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Job Satisfaction among Senior High School Teachers in Ashanti Mampong Municipality

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Abstract:
The purpose of this study is to investigate the factors that are associated with teachers' job satisfaction. There were three major issues that the study sought to examine namely; levels of teacher job satisfaction, factors that lead to teacher job satisfaction or dissatisfaction and teachers' job characteristics. The research design was a descriptive survey. Through a probability sampling method, 4 out of 5 Senior High Schools were chosen for the study with a total sampling size of 200 respondents. A questionnaire was designed for this study involving thirty-six (36) questions and a five point likert scale type. Descriptive statistical techniques were employed to calculate the means and standard deviations for the data collected. The reliability coefficient of the questionnaire was 0.85. The study showed that; teachers have low levels of satisfaction and high level of dissatisfaction. Half of the respondents supported the measures and policies taken by government currently to help teachers achieve job satisfaction and the other half was dissatisfied. Almost all the respondents were satisfied on the issue of teacher job satisfaction and job characteristics. Based the findings, it is recommended that policy makers and the Ghana Education Service should help to design policies that would make the income of teachers now and future very attractive. Other allowances, bonuses and fringe benefits in the teaching service in this current state should be reviewed upward and funds located to the Ministry of Education in the annual budget should also be reviewed upward to help implement all seminars workshops and programmes planned.

Key words: Job satisfaction, dissatisfaction, job characteristics, Senior high school teachers, Ghana Education Service, Ministry of Education

1. Introduction

Since Elton Mayer studied the work habits of the employers at the Hawthorne Western Electric Plant in the 1920s (Pugh, 1990) and discovered that the perceptions of the employees about how they were treated by management had some effects on their work habits and production. There has been considerable research on job satisfaction. Many human relations researchers have established job satisfaction as a driver of employee performance. According to Nnadi (1997), job satisfaction is made up of different sets of variables which are very complex. Such variables include reward, social reward, company policy and its administration, interpersonal relations, working conditions, working environments, responsibilities and advancements. Why is there so much research on job satisfaction? One supposition is that, there is a positive correlation between job satisfaction and productivity. However, the evidence in support of such a relationship is not conclusive. Despite the unclear relationship between job satisfaction and job productivity, it is of general importance for management to consider in the public senior high schools in Ghana, because it may influence the quality of instruction the teaching staff would give to students. Bruce and Blackburn (1992) wrote "Satisfied employees are more likely to experience hard internal work motivation to give high quality performance and half low absenteeism and turnover." Pp45.

Teachers play a very crucial role in achieving nation's objectives for vision 2020. Disgruntled teachers who are not committed and productive would be performing at less of their capabilities. The teaching profession is facing problems relating to job satisfaction. The general perception is that, teachers in the public schools are dissatisfied with their profession. They are said to be dissatisfied with teaching in the Ghanaian schools. This lack of job satisfaction has led to many professional teacher seeking greener pastures elsewhere to unsatisfactory conditions of service such as low salary, low prestige, poor motivation, promotional problems and others.

2. Review of Literature

Job satisfaction is not a new phenomenon at all in organizational and organizational behaviour. There is more literature on job satisfaction in the developed countries than there is in developing countries. According to Grissmer (1997), the best output in terms of quality and progress is dependent upon the zeal one puts in his job. The job one does should be able to provide first and foremost enthusiasm or enjoyment that can ignite zeal to invert his or her best. That zeal is proportional to motivation, work attitude and satisfaction one derives from that drive. (Gibson, Ivancevich and Donnelly, (2000), Church and Judge (2004). Williams (2004) defined job satisfaction as the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs. This definition suggests that job satisfaction is a global effect reaction that individuals hold about their job.

Employee might be satisfied much or less with their jobs, supervisors, salaries, workplaces and other factors. But according to Herzberg's two factor theory, quality of supervision pay, company policies, physical working conditions, relations with other and job security are factors associated with dissatisfaction of employees. Factors that are increasing employees job satisfaction he calls motivators, promotion opportunities, opportunities for personal growth recognition, responsibility and achievement (Greenberg and Baron, 2003), Robbins 2003, Gibson 1991, Buros, 1998, Rule and Byars, 1998, Organ and Bateman 1991, Bame 1991 found in a study that workers attach more importance to their relationship with supervision and most workers consider this as second priority for determining satisfaction, he found out that in Ghana, teachers have mixed feeling and attitudes towards the supervisory activities of the Ministry of Education officials though they acknowledge the usefulness of some supervision process. At the same time they indicated that in the course of supervision, officials always try to find faults and make unfair criticism in spite of their failure to offer teachers practical ideas and demonstrations which will be of use to them.

Another variable that determines job satisfaction on satisfaction is the perceive important need of the worker. (Farrant, 1994) and Bame (1991) also found out in the study of job satisfaction that fulfilment of the personal needs of teachers, especially male teachers in a school generates job satisfaction among them and vice versa. He argues that if educational authorities wish to see that their teachers are satisfied with teaching, then in addition to fostering role agreement, the authorities should ensure that the personal needs of the teachers are met, in their school organizations. Recent researchers suggest that for some employees, job satisfaction may be stable, enduring, individual characteristic, independent of the features of the job. For these workers, changes in job status, pay or working condition may have little or no effect on their level of job satisfaction; that is their tendency to be happy or unhappy. Hofstede (2002) contends that emotion regulation and emotion labour are also related to job satisfaction. Emotion regulation includes all of the conscious and unconscious efforts to increase it, maintain or decrease one or more competent of an emotion, while emotion labours refers to various efforts to manage emotion state. Work situation matters in terms of job satisfaction and organization impact. Contrary to some commonly held practitioners believe, the most stable situational influence on job satisfaction is the nature of the work it self-often called intrinsic job characteristics Cote and Morgan (2002). More so, remuneration play an important role in job satisfaction and it is one of the most important purposes to do job is getting salary (Artz, 2004). According to Gigerich and Lissman (1990) women teachers are more oriented than the men teachers and consequently spend more time than improving the class climate. To Mbua (2003) motivation theories "focus on factors within the person that start, energize, direct, maintain and stop the behaviour". Firstly Abraham Maslow propounded the theory of motivation and job satisfaction over sixty years ago. In his theory, Maslow claims that human beings have desire, wants and needs and those human needs are arranged in a hierarchy beginning with the most basic to the highest and these are 1-physiological needs, 2-safety or security needs, 3-social and belonging or affiliation needs, 4-self esteem or status needs and 5-the needs of self actualization. (Maslow 1987, De'souza 1989 and Mbua2003). According to Judge and Saari (2004) superior-subordinate communication is an important influence on job satisfaction in the work place. They added that the way in which subordinates perceive superior behaviour can positively or negatively influence job such as facial expression, eye contact, vocal expression and body movement are crucial to the superior-subordinate relationship.

The consequence of job satisfaction is that it promotes certain behaviours among workers. These are termed by Gibson et al (2000) as "citizenship behaviour". These include showing untrained colleagues how to complete a job, helping a fellow worker to complete a job when he is not feeling well, making positive comments in the community about the organization and working extra hard to deliver promised good services. Bame (1991) stated categorically "that the teacher's job satisfaction is positively related to the degree of commitment to their work… Teachers who are satisfied identify psychologically with teaching and see it as playing a vital role in their self image". Job dissatisfaction brings about stress, which contains their health implications. (Organ and Bateman 1991), Bame (1991) and Nnadi (1997) stipulated that dissatisfaction can lead to "teachers… drop-out…indifference" or lack of cooperation among teachers. Even though very little has been written about teachers' job satisfaction and only scanty literature on job satisfaction among secondary school teachers in Ghana. It is evident that job satisfaction among teachers in Ghana remains a critical condition for the thriving of education in Ghana and other developing countries.

2.1. Statement of the Problem

Research has been conducted on the organizational climate within the school for more than decades. One of the important aspects of a working organizational environment within the school is job satisfaction. The sources of job satisfaction are important as far as all workers are concerned because of the obvious positive or negative influence that job satisfaction or dissatisfaction can have on workers performance. A lot of concerns have been expressed by the public on the output of teachers as a result of general dissatisfaction with poor final examination results of students. Many teachers on the other hand also blamed the government for not making the teaching profession attractive. While some question the competencies of these teachers; others think the poor performance of students is a reflection of the satisfaction among teachers with regards to their conditions of service.

Although teachers in the senior high schools in Ashanti Mampong Municipality are given some incentives in the form of money, termed as "motivation". Municipal Best Teacher Awards for best teachers on annual bases, teacher's retention premium,

professional allowances, free breakfast, lunch and supper, they seem not to be very satisfied, this is evident in the way some teachers performed their duties. For example some students in the Municipality are complaining of habitual drunkenness on the part of some teachers. This has raised many concerns among the public as to why teachers do so. This study seeks to find out whether teachers are satisfied with the conditions of service; in other words, what are the factors that make teachers satisfied or dissatisfied with their job?

2.2. Objective of the Study
The general objective of the study is to examine teachers' job satisfaction in public senior high schools. The specific objectives of the study were to:
- Assess the level of job satisfaction and dissatisfaction among senior high school teachers in Ashanti Mampong Municipality.
- Identify the dimension of work that affects job satisfaction of senior high school teachers in Ashanti Mampong Municipality.

2.3. Research Questions
The following research questions were formulated to guide the study;
- What is the level of job satisfaction among senior high school teachers in Ashanti Mampong Municipality?
- What are the factors that level to job satisfaction or dissatisfaction of senior high school teachers in Ashanti Mampong Municipality?
- What are the job characteristics of teachers in senior high schools in Ashanti Mampong Municipality?

3. Methodology

3.1. Research Design
A descriptive survey design was used and was deemed appropriate as it deals with questions and opinions of existing issue about job satisfaction among senior high school teachers in Mampong Municipality. Osuala (2001) indicated that this design does not merely uncover data and interpret synthesis and integrate these data and point to implications and interrelationship. He further stated that this design focuses on people, the vital facts of people and their beliefs, opinions, attitudes, motivations and behaviour. This research design has the potential help to the researchers in collecting evidence in form of questionnaires from respondent to describe the issue of jobs satisfaction among Senior High School Teachers in Ashanti Mampong Municipality.

3.2. Population and Sampling Technique
The target population comprised of all senior high school teachers teaching in the four senior high schools in the Municipality. It is hoped that the view of these respondents totally would be a true representation of the views of cross-section of stakeholders of senior high schools in Ashanti Region. It is very important to consult these stakeholders as they directly involved in the issue under study or discussion. In an attempt to obtain a representative sample for the study, a probability sampling design was employed to select four senior high schools out of the five. The total sample size for the study was two hundred (200) respondents from the four Senior High School namely; Amaniampong Senior High School, St. Monica's Senior High School, St. Joseph Senior High School and Kofiase SDA Senior High School. Simple random technique was used to select the two hundred (200) respondents. But 196 respondents' questionnaire were retrieved at the end of the questionnaire administration. Here one hundred and fifty nine (159) were males while 39 were also females. On the ages of the respondents who took part in the study. 1.5% were above 55years, 14.8% were in the range of 45 – 54 years, 29.6% constitute 35 -44 years, 46.4% in the range of 25 -34 while 7.7% were also in the age bracket of less than 25 years . The overall picture indicates that more than half of the respondents participated were below the ages of 45 years. It is expected that these sampling will be good representative of the population so that the results obtained from would be generalizable to it.

3.3. Research Instrument
Both primary and secondary sources of information were required in this study. Primary Source of information were mainly people's ideas and opinions on the topic which were gathered through questionnaire from respondent and the secondary source from related literature as well as files and documents from the internet. The questionnaire was used to collect data for the study because of the advantages it has over other instruments. Seltiz (as Cited in Sotirios Sarantakos, 1993) identified the following advantages of questionnaire: it is a convenient method which can be completed at respondent convenience and offer greater assurance of anonymity. The questionnaire consists of four main parts; Respondents background information which consists of eight items, namely; age, sex, educational level, (Professional qualification), number of years taught, teaching experience in the present school, marital status and location of school.
Section "B" which has thirteen(13) items which consists of statements that sought to know respondents overall level of job satisfaction (Satisfied or Dissatisfied) in their general working conditions, pay and promotion potential, fringe benefits, rewards, arbitrary dismissal, bonuses, future incomes, challenges and interesting nature of the job. Section C on respondents perusal core of factors which lead to job satisfaction or dissatisfaction which also has eight items involving employment contract, in- service training availability, opportunities for workshops and seminars, geographical location of the school, health benefits the number of years taught in present school and comfortability in terms of gender.

Section D on respondents issue on teacher job characteristics which consists of fifteen(15) items namely; value of colleague contribution, physical working environment, collegial relationships, support from school administrators professional ability, recognition from community, not intending to change profession, appreciation from employer, cooperation from management team, care from supervisors and comfortable with the level of responsibilities. The overall questionnaire was thirty-six (36) questions in a five-point likert scale type adopted as follows: Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree.

3.4. Reliability and Validity of Research Instrument
The instruments were trial tested 30 teachers ten each from the three (3) Senior high School that will take part in the study. Also the respective items on the questionnaire were made to satisfy the research objectives and questions through alpha Cronbach technique resulting in reliability coefficient of 0.85.

3.5. Data Collection Procedure
Data involved in the study were collected by the researchers. We contacted the respondents personally to administer the questionnaire. In most cases prior notification was given before the administration took place at the respondents own conveniences. A copy of the questionnaire was given to each respondent after they have been groups in a convenient room. Instructions were read out and carefully explained to them. The researcher took the items one after another and asked respondents to follow by recording their own answers. No discussion was allowed between respondent during the exercise. This helped avoid any one influencing another's opinion. More time was given to open-ended question so that respondent could adequately express themselves. The researcher went through all copies left unanswered. One week was used for the exercise.

3.6. Data Analysis Procedure
Data were analyzed with the use of Statistical Package for Social Science (SPSS) for MS Windows. To describe the respondent's background information, the descriptive statistical techniques were used to obtain frequencies, means and standard deviation, analyse and summarise data before making inference for all the research questions. A modified likert scale was used and the weightings were, Strongly Disagree (SD) =5; Disagree (A) =4; Uncertain (UN) =3, Agree (A) =2, strongly Agree (SA) =1. The average of these points is 3.0 (5+4+3+2+1) = =3. A mean of 3.0 above indicates agreement (satisfied) with the item statement while a mean of 2.99 and below indicate disagreement (dissatisfied). This was used in data analysis.

4. Results

4.1. Levels of Teacher's Job Satisfaction
What is the level of teacher's job satisfaction among Senior School teachers in Ashanti Mampong Municipality? The research question sought to explore the levels of job satisfaction among Senior High School teachers in the Ashanti Municipality. To obtain answers to the question a descriptive statistical technique was performed and the results were as follows;

Statement	Mean	(SD)
I feel happy with my present fringe benefits.	2.24	1.22
Teaching is an interesting job to me.	3.98	1.33
The monthly salary is sufficient to meet all important expenses.	1.96	1.18
I enjoy much freedom in my place of work.	2.69	0.99
I feel comfortable with my future incomes.	2.12	1.17
I am comfortable with my future fringe benefits.	2.00	1.05
I feel comfortable with rewards I get for doing a good job in the school.	2.57	1.18
I am comfortable with the promotion opportunities available to me as a teacher	2.55	1.28
I feel protected against arbitrary dismissal from my current employment.	3.08	1.34
The promotion process and procedure used by my employer are fair.	2.22	0.99
I am satisfied with bonuses I receive from my employer.	1.76	0.84
. I feel fairly paid by my employer.	2.16	0.99
Teaching is a challenging job to me.	3.06	1.22
Totals	32.14	14.78

Table 1: Summary of Means and Standard Deviation of Levels of Teachers Job Satisfaction.
NB: SD= Standard Deviation

The levels of teacher job satisfaction were measured by 13 items in the questionnaire instrument (As seen in Table 1). Such aspects included statements like; fringe benefits, interesting job, sufficient monthly salary, freedom at work place, comfortable with future incomes, comfortable with future fringe benefits, comfortable with reward of doing a good job, promotion opportunities, available protection against arbitrary dismissal, fair promotional process and procedure, satisfaction with bonuses received, fairly paid by employer and teaching as a challenging job. The descriptive statistical method revealed that the majority of respondents had low job satisfaction (that is mean below 3.00) and are satisfied only with the following job characteristics as shown by the mean ratings; teaching is an interesting job, teachers feeling protective against arbitrary dismissal currently and teaching being seen as a challenging job to teachers (self-actualization).

4.2. Factors that leads to Job satisfaction or Dissatisfaction

What are the factors that lead to job satisfaction or dissatisfaction of Senior High School teachers in Ashanti Mampong Municipality? To obtain answers to the questions or statements, the descriptive statistical techniques were performed and the results were as follows;

Statement	Mean	(SD)
I am satisfied with the regulations and laws that protect me from being fired or dismissed from my job e.g. employment contract.	3.31	1.13
I am satisfied with in-service training opportunities available for me as a teacher.	2.12	1.17
I am satisfied with opportunities for workshops organised within and outside the school.	2.20	1.16
I am comfortable with the geographical location of the school in which I teach.	3.65	1.15
I am satisfied with opportunities to attend seminars within and outside the school.	2.61	1.22
I am happy with the health benefits l enjoy as a teacher.	1.86	1.18
I enjoy teaching in this school a female/ male teacher**.**	3.04	1.31
I am happy for the number of years l have taught in this school.	3.47	1.16
Totals	22.26	9.48

Table 2: Summary of Means and Standard Deviations of factors that lead to job satisfaction or dissatisfaction.
NB: SD= Standard Deviation

The issue of factors that lead to job satisfaction or dissatisfaction was measured by 8 items in the questionnaire administration (As seen in Table 2). Statement of items included were; satisfaction of regulations and laws that protect employees (teachers), availability of in- service training opportunities, satisfaction with opportunities for workshops organized within and outside the school, comfortable with the geographical location of the school, opportunities to attend seminars, happy with the health benefits, enjoy teaching in the school as a male or female and happy for the number of years taught in the school. The descriptive statistical method revealed that half of the respondents were satisfied with their working conditions whiles half of the respondents were also dissatisfied with their working conditions.

4.3. Teacher's Job Characteristics

What are the job characteristics of teachers in Senior High Schools in Ashanti Mampong Municipality? To obtain answers to these questions, some statements were made in relation to the questions as a descriptive statistical technique was performed and the results were as follows;

Statement	Mean	(SD)
My colleagues value my contribution in the school.	3.67	1.38
I am satisfied with the schools physical working environment.	3.31	1.13
I enjoy collegial relationship with fellow teachers.	3.86	1.01
I am satisfied with support I get from school administrators.	3.33	1.17
I feel satisfied with my professional ability for doing my job.	3.59	1.28
I would not like to be transferred to another school.	2.55	1.16
I feel satisfied with the recognition I have in the community.	3.33	1.13
I feel satisfied with opportunities for training and professional development available.	2.59	1.32
I am not intending to change my profession.	2.94	1.40
Teaching provides me with opportunity to use all my skills.	3.45	1.43
I am happy with the appreciations I get from employer for the contribution I make in the school.	2.35	1.20
I am satisfied with care I receive from my immediate supervisor(s).	2.94	1.30
I am happy with cooperation I receive from school management team.	2.49	1.20

I feel comfortable with my present level of responsibility in my job.	3.02	1.17
I am not intending to look for another well paying teaching job in another school.	3.71	1.23
Totals	47.13	18.51

Table 3: Summary of Means and Standard Deviation of Teachers Job Characteristics.
NB: SD= Standard Deviation

Table 3. Above reveals the summary of the means and standard deviation ratings of respondents on job characteristics on a 15 items in the questionnaire administrations. Statements of items included were; satisfaction of schools physical conditions, colleagues value of contribution, collegial relationship with fellow teachers, satisfaction with support from school administrators, satisfied with my professional ability for doing my job, not to be transferred to another school, satisfied with the recognition from the community, opportunities for training and professional development available, not intending to change my profession, opportunity to use all my skills, happy with the appreciations from employer, happy with cooperation receive from school management team, comfortable with my present level of responsibility, satisfied with autonomy in making decisions about daily tasks and happy with the cooperation receive from my workmates. The descriptive statistical technique's method reveal that respondents (teachers) were satisfied or agreed to the current teacher job characteristics as exhibited in the various means and standard deviations ratings in the table above.

5. Discussion

5.1. Levels of Job Satisfaction
 The results of this study support Church and Judge 2004 who conducted a study on interesting importance of job satisfaction attributes. They found out that employee (workers) ranked interesting work as the important job attributes, Gibson et' al (2000), Grissmer (1997) and Bame (1991) all asserted that teachers job satisfaction is positively related to the degree of commitment to their work and seen teaching as playing a vital role in their self image".
However the study indicates that most respondents (teachers) highly disagreed or were highly dissatisfied on their job satisfaction currently on the following issues; feel comfortable with future incomes, fringe benefits, with rewards received for doing a good job, promotion opportunities available and promotion process and procedure used by employer and also satisfied with bonuses and pay received from employer. These stances however appear contradictory to Herzberg's (1959) stance that make teacher dissatisfied with their work have more to do with psychological needs than by physiological needs that can be fulfilled by money. These also confirm what Nnadi (1997) stated, that job satisfaction is made up of different set of variables, which are very complex. Such variables include economic rewards, social rewards, company policy and its administration, work itself and advancement.
This assertion of dissatisfaction also confirms what Farrant (1994) stated, that teachers mourn that their profession is not respected and complain that they are adequately paid for the duties they required to perform. They look over their shoulders at other professions and conditions of service and sign for a better life this portrays teachers' dissatisfaction with their job.
The views of Gibson, Ivancevich and Donnely (2000), (Gibson 1991) are not absolutely opposed to that of Nnadis. They asserted that job satisfaction is an individual's attitude to their jobs. The attitude is influenced by certain factors peculiar to the work environment. These are the styles of the supervisor, work procedures, and policies affiliation within the work group, condition of work and fringe benefits. Moreover fringe benefits are established as a significant and positive determinant of job satisfaction even after controlling for individual fixed effort and testing for the endogeneity of fringe benefits otherwise. These views are supported by Vroom (1998).

5.2. Factors that leads to Job satisfaction or Dissatisfaction
Teacher's satisfaction or dissatisfaction has been heightened in recent times by the various actions and pressures being initiated by unionized teachers (National Association of Graduate teachers, and Progressive Teachers Union). Also poor performance of students and pupils in the West African Senior Secondary School Certificate Examinations (WASSCE) and Basic Education and Certificate Examination (BECE) especially in rural and peri – urban areas have been attributed to lack of facilities and teacher dissatisfaction. It was therefore not surprising that all respondents had good knowledge on issues of job satisfaction. Respondents were split on factors that lead to job satisfaction or dissatisfaction. Respondent supported their arguments on issues like being satisfied with the regulations and laws that protect them from being fired or dismissed from job (employment contract), comfortable with the geographical location of the school they teach, enjoy teaching in the school as females or males and happy with the number of years they have taught in the schools. Terbordg and Miller (as cited by Stoner and Freeman, 2003) supported this argument by stating that factors such as fringe benefits, the overall salary system, allocation of status, openness of communication, good degree of interaction and interdependence cooperation may at time influence individuals satisfaction and division to perform at work. More so Hofstsole (2002) asserted that women traditionally perceive themselves as teachers and nature of pupils and that owning to social expectation as well as informal gender stereotypes; they are likely to desire job satisfaction in their teaching carrier than their male counterparts. This assertion was further supported by Gigerich and Lissaman (1990) argued that female teachers appear to be more satisfied with professional role than their male colleagues. Interesting, those

who were satisfied or agree to the statements of factors that lead to job satisfaction believed that given the current circumstances, the educational sector was doing its best to motivate teachers and all effort were being to further improve the sector. On the contrary, those who were dissatisfied or disagreed with the current factors promoting or enhancing job satisfaction stated that little was being done for teachers in comparison to other professionals with the following reasons that, health benefits are difficult to assess and enjoy as a result of the National Health Insurance Policy, opportunity to attend seminars within and outside the school is very scarce, limited and few opportunities to attend in- service training and workshop within and outside the school because of inadequate funds.

5.3. Teacher's Job Characteristics
These assertion were supported by Buron (1998), Rule and Byars (1998) and Organ and Bateman (1991). Opponents of these view based their reason on the following statements; not satisfied with the care received from my immediate superiors, not happy with cooperation received from school management team, not happy with the appreciation received from employer for contribution made, not intending to change my profession and would like to be transferred to another to another school. These views from the opponents of teacher job characteristics is supported by a study Bame (1991) took in Ghana where he found out that Ghanaians teachers have missed feelings and attitude towards the supervisory activities of the Ministry of Education officials, though they acknowledge the usefulness of some aspects of the supervision process. At the same time they indicated that in the course of the supervision official always try to find fault and make unfair criticism in spite of their failure to offer teachers practical ideals. According to Judge and Scari (2004) Superior- subordinate communication is an important influence on job satisfaction in the work place. More so, Gigerich and lissman (1990) asserted that coping strategies refer to the specific efforts both behaviours and psychological, that people employ to master, tolerates, reduce or minimize stressful events. There asserted also contradictions Gibson et al (2000) that job satisfaction promotes certain behaviours among workers. These are termed as "citizenship behaviours". These include helping a fellow worker to complete job, making positive comments in the community about the organization and working had to deliver promised goods or services, and not complaining when management doesn't provide resources as promised.

6. Conclusion
 It can be concluded that majority of respondents (teachers) who took part in the in the study have low satisfaction in areas like laws protecting them from arbitral dismissal, location of their schools, recognition from community members and high dissatisfaction in their job in areas like health benefits, opportunity to attend seminars, promotional process and procedures and future incomes at the senior high schools in Ashanti Mampong Municipality.

7. Recommendations
The study sought to investigate job satisfaction among Senior High School teachers in Ashanti Mampong Municipality. The researcher recognized from the literature that there are many determinants of job satisfaction among teachers. However, for the purpose of this study the researcher investigated the job satisfaction in its relationship with meaningful of job satisfaction, and teacher job characteristics. The following recommendations were made based on the findings;
- Policy makers in Ghana Education Service should help to design policies that would make the incomes of teachers now and future very attractive in order to make teachers more satisfied about their job.
- Existing allowances, bonuses and fringe benefits in the teaching service should be reviewed upward to help make teachers more satisfied with their job.
- Promotional opportunities available and promotional process and procedures should be made clear to teachers and made more accessible for all qualified teachers to apply devoid of bureaucracies, bribery and corruption to enhance the image of teachers in the profession and job satisfaction.
- Funds allocated to the Ministry of Education in their annual budget should also be reviewed upwards to enable the ministry and Ghana Education Service to organise and fund all seminars, in- service training and workshops for teachers to enable teachers update and upgrade their skills of teaching for community recognition and as an aspect of job satisfaction.
- The school management committees should be well oriented, resourced and motivated in order to support teachers and motivate them to achieve a high (satisfied) job satisfaction for high performance.

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