west and Chiana central circuits complained of long travelling and poor access roads to work places and to District Office. It leads to lateness and absenteeism and increases travelling cost. The teachers complained that information flow to teachers is very poor in the District. Seculars arrive late after datelines are passed. They blamed this on the long travelling distances and bad roads as reason why head teachers could not travel regularly for these letters. It is the same reason why Circuit supervisors do not visit schools regularly.

Another major issue the teachers complained is inadequate classroom infrastructure. The researcher's observation found Nabango, Mirigu, Mother of Mercy, Sakaa, Gwenia, Bugsongo and Baloo Junior High Schools having classes under trees and sheds. In these very schools the teachers uses trees as their office.

4.5 How teacher job dissatisfaction affects teacher performance in the

Kassena-Nankana West District.

All the administrators interviewed in this study pointed out that the performance of a teacher is assessed in relation to his attendance, teaching, student evaluation, supervision, co-curricular activities, scheme of work and lesson notes and student performance. These are indicators of teacher performance. It is from this assessment that the Ghana Education Service determines whether a teacher's performance is of standard or not. According to the administrators, if the standard is low, it points to the fact that there is dissatisfaction somewhere. According to ninety-four percent of teachers interviewed in this study, if a teacher performance

runs low in an aspect, it is traced to specific or general form of dissatisfaction. The aspects are discussed below.

4.5.1 Attendance

Attendance refers to the appearance of a teacher at workplace for duty. The higher the number of times the teacher appeared, the better the performance expected of him. All teachers within the rural parts of the District attributed poor attendance mainly to poor roads and long travelling distances to and from schools. Most of these teachers wished they lived near their schools but for the lack of accommodation they stay far away in the towns. Hence, it is dissatisfaction affecting attendance and reduces teacher performance.

4.5.2 Teaching

Teaching is the process of delivering the content of an educational programme to students. The teacher uses various teaching methods to do this. All teachers involved in this study asserted that the process of delivering a lesson is tedious, full of exhaustion due to the activities and talking involved. The main source of dissatisfaction according to the teachers in this study is the inadequate textbooks and the general frustration affecting the teaching profession. The teachers said for effective teaching, each child must have a textbook. According to the teachers they have no peace of mind besides the fact that all materials are not ready for lessons to take place. As a result they employ various tactics to lessen the pain of work they ought to do. Such tactics includes late attendance to class, chatting with students in class, telling stories among others instead of doing real work. This state of affair lowers teacher performance as fewer objectives are achieved at a

time. The researcher's interaction and observation with form two and three students in selected schools revealed that many of the teachers were still treating topics meant for the previous year.

4.5.3 Student assessment

The teachers in this study said student assessment takes the form of class exercises, assignments, group work, projects, class test and terminal examination. According to the teachers, in ideal terms, exercises, assignments, group work and projects are almost done on daily basis and class test is conducted three times in the term. Marks from these are used to form School Based Assessment for the term.

Unfortunately the teachers are not able to assess students the way it should have been. Eighty percent of the teachers agreed that most teachers give class exercises but they do not mark them. Many use only one class test to grade students as part of their terminal exam score. They teachers say they are not able to do the ideal thing because of large class sizes that they handled. In this case the teacher performance is not able to meet expected standard.

4.5.4 Co-curricular activities

Apart from the classroom work, the teachers are expected to get involved in co-curricular activities such as sporting and cultural activities. These activities enhance the physical and mental development of the students and are part of the duties of a teacher. The teachers in this study however said these activities are left only to teachers who are assigned to handle them and those who are intrinsically

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motivated to such activities. A Social Studies teacher of Baduna Junior High School concluded with these words:

Those activities, if you go there you won't even get water to drink. I don't enjoy seeing the children perform in such activities with their mouths dry. I would rather spend that time in my private business. There is no motivation at all.

4.5.5 Scheme of work and lesson notes

Teachers involved in this study agreed that the scheme of work and lesson notes is a record of work of the teacher. It guides the teacher to deliver effective lessons. This study however revealed that fifty-five percent of teachers involved in the study do not prepare lesson notes. According to them, there is no motivation to do that. Besides, the supervisory bodies are not on their toes so they relaxed. The teachers confirmed that sometimes students are taught materials outside the syllabus. This is because, out of their frustration they did not have enough time to prepare lessons that are beneficial to the students.

4.5.6 Supervision

According to the administrators, one area of a teacher's work that demonstrates his performance is when he is seen supervising students. The teachers pointed out that the instruction that teachers give to students needs to be followed with supervision to ensure that the students are following order for objectives to be achieved. Supervision takes place in the classrooms, school assemblies and sports and athletic gatherings. Teachers in this study said they are dissatisfied in this

regard due to the sheer disrespect they are getting from both authorities and students. The teachers regard supervision as a less important thing.

4.5.7 Student performance

Five of the administrators interviewed confirmed that the performance of a teacher is determined from the performance of his students. The scores of students in terminal exams and the grades that students get in BECE are used to assess whether a teacher's performance meets expected standard or not. The administrators added that if student's performances are below expected standard on regular basis, it gives an indication that the teacher is not doing enough.

According to the teachers in this study they care less about the plight of students, since the service has little motivation for teachers.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter summarizes the main findings of this study, provides a conclusion and makes some recommendations based on the findings for consideration by various interest groups and for further studies.

5.1 Summary of findings

The primary concern of this study was to examine the effects of teacher job dissatisfaction on teacher performance in the rural areas of the Kassena-Nankana West District of the Upper East Region of Ghana. This section summarizes the key findings of the study in relation with the objectives of the study.

Regarding the Elements of Teacher Job Dissatisfaction, it was revealed that teachers in their dissatisfaction, exhibit negative behaviors which are mainly in the form of absenteeism, lateness to work, apathy, quitting the job and poor lesson delivery. These findings agreed with Persevica (2011) who mentioned teacher absenteeism and neglect of responsibilities by the employees as elements of teacher dissatisfaction. Hence, the main findings in relation to this objective included lateness, apathy towards work, poor execution of work and laziness.

Regarding the objective which sought to explore the causes of teacher job dissatisfaction, the survey results indicated that teacher job dissatisfaction can be categorized into;

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a. **School factors:** These included inadequate teaching and learning materials in schools, teacher workload, student indiscipline, inadequate teacher accommodation, poor school management and poor physical working environment in schools, poor supervision of Schools, mass promotion of students and challenges of teacher promotion.

b. **Teacher characteristics:** teacher competence level, insufficient knowledge and skills of teachers due to inadequate Pre-service and In-service training of teachers, relationship with colleague teachers and students, age and length of service have the tendency to affect satisfaction.

c. **Community factors**: poor access roads, remoteness, poor or absence of communication services, limited shopping centers, limited transportation services among others.

d. **Psychological factors:** These were low social status of teachers (prestige), bad government policies, bad conduct of teacher union leadership, long scheme of service of the Ghana Education Service, government inability to respect the conditions of service for teachers, difficult study leave with pay policy.

These were drawn from the primary data some of which were corroborated by the literature.

For instance, Bennell (2004) suggested that poor working environment, heavy workload and low salary of teachers are some of the causes of teacher job dissatisfaction. The findings also agreed with Jones' (2000) assertion that the status of the teaching profession is very low in recent times. Similarly, they agreed with Awuah (2011) who describes payment of allowances meant for

teachers as only existing on paper. Mensah (2011) also cites the way schools are managed as determinant of the satisfaction levels of teachers.

On the effects of teacher job dissatisfaction on teacher performance, all respondents involved in the study accepted that teacher job dissatisfaction had negative influence on teacher performance. They agreed that dissatisfaction destabilizes the psychological wellbeing of teachers and reduces optimal functioning and performance.

They indicated that absenteeism, lateness, apathy, laziness, which are elements of teacher job dissatisfaction, obviously had a direct negative effect on the duties of a teacher. They noted that teacher dissatisfaction reduces teacher attendance and also leads to poor student assessment, poor teaching, poor supervision of students, non-preparedness of scheme of work and lesson notes and non-involvement in co-curricular activities among others.

5.2 Why Some Teachers were satisfied with their Job?

Although a majority of the teachers interviewed expressed dissatisfaction for their job, it was interesting to note that some of them indicated that they were satisfied with their job. The gave the following reasons;

5.2.1 Human Development

Human Development is the process of increasing people's freedoms and opportunities and improving their well-being. It is about the real freedom ordinary people have to decide as to who to be, what to do and how to live (Mahbub-ulHaq, 1970). According to some teachers, they take pride in providing

knowledge and skills to students. For them, education enlightens people and doing this is a way of building healthy societies. That is, to say that one takes part in shaping the lives of others is a pride. Thus, some teachers feel motivated when they find that their students become teachers, nurses, doctors and other professionals who can also serve society.

5.2.2 Hours of Work

Some of the teachers interviewed also expressed satisfaction with the number of hours they were made to work each day. According to them, they also enjoy free week ends. Besides, during vacations, they get more time for themselves to attend to private engagements. This means that teachers can have the opportunity to attend to other issues apart from teaching as a job. For this reason, they derived satisfaction from the job.

5.2.3 Job Security

Ten percent of teachers interviewed expressed interest in the fact that there is job security in teaching. One reason for this being that, on retirement, one enjoys pension benefits. This is important at old age when one would no longer be active to work. They applauded the current pension scheme where pensioners draw money monthly describing it as sustainable to the retiree.

5.2.4 Research and Knowledge Acquisition

According five percent of the teachers interviewed, the teaching job allows the teacher to do research to be able to deliver effective lessons. Lesson planning and questions posed by students help the teachers' research, thereby increasing their

knowledge and skills. This is so because, for students to respect one as a teacher, you ought to be on top of their job as a teacher. This, therefore, demands continuous knowledge search to be able to satisfy students. It also gives opportunity for academic advancement.

5.3 Conclusion

This study was set out to examine teacher job dissatisfaction and job performance in Junior High Schools of the Kassena-Nankana West District of the Upper East Region of Ghana. The study was necessitated by the need to ensure efficient human resource development in the Kassena-Nankana West District and Ghana as a whole.

As a result of recent poor performance of BECE student in the District, the populace felt teachers are to blame. This was what called for an investigation into the issues responsible for teacher dissatisfaction and how it affects teacher performance which could be the reason for poor student academic performance in the District.

There were signs of teacher dissatisfaction in the Kassena-Nankana West District as complaints were heard and observation made about poor infrastructural base that facilitates teacher performance. There were observations of poor working attitudes manifested in the form of lateness, absenteeism and group conversation during working hours. Utterances from teachers also provided a suggestion of lack of motivation for teachers in the KNWD. These were the issues that informed the study.

From the foregoing discussion, it could be noted that dissatisfaction of teachers in their job affects teacher job performance negatively.

It could be noted also that teacher job dissatisfaction results in change in teacher behavior which negatively affects his work performance, thereby reducing his output which eventually reduces student academic outcomes.

The study revealed that the causes of teacher job dissatisfaction could be determined under community, school, psychological and teacher factors. The community factors are those conditions limited to the Community where the teacher is serving which causes dissatisfaction and negatively affects teacher performance. The school factors refer to all the negative conditions related to the school where the teacher works which affects his satisfaction negatively and lowers teacher performance. The teacher factors are those attributable to the teacher himself that that have the tendency to affect satisfaction and reduce teacher performance. Psychological factors involve those that reduce the self-esteem and competence level of the teacher as well as his emotional intelligence. This has the ability to cause dissatisfaction and affect performance.

Hence, teacher job dissatisfaction negatively affects the performance of teachers and this translates into poor student academic performance. Teacher job dissatisfaction, therefore, had devastating consequences on teacher performance in the study area.

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5.4 Recommendations

Based on the findings of the study, the following recommendations have been made to stakeholders in education especially those in the KNWD including the government, regional, metropolitan, municipal and district education directorates, communities, oversight bodies and the general public.

Given the low social status of teachers in society, educational stakeholders, especially the District Education Oversight Committee should adopt series of programs and activities meant to redeem the image of teachers in society. Such programs and activities could include effective pre- and in-service training, providing decent working conditions for teachers, locally made plans for teacher motivation and a sensitization of the general public on the importance of the teacher aimed at restoring the dignity of the teaching profession.

Rural teachers in the KNWD faced critical accommodation problems. Government should consider the establishment of an accommodation subsidy scheme to be paid yearly to basic school teachers. A special teacher accommodation levy should be introduced taxable by the government of Ghana. This money can now be distributed to District Assemblies to support teachers in their annual payments for accommodation. It will be a motivating factor to attract and retain more qualified teachers especially in rural areas. Government should also establish a scholarship scheme in which at least one child of every basic school teacher benefits from university education. In addition, the education ministry should consider the establishment of teacher motivation allowances for basic school teachers. This could be done by levying parents for that purpose.

The Ministry of Education through Teacher Education Division needs to take a second look at the In-In-Out program by Colleges of Education in Ghana. It should be reviewed such that the teacher trainees do not use the whole academic year for Teaching Practice because the teachers on the field felt that part of that period could be used to learn theory as well so as to enhance their overall competence in the profession.

There should be a well-designed and workable program to ease the issue of transportation for teachers so as order to curtail the problem of lateness and absenteeism. At least the District Assembly through the Feeder Roads Division needs to put the Community roads in sharp as they get deteriorated so as to facilitate easy movements of both teachers and students to schools.

The Ministry of Education through the Fare Wages and Salaries Commission should consider consolidating certain allowances such as Category one allowances in the salaries of teachers since these relates to normal duties. In the same vein, medical care and maintenance allowance which are regular and meant for staff welfare should be consolidated. This would do away with the problem of non-payment of these allowances as identified by teachers in the study.

The Ghana Education Service Council should take pragmatic steps to ensure that the criteria for selection of teachers for study leave with pay and the processes for the promotion of teachers are devoid of corruption. This would minimize the teacher's perception that the scheme is bedeviled with corruption.

The Ghana Education Service needs to revise the Rules for Professional Conduct of Teachers in Ghana especially those relating to physical and psychological violence to help teachers to enforce discipline among students since it is fundamental to the attainment of academic success (A re-introduction of the corporal Punishment in schools with restrictions). For instance, beating a child or student without causing wounds or damage to the child.

To make teacher union leaders to be more responsible, at least those at national level should be elected through general elections. This is because teachers perceive them of not doing enough to their interest. This can be made possible by labour agitations for a change, backed by the Trade Union Congress and human rights institutions.

5.5 Areas for Further Research

The findings of this study suggest that further studies needs to be conducted on the benefits of the teaching profession to really find out whether the wide negative perception or view of the teaching profession portrayed by the general public is the case. This is in connection with the fact that few respondents expressed satisfaction for being teachers.

On the other hand, there is need for further research to explore ways and strategies of addressing teacher dissatisfaction. How to address each of the multiplicity of facets of dissatisfaction should be looked at.

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APPENDICES:

APPENDIX A.   INTERVIEW GUIDE FOR TEACHERS

NO.   ☐ ☐ ☐

Introduction

My name is Alemiya Bernard, a student of the University for Development Studies. My thesis explores Teacher Job Dissatisfaction and teacher job Performance in the Kassena-Nankana West District. The study seeks to solicit information from you to be able to carry out an academic exercise.

 I would therefore be grateful if you could grant me interview by spending some minutes with me. The success of this study directly depends upon your honest and genuine response to each question. You are implored to be as objective as possible in your responses. You are assured that any information you provide would be treated confidentially and used for the purpose of this study only. You are also assured of anonymity in the use of the information in the study.

Thank you.

Name of school……………………………………………………………………..

Community………………………………………………………………………

Circuit………………………………………………………………………………

Date…………………………………………………………………………………

SECTION A

Demographic Characteristics of Respondents

1. What is your age? 20-30yrs ☐ 31-40yrs ☐ 41-50yrs ☐ 51 and above ☐
2. Gender   male: ☐ female ☐
3. Role in the school   head teacher ☐ subject teacher ☐
4. What is your employment status as a teacher?   Full time   part time ☐ ☐
5. How many subjects do you teach?   1☐ 2☐ 3☐ 4☐ 5☐
6. Your status: trained   unt☐ed   ☐
7. If trained, what is your rank?   Supt I ☐ Supt I☐ Snr. Supt ☐ principal supt. ☐
    Asst. Dir. II ☐ Asst. Dir I☐ deputy Dir. ☐
8. Number of years in the service: 1-5yrs ☐ 6-10yrs ☐ 11-15yrs ☐ 16-20yrs ☐
    21 and above ☐
9. Level of education: SHS/VOC ☐ Cert. 'A' ☐ Diploma☐ Graduate degree ☐
    Master degree ☐
10. How long have you been teaching in this community? 1-5yrs ☐ 6-10yrs ☐ 11-
    15yrs☐ 16 and above ☐
11. Are you being paid? Yes ☐ No ☐
12. Are you married yes☐ No ☐
13. Teacher union you belong: GNAT ☐ NAGRAT☐ CCT ☐

SECTION B

Causes of teacher job dissatisfaction

1. Are you satisfied with your job as a teacher? If yes or no, please give reasons for your
    answer.

2. What factors cause dissatisfaction at your work place?
3. What factors cause teacher dissatisfaction in the community where you teach?
4. What management practices in the KNWD affects teacher dissatisfaction negatively?
5. What socio-economic factors negatively affect teacher dissatisfaction in the KNWD?
6. Are there other factors that cause teacher job dissatisfaction in the KNWD? What are these?
7. Describe briefly some of the things that cause teacher job dissatisfaction in the KNWD.

Features of teacher job dissatisfaction

8. How do teachers generally behave as a result of dissatisfaction in the KNWD?
9. What features do teachers exhibit as a result of work place dissatisfaction in the KNWD?

10. What features do teachers exhibit as a result of negative management practices in the district.

How teacher job dissatisfaction affects teacher performance in Kassena-Nankana West District.

11. What aspects of the teacher's job are affected by dissatisfaction?
12. Do you agree that your job dissatisfaction negatively affects your performance? If yes, explain how it happens.
13. In a step by step order, how does teacher dissatisfaction as you mentioned in question 2-6 negatively affects your performance?

INTERVIEW GUIDE FOR EDUCATIONAL ADMINISTRATORS

No. ☐ ☐ ☐

Name of Officer…………………………………………………………………..

Position…………………………………………………………………………

Date………………………………………………………………………………

SECTION A

DEMOGRAPHIC CHARACTERISTICS OF RESPONDENT

1   What is your age? 20-30yrs ☐   31-40yrs ☐   41-50yrs ☐   51 and above ☐
2   Gender   male: ☐   female ☐

3   Role in the school   head teacher ☐ subject teacher ☐
4   What is your employment status as a teacher?   Full time ☐ part time ☐
5   How many subjects do you teach?   1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
6   Your status: trained ☐   untrained ☐
7   If trained, what is your rank? Supt I ☐ Supt II ☐ Snr. Supt ☐ principal supt. ☐
    Asst. Dir. II   Ass ir I   dep ☐ Dir.   ☐
8   Number of years in the service: 1-5yrs ☐ 6-10yrs ☐   11-15yrs ☐ 16-20yrs ☐
    21 and above   ☐
9   Level of education: SHS/VOC ☐ Cert. 'A' ☐ Diploma ☐ Graduate degree ☐
    Master degree ☐
10 How long have you been teaching in this community? 1-5yrs ☐ 6-10yrs ☐ 11-
    15yrs ☐ 6 and above ☐
11 Are you being paid? Yes ☐   No ☐
12 Are you married yes ☐ No ☐
13 Teacher union you belong: GNAT ☐   NAGRAT ☐   CCT ☐

SECTION B

Causes of teacher job dissatisfaction

1. Do you agree that teachers in this District are generally dissatisfied with their job as teachers? If yes, what factors accounts for this dissatisfaction?
2. What administrative failures lead to teacher dissatisfaction in this district? Are there other factors that accounts for teacher job dissatisfaction in this District?
3. Are you able to satisfy conditions of service for your teachers?

Features of teacher dissatisfaction in the KNWD
4. Could you outline teacher behavior when they are dissatisfied?
5. How would assess the performance of teachers/what standards are expected of teachers
6. What areas of a teacher's work are assessed?

How teacher job dissatisfaction affects teacher performance in Kassena-Nankana West District.
7. Do you agree that teacher job dissatisfaction negatively affects teacher performance? If yes, explain how it happens.

INTERVIEW GUIDE FOR PARENTS

No. ☐ ☐ ☐

Name of Parent……………………………………………………………..

Community……………………………………………………………………

Date……………………………………………………………………………

SECTION A

DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

14 What is your age? 20-30yrs ☐ 31-40yrs ☐ 41-50yrs ☐ 51 and above ☐
15 Gender   male: ☐ female ☐

16 Role in the school   head teacher ☐ subject teacher ☐
17 What is your employment status as a teacher?   Full time ☐ part time ☐
18 How many subjects do you teach? 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
19 Your status: trained ☐ untrained ☐
20 If trained, what is your rank? Supt I ☐ Supt II ☐ Snr. Supt ☐ principal supt. ☐
     Asst. Dir. II ☐ Ass ir I ☐ dep ☐ Dir. ☐
21 Number of years in the service: 1-5yrs ☐ 6-10yrs ☐ 11-15yrs ☐ 16-20yrs ☐
     21 and above ☐
22 Level of education: SHS/VOC ☐ Cert. 'A' ☐ Diploma ☐ Graduate degree ☐
     Master degree ☐
23 How long have you been teaching in this community? 1-5yrs ☐ 6-10yrs ☐ 11-
     15yrs ☐ 6 and above ☐
24 Are you being paid? Yes ☐ No ☐
25 Are you married yes ☐ No ☐
26 Teacher union you belong: GNAT ☐ NAGRAT ☐ CCT ☐

SECTION B

Causes of teacher job dissatisfaction

1. In your opinion, what factors cause teacher job dissatisfaction?
2. How would you explain some of the factors raised?

Features of teacher job dissatisfaction

3. What do the teachers do that shows that they are dissatisfied with their job?

4. Could you describe some of the features highlighted in question three?

5. When teachers are dissatisfied with their job, how does it negatively affect the performance of their job?

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APPENDIX B: LETTERS TO SOME OFFICERS

<div style="text-align: right;">
University for Development Studies
Post Office Box TL1350
Tamale
</div>

<div style="text-align: right;">
27th December, 2015
</div>

The headmaster

…………………………………………………….
…………………………………………………….
…………………………………………………..
…………………………………………………..

Dear Sir/Madam,

<div style="text-align: center;">

<u>INTERVIEW</u>
</div>

I would be grateful if you and your teachers could grant me interview on a research I am conducting. I am a student of the University for Development Studies doing a study on teacher job dissatisfaction and teacher performance. The study is being carried out in selected junior high schools in the Kassina-Nankana West District of the Upper East Region of Ghana.

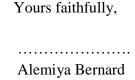This is to ask for your permission to conduct the interview in your school. It will be in the form of an interaction with teachers by way of questions to obtain their opinion on the subject. I will be discussion with you again on the appointed day of interview through phone.

I hope this issue will be given the needed attention.

Thank you in advance.

<div style="text-align: right;">
Yours faithfully,
</div>

<div style="text-align: right;">
………………….
Alemiya Bernard
</div>

UNIVERSITY FOR DEVELOPMENT STUDIES

<div style="text-align: right">

University for Development Studies

Post Office Box TL1350

Tamale

27th December, 2015

</div>

The Parent-Teacher Association Chairman

………………………………………………….

………………………………………………….

…………………………………………………..

…………………………………………………..

Dear Sir/Madam,

<div style="text-align: center">

INTERVIEW

</div>

I am a student of the University for Development Studies doing a study on teacher job dissatisfaction and teacher performance. The study is being carried out in selected junior high schools in the Kassena-Nankana West District of the Upper East Region of Ghana.

This is to ask for your permission to conduct the interview with selected parents who could provide information on the study. All selected parents would be called together for a discussion on the topic. I would be discussion with you again on the appropriate day to meet parents.

I hope this issue will be given the needed attention.

Thank you in advance.

<div style="text-align: right">

Yours faithfully,

………………….

Alemiya Bernard

</div>

UNIVERSITY FOR DEVELOPMENT STUDIES

<div style="text-align: right">

University for Development Studies

Post Office Box TL1350

Tamale

22th January, 2016
</div>

The Director

Ghana Education Service

Post Office Box 46

Paga

Dear Sir,

<div style="text-align: center">

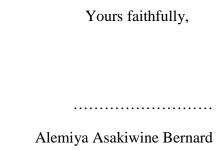**PERMISSION TO CONDUCT INTERVIEW**
</div>

I am a student of the University for Development studies, Wa Campus, pursuing a master programme in development studies.

My thesis topic is 'Teacher job dissatisfaction and teacher performance in the Kassena-Nankana West district'. I therefore write to ask for permission to conduct an interview in connection with the above topic with the management of the Ghana education service in Paga.

The interview will specifically target the four frontline directors and circuit supervisors.

I count on your consideration.

Thank you.

<div style="text-align: right">

Yours faithfully,

………………………

Alemiya Asakiwine Bernard
</div>

(vertical text, left margin:) UNIVERSITY FOR DEVELOPMENT STUDIES

University for Development Studies

Post Office Box TL1350

Tamale

7th January, 2016

The Director

Ghana Education Service

Post Office Box 46

Paga

Dear Sir,

<u>REQUEST FOR INFORMATION</u>

I am a student of the above mentioned school, pursuing a master programme in development studies.

My thesis is on teacher job dissatisfaction and teacher performance in the Kassena-Nankana West district. I therefore write to request for data to enable me write my thesis. The following information would be needed:

1. Number of Junior High Schools in the Kassena-Nankana West District
2. Number of teachers in the Junior High Schools
3. Number of education circuits in the district
4. District map
5. Pass rates of junior high school students in the BECE in the district from 2009 to 2015
6. Kassena-Nankana West District annual report on education

Attached is a copy of my student identity card for your verification.

Thanks for your consideration.

Yours faithfully,

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Alemiya Asakiwine Bernard

UNIVERSITY FOR DEVELOPMENT STUDIES