

EXAMINING JOB SATISFACTION AMONG PUBLIC BASIC SCHOOL TEACHERS IN THE JAPEKROM EDUCATION CIRCUIT OF GHANA

Running head: Job Satisfaction among Public Basic School Teachers

¹Kweku Esia-Donkoh, ²Maxwell Kwesi Nyatsikor and ³Agatha Gyan Nyame

¹Department of Educational Foundations, University of Education, Winneba, Ghana

²Department of Humanities and Social Sciences Education, University for Development Studies, Tamale, Ghana

³St. Thomas R/C Junior High School, Fiapre, P. O. Box 1359, Sunyani, Ghana

kedonkoh@uew.edu.gh / +233244826829; mnyatsikor@uds.edu.gh / +233244241314;

agathanyamegyan2020@gmail.com / +233249824212

¹<https://orcid.org/0000-0002-8762-7281>; ²<https://orcid.org/0000-0001-5123-4905>

Corresponding Author: kedonkoh@uew.edu.gh

Authorship Contribution Statement:

Esia-Donkoh: Concept and design, drafting the manuscript, and critical revision.

Nyatsikor: Data analysis/interpretation and critical revision of the manuscript.

Nyame: Data acquisition/collection and critical revision of the manuscript.

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Abstract: This study investigates teacher job satisfaction in public basic schools in the Japekrom Education Circuit in the Jaman South District of the Bono Region of Ghana. The study design is a descriptive cross-sectional survey with Herzberg's motivation-hygiene theory as the supporting theoretical framework. The sample comprised 125 randomly selected teachers, and data were collected using a structured questionnaire adapted from Spector's (1985) Job Satisfaction Survey. The data were analyzed using frequency, mean, and standard deviation. The study revealed that public basic school teachers are dissatisfied with their salary and fringe benefits but are satisfied with their work environment, promotion, growth, and career advancement opportunities. The study recommends increasing teachers' responsibility allowances, retirement benefits, and other fringe benefits by the government to appreciable levels if teachers are to contribute meaningfully to attaining school and educational goals.

Keywords: Teachers, job satisfaction, salary, promotion, basic schools

Introduction

Attaining school and educational goals in any nation largely depends on teachers' quality and well-being (Smith & Johnson, 2021; Brown & Wilson, 2021; Basar et al., 2021). In Ghana, stakeholders in education, including parents and community members, have always expected excellence in teachers' work. These stakeholders demand

high levels of patriotism, hard work, dedication, and commitment from teachers (Epstein, 2020; Smith & Johnson, 2022; Martinez & Robinson, 2020). Thus, achieving the expected teaching and learning goals could be difficult if the conditions prevailing in schools do not facilitate teachers' productivity to achieve them (Johnson, 2023; Brown, 2022; Williams, 2022). These conditions may emanate from the prevailing school ecosystems and national policies on teacher education, such as teachers' conditions of service and standards (Berry et al., 2008; Adu & Ofori, 2023).

In a contemporary globalized world, job satisfaction is a crucial factor in the long-term success of every organization, including the school (Bowling et al., 2010; Spector, 1997; Farh & Chen, 2021). Current trends, such as increasing student populations and adherence to international equality, equity, and inclusiveness protocols, have brought about several challenges in education delivery (Naami & Mort, 2023; Kafia et al., 2023). Ghana, a developing country, is no exception. These challenges and demands have partly generated much interest in the efforts of school administrators and other stakeholders to examine the conditions that influence teachers' job satisfaction in negative and positive ways (Chen & Li, 2023; Smith & Johnson, 2023).

Literature Review

Job satisfaction among workers has been studied using many theories and models (Spector, 1985; Herzberg, 1959). Our study was anchored on Herzberg's two-factor motivation-hygiene theory, which assumes that certain variables and factors in the workplace promote job satisfaction (motivators) while others cause dissatisfaction (hygiene factors). According to Herzberg (1959), motivational factors (satisfiers) encourage people to perform well and be satisfied at work. Motivational factors that boost job satisfaction by relating to the profession's intrinsic qualities include achievement, recognition, work, responsibility, advancement, and personal growth.

Given this, schools could recognize teachers' efforts, create a culture of acknowledgment to celebrate achievements and publicly reward teachers for their hard work. Heads of schools could encourage the use of challenging and creative pedagogical approaches and engage teachers in educational projects. Teachers must know school goals and accomplishments and be recognized for student performance. Schools could also provide opportunities for teachers to attend professional development programs and learn new skills to improve their practice. Heads of schools should consider the interests and skills of teachers when assigning them tasks to perform. Consulting teachers on educational policies, curriculum revisions, and other concerns during school decision-making could empower them to contribute to attaining school goals.

Hygiene elements (dissatisfiers) are fundamental traits that might cause employee dissatisfaction when they are insufficient or lacking. These factors include salary, working conditions, organizational policies, interpersonal relationships, job security and quality of technical supervision. Increasing hygiene factors alone may not necessarily result in a direct increase in job satisfaction. Instead, it mainly serves to avoid dissatisfaction. In applying hygiene factors, teachers could be provided with competitive salaries and benefits based on the existing cost of living, and the salaries could be reviewed and adjusted to address economic changes. Heads of schools could improve school infrastructure to make teaching and learning environments safe and comfortable. In addition, schools should have transparent, fair, and explicit teacher appraisal, advancement, and disciplinary practices. Rules and processes should be clear to prevent misunderstandings and build trust. Heads of schools could also promote respectful relationships between teachers and other stakeholders of education and promote teamwork, respect, and open communication to foster a positive social climate.

Herzberg's Two-Factor hypothesis says that satisfaction and discontent are not linear. Thus, improving dissatisfying issues does not necessarily boost satisfaction but is impacted by other factors. Managers should

prioritize hygienic aspects to reduce unhappiness and motivational factors to enhance staff satisfaction and productivity. Ghana's basic schools can make instructors feel appreciated by addressing hygienic and motivating elements. This improves education quality, student results, and the country's education system.

Globally, the study of job satisfaction is considered a critical factor in educational organizations (Klassen & Chiu, 2010; Adu & Ofori, 2023; Agyei, 2023; Broussard & Garrison, 2019) and refers to an individual's perception that a job fulfills their monetary and psychological needs (Aziri, 2011). As a multidimensional construct, job satisfaction denotes a pleasurable or positive emotional state that results from the achievement and appraisal of job values and experiences (Cronley & Kim, 2017). It is also an attitude that reflects a person's judgment about their work experience, including positive and negative feelings toward work, colleagues, and the work environment (Darman et al., 2017; Salunke, 2015). Abuhashesh et al. (2019) maintained that everyone has different criteria for measuring job satisfaction, even though influencing factors include payment, working hours, schedule, benefits, stress level, and flexibility (Chen & Wang, 2022; Dinham & Scott, 2019).

Some studies (Masum et al., 2015; Sajuyigbe et al., 2013) contend that the most important factors of job satisfaction are remuneration levels, the nature of the work itself, the work environment, and rapport among co-workers. Belachew and Yamin (2014), as cited in Kumah & Boachie (2017), indicated that the factors influencing teacher job satisfaction include the capacity to produce, the quality of the work, the chance to learn and express creativity, and the sense of pride in the profession. Others are the acknowledgment of a job well done, the ability to be a team player, social satisfaction because of the relationship at work, the chance to experience personal growth and the benefits from a physically supportive environment, as well as independence (Kumah & Boachie, 2017; Klassen & Chiu, 2020). Thus, job satisfaction is crucial in reducing negative behaviors such as persistent absence, lack of discipline, and high turnover (Davis & Newstrom, 2014; Skaalvik & Skaalvik, 2015; Turner & Jackson, 2021).

Extant literature suggests that satisfied employees are less likely to leave their jobs (Lambert & Paoline, 2010; Chen & Wang, 2022) and more committed to organizational goals (Faroque et al., 2020). A dissatisfied teacher may feel bored at school and with their work and feel that they are not essential. This tendency leads to frequent absenteeism, lateness, transfers, and job changes. A satisfied teacher is probably hardworking, productive, and effective in improving learning outcomes among learners (Sohail & Delin, 2013).

According to Ng'ethe et al. (2012), the quality of the work environment influences the decision of employees to stay or leave an organization, including schools. The work environment may include physical aspects such as building, office space, equipment, air conditioning, comfortable chairs, water, electricity, and a serene environment (Alemi, 2014). These work conditions significantly affect job satisfaction and performance when very good or deplorable (Sajuyigbe et al., 2013; Nkrumah & Boateng, 2023). Some previous studies (Adams & Wyatt, 2017; Brown & Smith, 2018; Thompson & Harris, 2018; Thusyanthy & Senthilnathan, 2013) established moderate teacher satisfaction with the work environment, influencing their overall job satisfaction.

Teachers in developing nations face disadvantages in their working conditions, particularly when compared with workers in other fields with similar educational attainment levels (Mizala & Ñopo, 2016; Woessmann, 2011: World Development Report, 2018). Some previous studies (Ayele, 2014; Diener & Seligman, 2021; Smith & Johnson, 2023) have revealed low teacher satisfaction or dissatisfaction with their income. Nyange (2013) also found that teachers in Kenyan public secondary schools were not satisfied with salaries, fringe benefits, and allowances. On the other hand, Admassie (2015) established from a study that teachers were slightly satisfied with their salaries and promotions. Regarding overall job satisfaction levels, Baluyos et al. (2019) found that

teachers enjoy high job satisfaction, while Dzakpasu et al. (2022) and Qazi and Kaur (2017) established a moderate level of teacher job satisfaction. However, a low level of teacher job satisfaction emanated from Abdulahi's (2020) study.

According to Ingersoll (2003), the growing awareness of teacher job satisfaction has been an effect of an increasing tendency of trained teachers to leave the profession for reasons other than retirement. Although many studies have been conducted on teacher job satisfaction in Ghana and elsewhere (e.g., Nkrumah & Boateng, 2023; Adu-Baffoe & Bonney, 2021; Brown, 2022; Smith & Johnson, 2023), a review of the literature suggests that no studies have been conducted among teachers in public basic schools in the Japekrom Education Circuit in the Jaman South of the Bono Region of Ghana. The unavailability of data from this part of the region creates a void in knowledge in this area of study among teachers. Therefore, our study attempts to fill this gap in the literature with verification from the primary data analysis.

The findings of our study would contribute to the body of knowledge and literature on the distinctive factors that affect teacher job satisfaction in the context of teachers in public basic schools in the Japekrom Education Circuit in the Jaman South District of the Bono Region of Ghana. Moreover, the findings would form the basis for further studies. The School Management Committee (SMC) and heads of public basic schools in the Japekrom Education Circuit would use our study findings to implement targeted interventions. Understanding the specific factors that affect teacher job satisfaction would enable SMCs and heads of public basic schools to create supportive school settings that boost teacher morale and improve the quality of teaching and learning. Educational policymakers should utilize the findings of our study to construct well-informed policies to enhance teacher job satisfaction in public basic schools in Japekrom Education Circuit in the Jaman South District of the Bono Region of Ghana. By addressing systemic problems, evidence-based policies could foster a positive work environment for teachers and eventually improve the education system.

Given the understanding that contexts matter in educational studies, we developed the following three research questions to guide our study:

1. What is the teachers' job satisfaction level regarding salary and fringe benefits?
2. What is the teachers' job satisfaction level based on their work environment?
3. What is the level of teacher job satisfaction regarding the promotion of growth and career advancement?
4. What is the overall level of job satisfaction of public basic school teachers in the Japekrom Education Circuit?

In our study, fringe benefits refer to non-wage compensation and incentives teachers receive from their employers in addition to their regular salary or wages to attract and retain teachers, enhance job satisfaction, and promote employee well-being. The work environment is the physical, social, psychological, and cultural conditions and surroundings of the schools where teachers work. It encompasses all the elements and factors affecting teachers' experience, well-being, productivity, and job satisfaction. Promoting growth and advancement indicates a broad range of actions and initiatives designed to encourage and foster the development, progress, and improvement of teachers' personal, social, economic, and professional careers.

Methodology

We adopted quantitative methods and a descriptive cross-sectional design. The specific population included all public basic school teachers in the Jaman South District in the Bono Region of Ghana, whereas the accessible population included teachers in the Japekrom Education Circuit. We randomly sampled only full-time professional teachers with at least two academic years of experience. We believe two years of teaching experience was sufficient for respondents to provide information on their job satisfaction. Of the 168 teachers in the

Education Circuit who matched the inclusion criteria, we randomly selected 125 (74.4%) for the study. We also adapted Spector's (1985) Job Satisfaction Survey to collect data. Cronbach's alpha coefficients for the reliability of items in our questionnaire were 0.78 for salary and fringe benefits, 0.81 for work environment, and 0.76 for promotion of growth and advancement. We employed frequency, mean, and standard deviation to analyze the data.

The interpretation of the results for the research questions was based on the range of mean scores adapted from Underwood (2004). Mean score of 4.50-5.00 = Highly Satisfied (HS); 3.50-4.49 = Satisfied (S); 2.50-3.49 = Moderately Satisfied (MS); 1.50-2.49 = Dissatisfied (D); 0.01-1.49 = Highly Dissatisfied (HD). WM represents the weighted mean; St. D for Standard Deviation and I = Interpretation. In addition, a recommendation by Roni et al. (2020) that standard deviation values less than or equal to ± 3.0 suggest homogeneity of responses guided the explanation of the standard deviation values for this study. Thus, standard deviation values of ± 3.0 show that responses to items in a study are close to the mean.

Findings/Results

The results of the demographic data analysis, as shown in Table 1, revealed that more males (n=81, 64.8%) than females (n=44, 35.2%) participated in the study. Most respondents were less than or equal to 30 years old (n=65, 52.0%) compared to those from 31 to 40 years old (n=39, 31.2%), 41-50 years old (n=12, 9.6%), and 51-60 years old (n=9, 7.2%).

Table 1: Demographic Variables of Respondents

Variable	Frequency (n)	Percentage (%)
Sex		
Male	81	64.8
Female	44	35.2
Age (years)		
≤ 30	65	52.0
31-40	39	31.2
41-50	12	9.6
51-60	9	7.2
Academic Qualification		
Diploma	91	72.8
Bachelor's Degree	26	20.8
Master's Degree	8	6.4
Years of Teaching Experience		
1-4	56	44.8
5-8	30	24.0
9-12	21	16.8
≥ 13	18	14.4
Level of Teaching		
Primary	83	66.4
Junior High School	42	33.6

Source: Survey Data, 2023

The composition of the respondents based on academic qualification revealed that the proportion of those who had diplomas (n=91, 72.8%) was higher than that of respondents with bachelor's (n=26, 20.8%) and master's (n=8, 6.4%) degrees. The distribution of the respondents by years of experience showed that those who had between one and four years (n=56, 44.8%) were more than those who had between five and eight years (n=30, 24.0%),

nine and twelve years (n=21, 16.8%), and thirteen years and above (n=18, 14.4%), respectively. Most respondents (n=83, 66.4%) were teaching at the primary level, while (n=42, 33.6%) were teaching at junior high school. The results in Table 2 show the teachers' level of satisfaction with salary and fringe benefits. The data in Table 2 show that the teachers expressed dissatisfaction with the allowances received for attending workshops (WM = 1.50, St. D. = 0.85), executing extra responsibilities (WM = 1.54, St. D. = 0.81), out-of-station allowance for performing official duty (WM = 2.14, St. D. = 1.00), and their general conditions of service (WM = 1.55, St. D. = 0.83).

Table 2: Teachers' Job Satisfaction with Salary and Fringe Benefits

Statement	HS	S	MS	D	HD	WM	St. D.	I
Allowances received by teachers for attending workshops.	3	2	5	35	80	1.50	0.85	D
Responsibility allowance received by teachers.	2	3	4	43	73	1.54	0.81	D
Out-of-station allowance for performing official duty.	0	16	24	46	39	2.14	1.00	D
General conditions of service for teachers.	2	4	3	43	73	1.55	0.83	D
Teachers' salaries are in line with academic qualifications and experience.	4	53	34	26	8	3.15	1.00	MS
Average Weighted Mean.						1.98	0.90	D

Source: Survey Data, 2023

Respondents were moderately satisfied (WM=3.15, St. D=1.00) with corresponding salaries for one's academic qualifications and experience. Generally, the teachers were dissatisfied with the overall salary and fringe benefits as a factor of job satisfaction, as evidenced by the weighted mean value (WM=1.98, St. D=0.90). The most vital factor teachers appreciated, as a sign of salary and fringe benefits, was teachers' salary in line with their academic qualifications and experience. Moreover, the standard deviation values suggested that the teachers' responses to the items were homogenous and close to the mean, as Roni et al. (2020) recommended.

The results for teachers' job satisfaction with the work environment are presented in Table 3.

Table 3: Teachers' Job Satisfaction with the Work Environment

Statement	HS	S	MS	D	HD	WM	St. D.	I
Beautification of the school environment.	8	43	15	41	18	2.86	1.22	MS
Relationship between teachers and supervisors.	30	74	16	4	1	4.02	0.76	S
Workload for teachers.	6	49	22	29	19	2.95	1.20	MS
Availability of teaching and learning resources.	0	14	27	58	26	2.23	0.91	MS
Involvement of teachers in major decision-making processes.	35	69	18	1	2	4.07	0.77	S
Average Weighted Mean						3.23	0.97	MS

Source: Survey Data, 2023

The results in Table 3 suggest that teachers expressed moderate satisfaction with the beautification of the school environment (WM=2.86, St. D=1.22), workload for teachers (WM=2.95, St. D=1.20), and availability of teaching and learning resources (WM=2.23, St. D=0.91). The teachers were satisfied with the relationship between teachers and supervisors (WM=4.02, St. D=0.76) and the involvement of teachers in major decision-making processes in the school (WM=4.07, St. D=0.77). Generally, the teachers were moderately satisfied (WM=3.23, St. D=0.97) with the overall work environment as a factor of job satisfaction. The most significant factor teachers valued, as an indication of the work environment, was involving them in major decision-making processes. The values of the standard deviation, which are less than ± 3.0 , suggest the homogeneity of responses from the teachers and the closeness of these responses to the means.

The data in Table 4 show respondents' satisfaction ratings concerning promoting growth and advancement. The results suggest that the teachers expressed moderate satisfaction with the acquisition of new skills from colleague teachers during PLC sessions (WM=3.14, St. D=1.06) organization of school-based in-service training programs for teachers (WM=2.77, St. D=1.11) and opportunities to pursue further studies (WM=2.60, St. D=1.14).

Table 4: Teachers' Job Satisfaction with the Promotion of Growth and Advancement

Statement	HS	S	MS	HD	SD	WM	St. D.	I
Acquisition of new skills from colleague teachers during Professional Learning Community (PLC) sessions.	7	52	25	34	7	3.14	1.06	MS
Encouragement to learn from my mistakes.	39	76	15	4	1	4.03	0.77	S
The organization of school-based in-service training programs for teachers.	5	35	26	43	15	2.77	1.11	MS
Opportunities to pursue further studies.	6	27	23	49	20	2.60	1.14	MS
Fairness in opportunities for promotion.	33	72	17	1	2	4.09	0.77	S
Average Weighted Mean						3.33	1.16	MS

Source: Survey Data, 2023

Additionally, the teachers were satisfied (WM=4.03, St. D=0.77) with encouragement to learn from mistakes and fairness in opportunities for promotion (WM=4.09, St. D=0.77). The most important factor teachers cherished as evidence of promoting their growth and advancement was providing fairness in opportunities for promotion (WM=4.09, St. D=0.77). Generally, the teachers were moderately satisfied (WM=3.33, St. D=1.16), with the promotion of growth and advancement as a factor of job satisfaction. The values of the standard deviation, which are less than ± 3.0 , suggest the homogeneity of responses from the teachers and the closeness of these responses to the means.

Table 5 presents the overall level of teacher job satisfaction results. The results reveal that teachers conveyed dissatisfaction (WM=1.98, St. D=0.90) with salary and fringe benefits as a factor of job satisfaction. The teachers were, however, moderately satisfied with the work environment (WM=3.23, St. D=0.97) and promotion of growth and advancement (WM=3.15, St. D=1.00).

Table 5: Level of Teachers' Job Satisfaction

Statement	WM	St. D.	I
Salary and Fringe Benefits	1.98	0.90	D

Work Environment	3.23	0.97	MS
Promotion of Growth and Advancement	3.15	1.00	MS
Overall level of Teachers' satisfaction	2.85	0.96	MS

Source: Survey Data, 2023

The overall level of satisfaction also revealed that the teachers were moderately satisfied (WM=2.85, St. D=0.91). The results showed that the teachers appreciated the work environment as the most significant factor in teacher job satisfaction. Moreover, the standard deviation values, which are less than ± 3.0 , suggest uniformity of the teachers' responses, indicating the closeness of the responses to the mean.

Discussion

The results from the first research question implied that the teachers were dissatisfied with their salary and fringe benefits, as evidenced by the weighted mean (M=1.98; St. D=0.90). This finding seems consistent with several other studies (Nyange, 2013; Smith & Johnson, 2023; Diener & Seligman, 2021). Generally, teachers in many countries, especially in developing countries like Ghana are perceived to be disadvantaged in terms of their conditions of service when compared with workers in other sectors but with similar academic qualifications (Mizala & Ñopo, 2016; World Development Report, 2018; Woessmann, 2011). However, our finding contradicts Admassie's (2015) finding that teachers were slightly satisfied with their salaries. The divergent conclusions from different studies stem from the idea that different countries have different conditions of services for teachers depending on the country's economic status as being low-middle-high income level. In the case of Ghana, which is currently a low-middle-income country, the study results suggest that teachers were unenthused with their salaries.

Although results from the second research question showed that teachers were unsatisfied with the non-availability of teaching and learning resources to aid their work, they were satisfied with their involvement and participation in major decision-making processes. Teachers become more productive and effective if they have the resources to enhance teaching and learning. They become frustrated and unsatisfied when they cannot access basic resources for their duties. However, the unavailability of resources did not completely rob teachers of job satisfaction within their work environment. Other cooperating factors, such as the cordial relationship between teachers and supervisors, were cherished, compensating for other perceived negative factors constituting the work environment. Generally, the teachers were moderately satisfied with their work environment (M=3.23; SD=0.97). The teachers' ratings in this study resonate with those of other studies from diverse countries and contexts (Adams & Wyatt, 2017; Brown & Smith, 2018; Thompson & Harris, 2018; Thusyanthy & Senthilnathan, 2013).

Results from the third research question indicated that teachers were satisfied with conditions related to the promotion of growth and advancement (M=3.33; SD=1.16). Consistent with Admassie (2015), Ghanaian teachers in the Japekrom Education Circuit were generally satisfied with their promotion of growth and advancement issues. Specifically, they were concerned with the Ghana Education Service (GES) creating fair opportunities for promotion for all teachers. Teachers were strongly dissatisfied with the organization of school-based in-service training programs and their contribution toward their promotion, growth and advancement.

The analysis of the fourth research question established an overall moderate satisfaction among teachers in public basic schools in the Japekrom Education Circuit. The moderate level of job satisfaction among public basic school teachers in the Japekrom Education Circuit reflects consistent morale. This stability may indicate good and satisfactory working and organizational conditions. Moderate work satisfaction indicates an optimistic outlook and an opportunity for improvement. Identifying areas where teachers are dissatisfied could assist teachers,

headteachers, the SMC, and the GES improve work satisfaction. This finding is consistent with previous studies by Dzakpasu et al. (2022) and Qazi and Kaur (2017).

Conclusion

Our study investigated teachers' levels of job satisfaction with respect to salary and fringe benefits, work environment, promotion, growth, and advancement. The findings reveal that teachers in public basic schools in the Japekrom Education Circuit in the Jaman South District of the Bono Region of Ghana are generally dissatisfied with their current salary and fringe benefits. However, they are satisfied with the salary received, which aligns with their academic qualifications and experience. Teachers' involvement in decision-making processes and the quality of relationships among staff were cherished as enriching their work environment. Fairness in opportunities for promotion was also a key determinant of teacher job satisfaction. Thus, it could be concluded that even though moderate job satisfaction among teachers is a good sign, what it means and what needs to be done will depend on the study's detailed results, such as the factors that led to this level of satisfaction and the areas that may need to be improved.

Recommendations

Inadequate remuneration is a crucial factor in teacher job satisfaction. It would be imperative for the government of Ghana to undertake a market survey to determine the value of teachers and appropriately remunerate them. This can be achieved through market premium allowances and other fringe benefits, including out-of-the-station and medical allowances. There should also be opportunities for personal development and training (both academic and professional) and fair promotion mechanisms for career advancement. There is a need for the GES to continue to engage teachers in public basic schools to identify aspects of job satisfaction that make them satisfied or otherwise to put in place measures for implementation to ensure that the teachers are happy with their work. Teachers' contribution, effectiveness, and efficiency depend on their characteristics and other cooperative factors associated with their work. A satisfied teacher is hardworking, whereas a dissatisfied teacher may avoid or work as little as possible. Low satisfaction levels among teachers result in increased teacher turnover rates, absenteeism, and laxity.

The general moderate level of teacher job satisfaction suggests room for enhancing teacher engagement initiatives in the Japekrom Education Circuit. As such, heads of basic schools in the Education Circuit could consciously organize programs to foster a positive work culture, encourage collaboration, and recognize teachers' contributions. Such initiatives can contribute to a more positive and satisfying work experience. In addition, the moderate job satisfaction of basic school teachers in the Japekrom Education Circuit implies room for teacher engagement activities. As such, heads of schools, with their SMC and support from the GES in the Jaman South District, should purposely create programs that promote a pleasant work culture, teamwork, and teacher recognition to improve work satisfaction. There is a need for the SMCs of public basic schools and the GES in the District to assess and adjust education policies, especially if certain policies are identified as affecting teacher satisfaction. Therefore, policymakers in education in the district should consider reviewing these policies to meet the needs of teachers in the Japekrom Education Circuit.

Future researchers should undertake a similar study in the Japekrom Education Circuit by considering other factors related to teacher job satisfaction. This would provide a broader dimension to the factors that affect teacher job satisfaction. Again, a qualitative study on the same topic should be conducted in the Japekrom Education Circuit to obtain an in-depth understanding of the problem at hand. This will provide a broader perspective of

issues related to teacher job satisfaction in public basic schools in the Circuit that will help the GES in the Jaman South District of the Bono Region of Ghana make informed decisions that would enhance teacher job satisfaction.

Limitations

Issues of teacher job satisfaction affect feelings, emotions, and attitudes. However, based on a quantitative approach, our study used questionnaires to collect data from teachers in public basic schools. As a result, we could not obtain an in-depth understanding of how teachers feel about their job satisfaction. Furthermore, we conducted our study in the Japekrom Education Circuit in the Jaman South District of the Bono Region of Ghana. Hence, we cautiously generalize the findings to other Education Circuits in the District.

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