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# Exploring Workplace Fulfillment: A Study on Principals in Ahafo Ano North's Public Elementary Schools

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**Abstract:** This research investigated the levels of job satisfaction among primary school principals in Ahafo Ano North Municipality. Utilizing a descriptive research framework and quantitative techniques, the study encompassed all primary school principals in the area. Data was gathered from 134 principals using a census survey and analyzed through descriptive statistics and the independent samples t-test. Findings indicated a general dissatisfaction among the principals with their roles. While gender did not significantly affect job satisfaction levels, the school's location did. However, the grade level of the school had no significant impact. The study also identified that factors such as increased allowances, promotion opportunities, infrastructure improvements, covering training costs, and effective feedback could enhance principals' job satisfaction. Therefore, it's recommended for various stakeholders, including government and educational bodies, to address these dissatisfaction factors and consider disciplinary aspects for improved educational outcomes and student upbringing. Future research should expand beyond Ahafo Ano North Municipality to include different regions.

**Keywords:** Job satisfaction, Head teachers, Ahafo Ano North Municipality, Educational stakeholders

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## 1. INTRODUCTION

The term 'job satisfaction' encapsulates an individual's emotional response to their occupation ((Kerins & Spaulding, 2022). According to (Enad Alanazi et al., 2019), job satisfaction pertains to how employees perceive their roles, influenced by numerous factors like age, gender, education, salary, prospects for promotion, and work environment. High job satisfaction is often reported when individuals' expectations align with their occupational realities. Furthermore, companies are increasingly offering diverse benefits to ensure their employees remain content and motivated in their roles (Wrzesniewski & Dutton, 2001).

Nobody wants a job that is likely to bring depression and anxiety. The education sector has been experiencing relatively high attrition rates than other professions such as engineering and law (Ingersoll & Smith, 2011). This reveals that there is a need to examine school factors that can be re-enforced or implemented to enhance teachers' job satisfaction. The alarming rate of attrition is caused by teachers' dissatisfaction with their working conditions. This has greatly affected students' academic performance. Head teachers need to be motivated to equipped students with sustainable knowledge and skills. Motivated teachers are more likely to take time and plan their lessons to provide

students with meaningful learning experiences to solve society's complex problems. Demotivated teachers may not be effective, which is detrimental to the education sector and society's development (Torlak et al., 2021). Teachers who join the teaching profession because they thought their needs could be met are more likely to look for other opportunities if their needs are not met. School leaders are expected to give genuine and frequent praise. As instructional leaders, principals are also expected to respect the professional competence of staff when giving feedback. The manner and nature in which feedback is given can either motivate or demotivate teachers.

In many developing nations, schools often grapple with limited resources, a diverse student body, and issues of indiscipline, presenting significant challenges and stress to educators. This stress can hinder effective curriculum delivery, thereby impacting the quality of education (Diakos et al., 2022). It's crucial for individuals in any field to find satisfaction in their work, as job satisfaction is pivotal to an employee's efficiency and, by extension, the performance of the institution or organization (Markos & Sridevi, 2010; Reeves et al., 2017). Particularly in the teaching profession, job satisfaction is a critical determinant of success. Research indicates that teachers who are content and motivated in their roles are likely to be more effective and efficient than their dissatisfied counterparts (Diakos et al., 2022).

Job satisfaction refers to an employee's feelings about their gains and successes in the work environment (Aziri, 2011). Job satisfaction can also be defined as the fulfillment level gained from work ((Pratama et al., 2022). Job satisfaction in this study refers to the extent to which head teachers' hopes, desires, and expectations about the teaching profession are fulfilled. In any organization, people who are dissatisfied with their jobs often quit and pursue other careers (Adamopoulos & Syrou, 2022). Job dissatisfaction has led to teachers' attrition (Tambo, 2003; Ingersoll, 2003).

Again, dissatisfied head teachers are not productive and committed to their profession and they could not perform at the best level of their abilities. (Agyemang et al., 2014) dissatisfaction is believed to be one of the major factors that demotivates and demoralizes employees in the workplace, which can result to lower productivity thereby affecting the overall performance of the organization. (Agyemang et al., 2014) assert that satisfaction is important in teaching profession where the teacher deals with a human being, the student, satisfaction and dissatisfaction of the head teachers is likely to be transferred. Job satisfaction is important because people who are satisfied have positive feelings about their jobs and working environment. Job satisfaction is affected largely by the challenges and opportunities presented by the work (Agyemang et al., 2014).

Head teachers who are satisfied with their jobs are happy, which often reflects their interactions with other teachers and students' satisfaction (Bahroun et al., 2023). Satisfied head teachers are more likely to remain in the teaching profession, come to class regularly, while dissatisfied head teachers are more likely to leave their job and look for other job opportunities. Head teachers' who are satisfied with their jobs show a higher level of commitment than those who are dissatisfied. Satisfied teachers can work extra hours to ensure that students acquire sustainable skills. This means that it is vital to ensure teachers' job satisfaction. Teachers' job satisfaction can influence their efficiency and productivity (Rivaldo & Nabella, 2023). A satisfied teacher encourages and motivates students, leading to improved performance (Mercier et al., 2023).

Over the years, numerous reports have highlighted the declining quality of education in Ghana, characterized by low pass and throughput rates, and inadequate infrastructure. Successive governments have responded with various educational reforms targeting fundamental and secondary levels. Yet, what remains unclear is whether any studies have evaluated job satisfaction among those tasked with implementing these changes at schools. Beyond the noted issues leading to the demoralization of head teachers and teachers, resulting in diminished job satisfaction, other internal and external factors affect their morale, including poor pay, insufficient resources, lack of acknowledgment, and strained relationships with staff. The education sector also grapples with a persistent teacher shortage, exacerbated by inadequate training and high turnover rates, despite efforts like the Single Spine Pay Policy, retention premiums, and awards to encourage retention. Surveys from 2009 to 2017 have consistently indicated a trend of teachers leaving the profession. Moreover, factors dissuade head teachers from remaining in their roles, impacting their ability to provide quality education. This study aims to explore job satisfaction among head teachers in public basic schools, specifically in the Ahafo Ano North Municipality. While existing research largely overlooks head teachers' job satisfaction, focusing instead on basic or secondary teachers, this study intends to address this research gap.

## 2. METHODS

### Study area

According to the Ghana Statistical Service (2013), Ahafo Ano North was created by an Act of Parliament in 1988 by a Legislative Instrument (LI 1402) and is located in north western part of Ashanti Region. The district is located

between latitude 60 47'N and 70 02'N and longitude 20 26'W and 20 04'W with a total landmass of 593.7km<sup>2</sup>. The district capital is Tapa and distance from the district to Kumasi is 70km. The notable towns in the district are Manfo, Akwasiasse, Mabang, Anyinasuso, Asuhyiae and Betiako. The district shares boundaries with five districts, Tano North and South to the north, to the south by Atwima Mponua, and to the west by Asutifi South, and on the east by Ahafo Ano South District. The district is located on the forest dissected plateau with Pre-Cambrian rocks of Birimean formation underlie this physiographic district. The land rises from about 700 feet in the western part to about 900 feet above sea level. The topography is very undulating subjecting it to erosion and therefore lowering the productivity of the land. The area is characterized by gentle rolling landscape with many rivers such as Tano River with many tributaries such as Kwasu, Anyinasu and Abu that exhibit a dendritic pattern of drainage. Tano and its tributaries converge at Asuhyiae which when developed could serve as tourist attraction. Most of the streams in the district dry-up during the dry season making them impossible to be used for irrigation (Ghana Statistical Service, 2013). According to the Ghana Statistical Service (2013), the population of Ahafo Ano North District, according to the 2010 Population and Housing Census, is 94,285 representing 2.0 percent of the region's total population of 4,780,380. Males constitute 50.9 percent and females represent 49.1 percent. About 81.0 percent of the population in the district live in rural areas. The district has a youthful population, (with 44.1% percent of the population being children less than 15 years) depicting a broad base population pyramid which tapers off with a small number of elderly persons (6.5%). The total age dependency ratio for the district is 84.2. The age dependency ratio for males is higher (86.4) than that of females (81.9).

### Research Design

In terms of methodology, the study used quantitative method to describe the satisfaction of heads. The study also adopted the descriptive survey research design to discuss the job satisfaction of head teachers in public basic schools. This was based on the assertion by Cohen, Manion and Morrison (2007) that the descriptive design entitles researchers to analyze research questions and to test hypotheses hence, the choice of this design. The approach was preferred because it examined the contribution level of head teachers' job satisfaction. Also, the nature of data collected was based on the research approach which was numerical in nature. Davis and Newstrom, (2015) affirm that the design provides a snapshot of the outcome and characteristics associated with it at a specified point in time also it saves time during the data collection process.

### Population

The concept of a research population is integral to any study, referring to the comprehensive group of individuals or objects that the researcher intends to analyze and derive information from, as outlined by Singleton and Straits in 2010. In the context of this specific study, the research population is not just a theoretical framework but a concrete group consisting of every head teacher working within public basic schools located in the Ahafo Ano North Municipality. This particular municipality was strategically selected as the focus area for the research due to its logistical advantages, offering easy access and proximity that significantly facilitated the researcher's ability to conduct the study effectively and efficiently.

### Sample and Sampling Techniques

A sample is a subunit containing the characteristics of a bigger populace. The sample should be as representative of the target population as much as possible to capture all the characteristics in the target population (Mugenda & Mugenda, 2013). To arrive at such a sample, a very appropriate procedure for selecting the respondents has to be devised. There are 10 circuits in the municipality comprising 75 primary and 63 junior high schools. All the head teachers in the 10 circuits of the district consisting of a total of 138 head teachers were selected to respond to the questionnaires. The study therefore employed 138 respondents from the 75 primary and 63 Junior high schools. The sample was purposely selected. Out of this, 134 were retrieved. According to Fraenkel et al. (2015), a minimum number of 100 subjects is recommended for descriptive studies; therefore, using a population of 138 was sufficient for the study. According to Fraenkel et al. (2015), a sample size should be sufficient to be a good representation of the entire population. However, the researcher needs to consider the expenditure of time, cost and energy. One of the benefits of using a sample size is that, it helps to reduce cost involved in the research, particularly, when the population is large. Creswell, (2009) asserts that the purpose of a sample size is to make inferences about the population.

### Research Instrument

The use of questionnaire is considered relatively economical in terms of cost and time in collecting data particularly from a large group of people. They can be distributed to a large number of people at the same time. Thus, they offer efficient means of collecting data from many people in little time. The questionnaire assures anonymity;

therefore, respondents easily share information. This allows researchers to ask sensitive questions with a fair chance of receiving a true reply. In addition, data collected from questionnaires are specific, precise, comparable and relatively easy to collate. Another advantage of questionnaires is that they are not limited by geographical location; this is because the questionnaires can be posted to respondents regardless of where they are. They can also be mailed to respondents without direct contact with the respondents (Bahdanovich Hanssen & Erina, 2022).

Fraenkel et al. (2015), add that the use of questionnaires give opportunity to the respondents to check facts and ponder on the questions, which lead to more accurate responses. Nonetheless, questionnaires do not allow for probing to obtain adequate information. Also, respondents may sometimes give inaccurate and incomplete responses to questionnaires due to the lack of clarity or misunderstanding of the questions. Finally, respondents are limited in their answers to questions even if they want to express more opinions on a particular issue of interest particularly with closed ended questionnaires ((Bahdanovich Hanssen & Erina, 2022; Hollenshead et al., 2005).

For the above reasons, the study used close-ended questionnaires adopted from Undie (2022), to collect data to assess the head teachers' job satisfaction on the variables financial reward and job satisfaction, job security and job satisfaction, promotion and job satisfaction and personal satisfaction and job satisfaction. The responses were guided by a Likert scale that respondents were required to state their opinion and put a tick on either agree, strongly agree, disagree or strongly disagree on each statement. This method was easy to administer and was free from bias of the respondent and it maintained confidentiality and privacy for getting information from respondents.

Questionnaires, according to (Pardo-Garcia & Barac, 2020), authorize aspects of a certain perspective and that it can collate a large chunk of information within minimal time period. It is preferred due to its ease of management and ability to simultaneously acquire information from participants hence cutting down on time (Mugenda & Mugenda, 2013).

### Data Analysis

Descriptive statistics describes, organizes and summarizes the data collected. Inferential statistics also enables the researcher to draw conclusion about the population that is studied based on the data gathered (Hidayat et al., 2022). Data acquired were quantitatively analyzed, through illustrative techniques supported by frequency tables as advocated by Mugenda and Mugenda (2013). The Statistical Package for Social Sciences version 22 (SPSS) was used to run the data that was gathered. This software is widely used in the social sciences to analyze quantitative data. With the use of SPSS, the researcher coded the data that was collected in order to create a meaningful pattern. After coding, the data was keyed into the SPSS version 22. The data was then cleaned in order to increase consistency and treated of any missing data without altering the responses. The results were then presented in tables, charts, frequencies and percentages.

## 3. RESULTS

### Background Information of Respondents

This section discusses personal data of respondents and the variables were, qualification, gender, age and years taught. Table 1 shows the distribution of qualification, gender, age and years taught of respondents.

**Table 1 Background Information of Respondents**

Variables	Category	Frequency	Percentages
Gender	Male	105	78.4
	Female	29	21.6
Qualification	Diploma	15	11.2
	Degree	113	84.3
	Masters	6	4.5
Age	Below 30yrs	9	6.7
	30 – 45	83	61.9
	6 and above	42	31.3
Years Taught	Below 10 years	17	12.7
	11 – 15 years	46	34.3
	16 and above years	71	53.0

Another demographic variable that the study determined was the location of the head teacher, as to whether the school being headed was a rural school, or an urban school. With the exception of Tapa, the municipal capital, and Akwasiase/Mabaang, all schools within the municipal are located in rural areas. According to Table 2, 48 of the head teachers, representing 35.8% were from schools located within the two urban centers, while 86, representing 64.2% were head teachers in the rural areas. This result indicates that there are more rural communities, and by extension, rural schools than urban ones within the Ahafo Ano North municipal.

**Table 2: Location of School**

	Frequency	Percent	Cumulative Percent
Urban	48	35.8	35.8
Rural	86	64.2	100.0
Total	134	100.0	

Also, the level of basic school being headed was also determined. This had to do with whether the head teacher headed a primary school or a Junior High school. It should be noted that these levels have different individuals as head teachers. There are schools that have only primary, while their schools that have both primary and JHS. But any school that has a JHS, also has a primary. Data collected indicated that there were 75 primary heads representing 56%, while JHS heads numbered 59, representing 44%. This information is contained in Table 3.

**Table 3: Level of Basic school headship**

	Frequency	Percent	Cumulative Percent
Primary	75	56.0	56.0
JHS	59	44.0	100.0
Total	134	100.0	

### The State of Head teachers Job Satisfaction

To examine the state of head teachers' job satisfaction in the Municipality, ten variables were used by the researcher. The ten variables were scaled on a five-point likert scale in which the respondents' rating was measured on a mean rating as shown below.

1.00	-	1.80	=	very low state of job satisfaction
1.81	-	2.50	=	Low state of job satisfaction
2.51	-	3.50	=	Moderate state of job satisfaction
3. 51	-	4.20	=	High state of job satisfaction
4.21	-	5.00	=	Very High state of job satisfaction

The result of the descriptive statistical analysis is presented in Table 4

**Table 4 The State of Head teachers Job Satisfaction**

Variables	Mean	SD
External pressures for improved learner outcomes and performance make me dissatisfied with my job as a head teacher.	3.07	1.305
The high level of time demands compared with financial compensation makes me dissatisfied.	3.67	1.168
I think that I am highly satisfied with my job as a head teacher.	3.53	1.181
When I get a well- paid job, I am likely to quit as a head teacher.	3.93	1.145



I am not satisfied with the non-existence of motivation and other allowances in my work as head teacher	4.12	0.974
Over all, I am satisfied with the benefits and condition of services offered me as a head teacher	3.25	1.132
I am generally satisfied with some aspects of my job.	3.87	0.924
I feel frustrated with students' discipline, lack of administrative support, low salaries etc.	4.29	0.883
I am likely to retire as a head teacher if my conditions of services are improved.	4.43	0.789
I would prefer moving to a school with a large number than a school with a small number	3.46	1.121
<b>Mean</b>	<b>3.67</b>	<b>0.950</b>

Results in Table 4 summarize the means and standard deviations of ten variables used to examine the state of the head teachers' job satisfaction. It was observed that, head teachers are likely to retire happily if conditions of services are improved was rated high [Mean= 4.43, Standard Deviation =0.789] indicating a close rating of the respondents. Head teachers feel frustrated with students' discipline, lack of administrative support, low salaries were rated second [Mean= 4.29, Standard Deviation =0.883], which revealed respondents' opinions to be homogeneous or close. Head teachers are not satisfied with the non- existence of motivation and other allowances in their work, was identified as the third item [Mean= 4.12, Standard Deviation = 0.974], which revealed respondents' to be homogeneous. The fourth rated variable was head teachers are likely to quit, when they get a well- paid job. [Mean= 3.93, Standard Deviation = 1.145], indicating heterogeneous rating of respondents. Head teachers are generally satisfied with some aspects of their job, was identified as the fifth variable [Mean = 3.87, Standard Deviation = 0.924] which also revealed respondents' ratings to be homogenous. Head teacher high level of time demands compared with the financial compensation was rated sixth [Mean= 3.67, Standard Deviation = 1.168] which revealed respondents' rating to be heterogeneous.

The seventh rated variable was head teachers are highly satisfied with their job [Mean = 3.53, Standard Deviation = 1.181] revealed respondents' rating to be heterogeneous. Head teachers moving to a school with large number than a school with a small number was rated the eighth [Mean = 3.46, Standard Deviation = 1.121] indicates respondents' rating to be heterogeneous. The ninth rated variable was that, head teachers are dissatisfied with external pressures for improved learners' outcomes and performance [Mean = 3.07, Standard Deviation = 1.305] revealed respondents' rating to be dispersed from the mean and the tenth rated variable was, over all satisfied with the benefits and conditions of services with mean 2.35 and standard deviation of 1.132. The overall mean of the responses of the respondents is 3.67. Using the mean rating scale, this overall mean falls within the high state of job satisfaction.

### Differences in Job Satisfaction of Head teachers based on Demographic Characteristics

The second objective of the study was to determine whether there were differences in the state of job satisfaction of head teachers based on demographic characteristics. The selected demographic characteristics included gender, location of school, and level of basic school where respondents were head teachers.

### Difference in Job Satisfaction based on Gender

To determine the differences in the state of job satisfaction between male head teachers and female head teachers, the independent sample t-test was conducted. Respondents' average responses rating on the measure of variables leading to job satisfaction were computed. The independent samples t-test results are shown in Table 5.

**Table 5 Independent-Samples t test of Head teachers Job Satisfaction**

Gender	N	Mean	SD	Mean Diff.	t	df	p-value
Male	105	3.68	0.464	0.063	0.688	132	0.493
Female	29	3.62	0.320				

5% significance test (2 tail test)

The descriptive statistics output in Table 5 shows the mean responses of male and female head teachers with respect to their job satisfaction in the Ahafo Ano North Municipality [Male = 3.68, Female = 3.62, Mean difference = 0.063]. Finding revealed that the overall mean rating of males on their job satisfaction is higher than that of the overall mean rating of females in the municipality. Results further indicated that, independent-samples t-test with t value of 0.688 and degree of freedom of 132 with corresponding p-value of 0.493 [p-value > 0.05]. Since the p-value is greater than 5% significant level, it indicates that, the difference in the means of job satisfaction between the males and females in the municipality is not statistically significant. Therefore, the state of job satisfaction between male and female head teachers is not different.

### Head teachers Job Satisfaction based on their Location

The location had to do with whether the school being headed by the respondent was located in an urban community or a rural community. The result is indicated in Table 6.

Table 6: **Independent Samples Test for Head teachers Job Satisfaction and Location**

Location	N	Mean	SD	Mean Diff.	t	df	p-value
Urban	48	3.81	0.481	.162	2.023	132	0.045
Rural	86	3.65	0.425				

5% significance test (2 tail test)

The descriptive statistics output in Table 6 shows the mean responses of head teachers in urban and rural head teachers with respect to their job satisfaction in the Ahafo Ano North Municipality [Urban = 3.81, Rural = 3.65, Mean difference = 0.162]. Finding revealed that the overall mean rating of urban head teachers on their job satisfaction is higher than that of the overall mean rating of rural head teachers in the municipality. Results further indicated that, independent-samples t-test with t value of 2.023 and degree of freedom of 132 with corresponding p-value of 0.045 [p-value < 0.05]. Since the p-value is less than 5% significant level, it indicates that, the difference in the means of job satisfaction between head teachers in the urban areas and those in the rural areas in the municipality is statistically significant. Therefore, the state of job satisfaction among the head teachers is different in terms of location.

### Head teachers Job Satisfaction based on Basic Education Level

The third demographic characteristic which the study used in determining whether it shows any difference in job satisfaction among the head teachers has to do with whether the head teacher is in charge of primary or the JHS. The result of the independent sample t-test is presented in Table 7.

Table 7: **Independent Samples Test for Head teachers Job Satisfaction and Basic School Level**

Level	N	Mean	SD	Mean Diff.	t	df	p-value
Primary	75	3.69	0.461	-.03379	-.429	132	0.669
JHS	59	3.72	0.440				

5% significance test (2 tail test)

The descriptive statistics output in Table 7 shows the mean responses of head teachers in primary and JHS with respect to their job satisfaction in the Ahafo Ano North Municipality [Primary = 3.69, JHS = 3.72, Mean difference = -0.337]. Finding revealed that the overall mean rating of JHS head teachers on their job satisfaction is higher than that of the overall mean rating of primary head teachers in the municipality. Results further indicated that, independent-samples t-test with t value of -0.429 and degree of freedom of 132 with corresponding p-value of 0.669 [p-value > 0.05]. Since the p-value is greater than 5% significant level, it indicates that, the difference in the means of job satisfaction between primary head teachers and JHS head teachers in the municipality is not statistically significant. It can therefore be stated that being head teacher at the primary of JHS level does not show any difference in the state of job satisfaction.

### Factors that Contribute to the Job Satisfaction of Head teachers

To access factors that contribute to the head teachers' job satisfaction, ten variables were again used by the researcher. The respondents were asked to indicate their level of agreement to the ten variables by indicating strongly disagree (1), disagree (2), undecided (3), agree (4) and strongly agree (5). The one-sample t-test was used in analyzing

the data. An alpha value level of 0.05 was adopted. A test value of 2.5 was obtained and was compared with a test variable obtained from the data. Test variable means of nine of the items were significant ( $p < 0.50$ ) above the test value suggested that the nine variables contributed greatly to head teachers state of job satisfaction. The results are presented in Table 8.

**Table 8 Factors that Contribute to the Job Satisfaction of Head teachers**

Factors	Mean	Std. Dev.	df	t-value	p-value
Salary is one of the main determinants of head teachers' job satisfaction.	3.99	1.055	133	38.65	.000*
Poor conditions of services in head teachers work as heads make them not happy at work	3.83	1.107	133	26.53	.000*
The prestige head teachers hold in their work as heads make them satisfied	3.22	1.086	133	14.52	.000
The current state of incentives, medical allowances and recognition as heads, motivates them to work hard	1.61	0.858	133	21.72	.610
Head teachers are dissatisfied with the level of feedback and supervision of their supervisors from the directorate of G.E.S.	3.33	1.200	133	17.85	.000*
The reward system heads receive from their work contributes to dissatisfaction	3.33	1.162	133	8.66	.000
Head teachers are highly satisfied with the rate at which training programs are organized in their district for teachers and heads	3.35	1.191	133	10.20	.000*
Head teachers are satisfied with the way and manner the directorate provides feedback to them in their directorate	3.54	1.101	133	5.87	.000
Personal factors such as gender, number of dependents, age, work status on the job causes a dissatisfaction to head teachers	2.90	1.282	133	5.62	.000*
The status of head teachers work has an impact on the level of their satisfaction	3.98	0.897	133	25.61	.000

Results in Table 8 summarize the means and standard deviations of the ten variables used to examine the factors that contribute to the job satisfaction of head teachers' in Ahafo Ano North Municipality. It was observed that, salary is one of the main determinants of head teachers' job satisfaction, was rated first, with the mean [Mean = 3.99, Standard Deviation = 1.055]. Status of head teachers work has a great impact on the level of their satisfaction [Mean = 3.98, Standard Deviation = 0.897], poor conditions of services make head teachers not happy at work, was rated third [Mean = 3.83, Standard Deviation = 1.107]. Head teachers are satisfied with the way and manner the directorate provides feedback to them, was rated fourth [Mean = 3.54, Standard Deviation = 1.101], Head teachers are highly satisfied with the rate at which the directorate organizes training programs for them and their teachers, was rated fifth [Mean = 3.35, Standard Deviation = 1.191]. Head teachers are satisfied with the level of feedback and supervision of their supervisors from the district directorate of G.E.S was rated sixth [Mean = 3.33, Standard Deviation = 1.200]. The reward system heads teachers receive from their work contributes to their job dissatisfaction, was placed seventh [Mean = 3.33, Standard Deviation = 1.162]. The prestige head teachers hold in their work makes them satisfied, came eighth [Mean = 3.22, Standard Deviation = 1.086]. The ninth position was, personal factors such as gender, number of dependents, age and work status on the job causes dissatisfaction amongst head teachers [Mean = 2.90, Standard Deviation = 1.282]. The last variable was, the current state of incentives, medical allowances and recognition as heads makes them satisfied with their work, [Mean = 1.61, Standard Deviation = 0.858].



### Strategies to Improve Job Satisfaction of Head teachers

To identify strategies to improve job satisfaction of the head teachers, ten variables were used by the researcher to identify the strategies to improve head teachers job satisfaction. The Variables were rated 1 as least and 5 highest. Means, standard deviation of all variables was computed and analyzed as shown in Table 10.

**Table 10 Strategies to Improve Head teachers Job Satisfaction.**

<b>Variables</b>	<b>Mean</b>	<b>SD</b>
Employers must work continuously to improve internal process, foster communication, encourage employees' personal growth and ask for employees input to improve the engagement.	4.31	0.654
Financial reward is a major factor to contribute to head teachers' satisfaction at work.	3.93	1.063
Factors such as pay, the work itself and supervision when improved could bring about head teachers' satisfaction.	4.42	0.604
The opportunities for promotion when improved could contribute to head teachers' job satisfaction.	4.43	0.555
The addition of allowances such as transport and accommodation to head teachers' basic income could improve their satisfaction.	4.56	0.569
Should the employer head teachers endeavor to absorb the cost of on-the-job training programs for head teachers and teachers to improve their, satisfaction	4.41	0.663
Head teachers consider promotion as an incentive device to improve their satisfaction.	4.31	0.676
Changes in recognition and rewards can bring a definite change in work motivation and satisfaction.	4.19	0.903
The improvement in infrastructure in head teachers work environment contribute to their job satisfaction.	4.41	0.674
The provision of adequate training program increases head teachers job satisfaction.	4.65	3.247
<b>Mean</b>	<b>4.36</b>	<b>0.967</b>

Results in Table 10 summarize the means and standard deviations of ten variables used to identify strategies to improve head the teachers' job satisfaction. It was observed that, the provision of adequate training programs, by employer, increase head teachers job satisfaction was rated high [Mean= 4.65, Standard Deviation =3.247] indicating a close rating of the respondents. Addition of allowances such as transport and accommodation to head teachers' basic income could improve their satisfaction, was rated second [Mean= 4.56, Standard Deviation =0.569], which revealed respondents' opinions to be homogeneous. Opportunities for promotion when improved could contribute to head teachers job satisfaction was identified as the third item [Mean= 4.43, Standard Deviation = 0.555], which revealed respondents' variables to be homogeneous.

The fourth rated variable was: Factors such as pay the work itself and supervision, when improved could bring about head teachers job satisfaction. [Mean= 4.42, Standard Deviation = 0.604], indicating a heterogeneous rating of responds. Improvements in infrastructure in head teachers work environment contribute to their job satisfaction was

identified as the fifth variable [Mean = 4.41, Standard Deviation = 0.674] which also revealed respondents' ratings to be homogeneous. Should the employer of heads and teachers, endeavors to absorb the cost of on-the-job training programs, their satisfaction will improve was rated sixth [Mean= 4.41, Standard Deviation = 0.663] which revealed respondents' rating to be homogeneous.

The seventh rated variable was Head teachers consider promotion as an incentive device to improve their satisfaction [Mean = 4.31, Standard Deviation = 0.676] revealed respondents' rating to be homogeneous. Employers must work continuously to improve internal process, foster communication, encourage employees' growth and ask for employees input to improve the engagement was rated the eighth [Mean = 4.31, Standard Deviation = 0.654], indicating respondents' rating to be homogeneous. The ninth rated variable was, changes in recognition and reward can bring a definite change in work motivation and satisfaction [Mean = 4.19, Standard Deviation = 0.903], revealed respondents' rating to be also homogeneous and the tenth rated variable was, financial reward is a major factor to contribute to head teachers' satisfaction at work [Mean=3.97 and Standard Deviation of 1.063], revealing respondents rating to be heterogeneous.

#### 4. DISCUSSION

On the objective to examine the state of head teachers job satisfaction in the Ahafo Ano North Municipality. Results of the study revealed that, head teachers are likely to retire happily if conditions of services are improved, head teachers feel frustrated with students' discipline, that there is lack of administrative support, low salaries, head teachers are not satisfied with the non- existence of motivation and other allowances in their work, head teachers are likely to quit even when they get a well- paid job, head teachers are generally satisfied with some aspects of their job, there is high level of time demands compared with the financial compensation, head teachers are highly satisfied with their job, head teachers moving to a school with large number than a school with a small number, head teachers are dissatisfied with external pressures for improved learners outcomes and performance and overall satisfied with the benefits and conditions of services. It was again observed that job satisfaction levels of males and females head are almost the same. In the same manner, (Pardo-Garcia & Barac, 2020) in their research found that, public high-school teachers were highly satisfied with their jobs and that this dropped consistently with their years of experience. While teachers with three years or less experience rated themselves as highly satisfied with their jobs. Teachers surveyed, with 20 or more years of experience rated themselves as highly satisfied. (Normore & Brooks, 2014) similarly thinks that principals are generally satisfied with some aspects of their job, such as challenging opportunities and work conditions (Chaplain, 2001). However, there is variation in levels of job satisfaction among school principals when demographic variables (e.g., gender, age, work experience, etc.) are taken into consideration. Contrary to the above findings according to (Hidayat et al., 2022), "Teachers who reported that they chose this occupation because of inherent professional values expressed higher levels of satisfaction and greater commitment than did their counterparts who went into teaching for economic reasons" (p. 666).

The results of the study imply that head teachers are more inclined to conclude their careers on a positive note if there is a significant enhancement in their service conditions. This improvement refers to not just their basic salary but also the inclusion of motivational incentives and other allowances that acknowledge and reward their hard work and dedication. Conversely, a persistent absence of these benefits may compel head teachers to consider alternative employment opportunities. This is particularly true if they encounter more lucrative offers elsewhere, or if they face persistent frustrations such as poor student discipline and a lack of support from administrative bodies. Given these insights, it is crucial for a wide array of stakeholders to take action. The government, as the primary policymaker and funding source for educational initiatives, has a significant role to play. Parents, who directly benefit from the dedication and expertise of head teachers, must also recognize and advocate for better conditions for these educators. Traditional authorities, religious organizations, and non-governmental organizations (NGOs) likewise have a vested interest in the quality of education, as it directly impacts the community's well-being and future. Therefore, these groups should collectively focus their efforts on the areas highlighted by the findings. This would not only ensure that head teachers remain motivated and less likely to leave their positions but also significantly contribute to the overall improvement of educational standards in Ghana. By addressing these critical issues, all parties involved can work towards a more effective, inspiring, and sustainable educational environment.

The second objective tended to examine whether demographic characteristics of gender, location of school and level of basic school showed any difference in state of job satisfaction among head teachers. Gender as a variable did not show any difference. This could be as a result of the fact that there aren't any incentives allocated to head teachers

based on gender. This result is consistent with the findings of (Brooks & Normore, 2010; Imam, 2012) who found that differences between men and women are not significant on all dimensions of job satisfaction, pointing to the absence of a link between gender and job satisfaction. However, location (urban or rural) influenced state of job satisfaction. There was difference in state of job satisfaction between head teachers in urban areas and those in the rural areas. This finding is consistent with the results of (Ball, 2011; Brooks & Normore, 2010; Steiner-Khamsi & Quist, 2000a, 2000b). Ghazi and Shahzada for instance found that head teachers working in urban areas were found significantly more satisfied than the head teachers of rural areas. The differences in the level of job satisfaction between head teachers in urban and rural schools could be attributed to the existence of varied social amenities, the presence of commercial activities and availability of important services all of which are absent in the rural areas. The policy implication is that the state can facilitate the improvement of such facilities to serve teachers and residents in rural communities as well as putting in place special incentives for those willing and able to work in such rural communities. This will enhance their levels of job satisfaction.

The third component of the second objective was specifically designed to investigate whether the level of administrative responsibility, specifically whether the head teachers were overseeing primary or junior high schools, had any discernible effect on their overall job satisfaction. This part of the study sought to understand if the educational environment, characterized by the age and educational stage of the students, might influence the well-being and contentment of head teachers. The analysis employed in this inquiry aimed to identify any potential variances in job satisfaction levels between those leading at different educational stages. However, the results indicated a lack of significant differences in the state of job satisfaction among the head teachers, regardless of whether they were in charge of primary or junior high schools. This finding implies that the specific level at which one serves as a head teacher—whether dealing with younger children in primary or older students in junior high—does not markedly affect their level of job satisfaction. It suggests that factors other than the educational level they oversee may play a more pivotal role in influencing the well-being and job satisfaction of head teachers.

On the objective to identify the factors that contribute to the job satisfaction of the head teachers. Results revealed that, salary is one of the main determinants of head teachers job satisfaction, status of head teachers work has a great impact on the level of their satisfaction, poor conditions of services make head teachers not happy at work, head teachers are satisfied with the way and manner the directorate provides feedback to them, head teachers are highly satisfied with the rate at which the directorate organizes training programs for them and their teachers, head teachers are satisfied with the level of feedback and supervision of their supervisors from the district directorate of G.E.S, the reward system head teachers receive from their work contributes to their job dissatisfaction, the prestige head teachers hold in their work makes them satisfied, personal factors such as gender, number of dependents, age and work status on the job causes dissatisfaction amongst head teachers. The only factor which did not contribute to head teachers' state of job satisfaction is the current state of incentives, medical allowances and recognition as heads makes them satisfied. These items caused respondents to be dissatisfied with their jobs. Concurring to the above findings, Nutsuklo (2015), found that the level of job satisfaction among teachers was very low. Nutsuklo indicated further that salary and poor condition of service were the main factors affecting job satisfaction among teachers. Nutsuklo (2015) adds that about ten- thousand (10,000) teachers resign from the teaching profession and move to other professions every year, obviously as a result of job dissatisfaction. Similarly, Appiah-Agyekum et al. (2013), "investigated the determinants of job satisfaction among Ghanaian teachers and saw that school factors, community factors and the characteristics of the teacher influenced teachers' satisfaction." The study also affirmed that there was a significant relationship between job satisfaction and retention; and that poor performance of students, particularly in the rural areas in both Junior and Senior High Schools can be attributed to job dissatisfaction among teachers. Since head teachers indicated that, salary is one of the main determinants of their job satisfaction, prestige they hold in their work as heads makes them satisfied, poor conditions of services in their work, the reward system they receive from their work make them satisfy, the current state of incentives, medical allowances, and recognition as heads motivate them to work hard. Based on these, government and policy makers, should strive to improve conditions of services and also introduce special allowances for heads and teachers to help prevent teacher attrition.

On the objective to identify strategies to improve the head teachers' job satisfaction, results revealed that: the provision of adequate training programs by employer, increase head teachers job satisfaction, addition of allowances such as transport and accommodation to head teachers basic income could improve their satisfaction, opportunities for promotion when improved could contribute to head teachers job satisfaction, factors such as pay, the work itself and supervision, when improved could bring about head teachers job satisfaction. Improvements in infrastructure in head

teachers work environment contribute to their job satisfaction, should the employer of heads and teachers, endeavors to absorb the cost of on-the-job training programs, their satisfaction will improve, head teachers consider promotion as an incentive device to improve their satisfaction, employers must work continuously to improve internal process, foster communication, encourage employees growth and ask for employees input to improve the engagement, changes in recognition and reward can bring a definite change in work motivation and satisfaction and financial reward is a major factor to contribute to head teachers satisfaction at work. In line with the results, Nguyen, Taylor and Bradley (2013) had indicated that financial reward was a major factor for job satisfaction. However, other related factors like promotion, recognition, job involvement and commitment were also taken into account. Also, White and Becker (2018) conducted a study of employees, it was reported that many employees preferred improvements in benefits over pay increase; (54%) preferred improved retirement benefits, (48%) more vacation time and (47%) better medical insurance benefits. Also, (83%) of the salary earners claimed medical benefit to be 'the most important benefits they received, followed by sick leave with full pay. Workers feel satisfied when they perceive a high level of job security. Also, (Steiner-Khamsi & Quist, 2000b), concluded that three factors affect job performance, namely ability variables (the requirement that helps to achieve the job performance), motivation variables (linked with employees to determine the job performance) and opportunity variables (work environment (temperature, noise level) group and leadership characteristics of the job) jointly affect performance.

The conclusions drawn from the aforementioned research indicate that head teachers believe their contentment in their professional roles would significantly enhance if certain factors were addressed. These factors include, but are not limited to, increased pay, the refinement of internal administrative procedures, more substantial financial rewards, and better accommodation provisions. Given these insights, it becomes imperative for governmental authorities to take a proactive stance in reassessing the current remuneration and working conditions of head teachers across the nation. By doing so, they would not only be acknowledging the vital role these educators play in shaping future generations but also ensuring a more motivated, satisfied, and effective teaching leadership. This, in turn, could lead to a ripple effect of positive outcomes throughout the educational system, benefiting students and society as a whole.

## 5. CONCLUSION

The study aimed to assess the job satisfaction levels of head teachers in Ahafo Ano North's public basic schools, located in Ashanti region. Selected due to the researcher's familiarity and the observed issues of low student performance and high attrition rates among educators, the study sought to understand the job satisfaction status of head teachers, the impact of demographic factors, contributing elements, and potential improvement strategies. Adopting a positivist stance and quantitative descriptive approach, the study encompassed all basic school head teachers in the area, with 134 participating through random sampling and questionnaires. Analysis involved frequency distribution, descriptive statistics, and a two-sample t-test. Results revealed a generally high job satisfaction among head teachers, with no significant gender-based differences but notable disparities between urban and rural settings, with urban heads being more satisfied. No satisfaction difference was observed between primary and junior high school head teachers. Key factors affecting satisfaction included salary, conditions of service, prestige, feedback, reward systems, training organization, personal factors, and social status, with incentives, medical allowances, and recognition less impactful. To enhance satisfaction, the study recommends focusing on internal processes, communication, personal development, financial rewards, job nature, promotional opportunities, additional allowances, cost absorption for training, and infrastructure improvements.

### Declaration of Competing Interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper

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