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Assessment of the determinants of teacher motivation and job satisfaction in the WESCO Practice Primary School, Ghana

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ABSTRACT

This research assessed the determinants influencing teacher motivation and job satisfaction in the WESCO Practice Primary School. Guided by four research questions, the research examined the determinants affecting job satisfaction, the connection between motivation and job satisfaction, and approaches to improve teacher satisfaction. A descriptive survey methodology with a correlational design was employed. The study population included school staff, teachers, and students, with 100 participants selected randomly. The data was examined using descriptive statistics and correlational analysis via SPSS. Results indicated that positive interpersonal relationships with colleagues and students were the most influential factors in teachers' job satisfaction, whereas salary and physical amenities played a comparatively smaller role. The relationship between motivation and job satisfaction was weak and not statistically significant, implying that improvements in one area do not necessarily lead to gains in the other. Teachers identified optimal working hours and opportunities for collaborative learning as effective ways to boost job satisfaction. The study concludes that teacher job satisfaction is multifaceted and influenced more by social and professional factors than by material incentives alone. These findings suggest that educational policymakers and school administrators should implement comprehensive, relationship-centred, and development-based strategies to enhance teacher satisfaction and learning outcomes. The study contributes significantly to existing scholarship by contextualising existing theories and testing whether well-established drivers of job satisfaction apply in Ghanaian basic schools. Also, it fills a regional gap and adds empirical evidence from an under-researched area (Ashanti Region) to the global literature on teacher satisfaction and motivation.

Keywords: Basic Education, Educational Administration, Job Satisfaction, Teacher Motivation, Teacher Satisfaction.

INTRODUCTION

Organisations exist because there are human beings who direct their existence, but it is vital to remember that people are only assets if they choose to apply their expertise and abilities to help their organisations. Given the importance of people in the creation of goods and services, human resources

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are the most important and valued input in any firm.[1] In education, teachers are essential to the effectiveness and success of the teaching-learning process. Schools are therefore increasingly concentrating on improving teachers' job satisfaction, both to meet educational objectives and to retain teachers in their roles. Job satisfaction refers to employees' attitudes toward their work; it is shaped by employee satisfaction, situational conditions, and environmental aspects such as organisational climate.[2] Job satisfaction greatly affects an employee's productivity and is consequently regarded as one of the most important factors in performance and productivity.[3] This implies that teacher motivation and job satisfaction are critical for the successful attainment of educational goals. Research indicates that employee satisfaction levels impact both individual and organisational performance,[4] and that job satisfaction affects absenteeism and staff turnover, which in turn lower an organisation's output.[5] Sahitol and Vaisanen concluded that the level of job satisfaction among teachers is a key factor influencing any school's success, and satisfied teachers help achieve the school's objectives.[6] This is supported by findings showing a link between teachers' job satisfaction and students' academic achievement.[7] Thus, the degree of teacher job satisfaction poses challenges for efforts to boost teacher productivity and retain them in the profession.

The leadership approach of school managers and the overall management of the school greatly affect teacher motivation. Motivated teachers are generally more effective and positively influence student progress, while low satisfaction has been associated with attrition and reduced teacher output.[8] Due to its connection to educational quality, teacher motivation has been especially significant for policymakers; over the years, the Ghanaian government has invested significant resources in enhancing the status, morale, and professionalism of teachers, inspired by international commitments such as the Millennium Development Goals (MDGs) and Education for All (EFA). Nevertheless, African countries, especially Ghana, are not only facing challenges in recruiting qualified teachers but are also losing teachers to non-teaching roles in NGOs and other public and private organisations.[9] High levels of dissatisfaction are observed among those who remain, evident in their lack of commitment, poor performance, frequent transfers, absenteeism, union calls for strikes, and low morale when carrying out teaching duties.[10]

While numerous studies have been conducted on teacher job satisfaction in developed nations, limited information is available on the topic in developing countries, particularly in Ghana's primary schools.[11] Tanaka notes that despite some studies on teacher motivation and job satisfaction in Ghana, little attention has been given to basic school teachers.[12] Recently, multiple teacher unions have

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[1] James Baba Abugre, "Job Satisfaction of Public Sector Employees in Sub-Saharan Africa: Testing the Minnesota Satisfaction Questionnaire in Ghana," *International Journal of Public Administration* 37, no. 10 (August 24, 2014): 655–65, https://doi.org/10.1080/01900692.2014.903268.

[2] Emelia Ohene Afriyie, "Impact of Performance Appraisal Strategy on Employee's Job Satisfaction in Ghana Technology University (2015)," *Advances in Social Sciences Research Journal* 2, no. 10 (October 25, 2015), https://doi.org/10.14738/assrj.210.1475.

[3] Mohsin Uddin and Wager Ahead, "A Comparative Study towards Job Satisfaction among Teachers," *Anusandhaan - Vigyaan Shodh Patrika* 6, no. 01 (October 10, 2018): 53–54, https://doi.org/10.22445/avsp.v6i1.13897.

[4] Maram Al-Khaledi, "Job Satisfaction of Arab Speech-Language Pathologists in Different Work Settings in Kuwait Using the Job Satisfaction Survey," *Perspectives of the ASHA Special Interest Groups* 7, no. 1 (February 11, 2022): 259–67, https://doi.org/10.1044/2021_PERSP-21-00233.

[5] Al-Khaledi, "Job Satisfaction of Arab Speech-Language Pathologists in Different Work Settings in Kuwait Using the Job Satisfaction Survey."

[6] Al-Khaledi, "Job Satisfaction of Arab Speech-Language Pathologists in Different Work Settings in Kuwait Using the Job Satisfaction Survey."

[7] M.A. Bello, "A Survey of Cataloguing Practices and Job Satisfaction in Nigerian Academic Libraries," *Ghana Library Journal* 19, no. 2 (November 25, 2007): 73–87, https://doi.org/10.4314/glj.v19i2.33967.

[8] Jung Hee Sung and J E Choi, "The Challenging and Transformative Implications of Education for Sustainable Development: A Case Study in South Korea," *Journal of Curriculum Studies Research* 4, no. 2 (2022): 1–14.

[9] Segun O Adedeji and Olanrewaju Olaniyan, *Improving the Conditions of Teachers and Teaching in Rural Schools across African Countries* (IICBA, 2011).

[10] A. Eliyana, D Sawitri, and H Bramantyo, "Is Job Performance Affected By Job Motivation and Job Satisfaction?," *KnE Social Sciences* 3, no. 10 (November 12, 2018), https://doi.org/10.18502/kss.v3i10.3435.

[11] Fredy Wilson Ngimbudzi, "Job Satisfaction among Secondary School Teachers in Tanzania: The Case of Njombe District" (University of Jyväskylä, 2009).

[12] Chisato Tanaka, "An Exploration of Teacher Motivation: A Case Study of Basic School Teachers in Two Rural Districts in Ghana" (University of Sussex, 2010).

advocated salary increases, career advancement, and other concerns, but most of these strike actions have been unsuccessful, leaving teachers disheartened. This crisis of job dissatisfaction calls for innovative solutions. One such solution is to investigate the determinants of teacher motivation and job satisfaction in order to identify strategies that could improve job satisfaction among basic school teachers in Ghana, with a focus on the Ashanti Region.

Specifically, the study sought to answer these research questions:

1. What are the determinants of job satisfaction among basic school teachers in WESCO Practice Primary School?
2. What factors influence job satisfaction among basic school teachers in WESCO Practice Primary School?
3. What is the relationship between motivation and job satisfaction among basic school teachers in WESCO Practice Primary School?
4. What strategies enhance job satisfaction among basic school teachers among the basic school teachers in WESCO Practice Primary School?

LITERATURE REVIEW

Concept of job satisfaction

There is no single agreed definition of job satisfaction. Work must first be understood as a universal human activity.[13] Adu and Akonor describe job satisfaction as a combination of psychological, physiological, and environmental factors leading to a sense of contentment, emphasising that it remains an internal feeling.[14] Gambacorta and Iannario define it as people's emotional orientations toward their current work roles.[15] Ghran et al. see it as the degree to which individuals like or dislike their job and its components, reflecting positive or negative attitudes.[16] Job satisfaction thus measures the alignment between an employee's expectations—shaped by personal needs and experiences—and actual rewards.[17] Its main elements include doing a job one enjoys, performing it well, and being fairly compensated, which together foster enthusiasm, contentment, and a sense of fulfilment.[18] Job satisfaction is also described by the pleasure derived from job benefits, especially intrinsic motivation, and is demonstrated through favourable feelings and attitudes; dissatisfaction appears as negative attitudes.[19]

Motivation and job satisfaction are related but distinct concepts. Job satisfaction is an attitude or psychological state, possibly tied to a personal sense of accomplishment in a job,[20] while motivation is the inner strength or inspiration that drives action.[21] Job satisfaction is crucial for organisational effectiveness, reflecting the modern paradigm that employees should be valued as human beings with their own goals.[22] A satisfied employee is seen as a happy and successful one, and dissatisfaction can lead to disloyalty, absenteeism, and accidents. Yeboah and Adom aver that job satisfaction and motivation are essential ingredients that often determine a teacher's desire to remain or leave the

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[13] F.D. Fugar, "Job Satisfaction As A Function Of Demographic Variables: An Examination Of The Relationship Among Clergy," *Journal of Science and Technology (Ghana)* 27, no. 3 (April 10, 2008), https://doi.org/10.4314/just.v27i3.33071.

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[16] Laith Ali Zgair Ghran, ALAA S Jameel, and A R Ahmad, "The Effect of Organizational Justice on Job Satisfaction among Secondary School Teachers," *International Review* 3, no. 3–4 (2019): 82–90.

[17] Ghran, Jameel, and Ahmad, "The Effect of Organizational Justice on Job Satisfaction among Secondary School Teachers."

[18] Elena Gurková et al., "Job Satisfaction and Subjective Well-being among Zech Nurses," *International Journal of Nursing Practice* 20, no. 2 (April 2, 2014): 194–203, https://doi.org/10.1111/ijn.12133.

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[20] Hatice Kumcagiz, Ercumend Ersanli, and Kamil Alakus, "Hopelessness, Procrastination and Burnout in Predicting Job Satisfaction: A Reality among Public School Teachers," *International Journal of Academic Research* 6, no. 1 (January 30, 2014): 333–39, https://doi.org/10.7813/2075-4124.2014/6-1/B.45.

[21] Akwasi Yeboah et al., "Motivation: A Viable Tool for Boosting the Performance of Female Students in Visual Art Practical Lessons," *International Journal of Science and Research* 6, no. 6 (2017): 1406–141.

[22] Falak Zehra Mohsin and Nadia Ayub, "The Relationship between Procrastination, Delay of Gratification, and Job Satisfaction among High School Teachers," *Japanese Psychological Research* 56, no. 3 (July 25, 2014): 224–34, https://doi.org/10.1111/jpr.12046.

profession.[23] Mohsin and Ayub highlight three key aspects of job satisfaction. First, organisations should be guided by human values and treat employees fairly, with satisfaction serving as an indicator of worker well-being; second, employee behaviour driven by satisfaction levels directly impacts organisational operations and outcomes; third, satisfaction measurements can reveal differences across units, signalling where performance-related adjustments are needed.[24]

Teachers' Job Satisfaction

Maslow's theory holds that human behaviour is driven by biological, social, and psychological needs. Job satisfaction is defined as an emotional response to one's job or job facets, an attitude arising from the harmony between personal likes and dislikes about work. Teacher job satisfaction is shaped by affective evaluations of job characteristics and is linked to professional attitudes, teaching passion, and instructional effectiveness. It influences performance, mobility, absenteeism, organisational loyalty, and employees' physical and mental health. Satisfaction improves when workplace expectations, salary, advancement, security, and relationships are met, boosting productivity. A fair compensation structure, promotion strategy, and psychological fit all enhance satisfaction. Leadership also plays a key role: principals' participative, flexible, supportive, and individual-focused behaviours, as well as management style, influence satisfaction. Empirical findings on teacher job satisfaction vary. Some studies report medium satisfaction,[25] while private school teachers tend to report higher levels than public school teachers.[26] Numerous school-based studies draw on Herzberg's theory, equity theory, and Maslow's hierarchy. In Jordan, special education teachers expressed modest satisfaction with age-related differences favouring younger teachers.[27] In Turkey, dissatisfaction among special educators stemmed from lack of aids, low income, paperwork, and extra tasks;[28] a separate study found low satisfaction with salary, demands, and management style.[29] In Malaysia, secondary teachers were unhappy with pay and conditions but satisfied with management, co-workers, and the work itself.[30] Tanzanian teachers were satisfied with social benefits and administration support but not with job characteristics.[31]

In Kenya, teachers reported satisfaction from pupil success, holidays, security, and interpersonal relationships, but dissatisfaction with low pay, workload, and lack of promotion; similar findings emerged for job security, recognition, and relationships vs. dissatisfaction with pay, promotions, and retirement.[32] Female teachers were sometimes happier, and satisfaction rose with age and experience.[33] Special educators were frequently excluded from samples, limiting generalisability. Otube found salary, workload, supervision, and lack of supplies depressed motivation among special

[23] Dickson Adom, Akwasi Yeboah, and Attah Kusi Ankrah, "Constructivism Philosophical Paradigm: Implication for Research, Teaching and Learning," *Global Journal of Arts Humanities and Social Sciences* 4, no. 10 (2016): 1–9.

[24] Mohsin and Ayub, "The Relationship between Procrastination, Delay of Gratification, and Job Satisfaction among High School Teachers."

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[28] Sari Hakan, "An Analysis of Burnout and Job Satisfaction among Turkish Special School Headteachers and Teachers, and the Factors Effecting Their Burnout and Job Satisfaction," *Educational Studies* 30, no. 3 (2004): 291–306.

[29] Ab Hakiem, "Job Satisfaction among Public Education Teachers and Special Education Teachers Comparative Study," *Journal of Reading and Knowledge* 94 (2009): 14–30.

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[31] Ngimbudzi, "Job Satisfaction among Secondary School Teachers in Tanzania: The Case of Njombe District."

[32] J. M. Ngaroga, "A Study of the Factors That Contribute to Job Satisfaction and Dissatisfaction Among Primary School Teachers of Kigumo Division in Murang'a District" (University of Nairobi, 1985).

[33] Stacy N'jie, *'I'm Here for the Children': An Exploration of the Viewpoints of Teaching Assistants (TAs) and Primary-Aged Pupils Regarding the TA Role and an Illumination of the Importance of TA Gender* (University of Exeter (United Kingdom), 2014).

and integrated school teachers.[34] Most studies did not assess strategies to improve job satisfaction, highlighting a gap. Kocabas noted public administrators' critical role in illuminating teacher motivation.[35]

The Relationship Between Job Satisfaction and Employee Motivation

Singh and Tiwari found that job satisfaction and motivation rise and fall together, with remuneration being the most influential factor and self-actualisation the least; motivation appeared unaffected by age or tenure, placing responsibility on employers to invest in policies that boost both.[36] Gkorezis and Kastritsi identified compensation and advancement as primary motivators, with decent working conditions following, and stressed that staff need intrinsic rewards too.[37] Kioko warned that high pay cannot compensate for monotonous or poor working conditions,[38] while Manolopoulos showed that intrinsic rewards such as job autonomy, participation, task significance, and recognition build a satisfied, productive workforce.[39] Mikkelsen et al., studying 110 private-sector employees in Ghana, found that satisfaction encourages loyalty but also noted significant unhappiness with pay and workload.[40] Nadeem et al. similarly confirmed salary's strong link to satisfaction.[41] Rizwan et al., using 233 Pakistani university professors, found a positive correlation between salary and job satisfaction, concluding that better-compensated organisations have happier employees.[42] Demir added that satisfaction and motivation yield multiple positive workplace behaviours: higher productivity, helping colleagues, better attendance, and less deviance.[43]

In library settings, Kyumana used the Minnesota Satisfaction Questionnaire at the Institute of Finance Management and found moderate overall job satisfaction, with job security and the work itself contributing most; the working environment was the key factor behind poor satisfaction, and he recommended bridging gaps between library staff and the academic community.[44]

Lamptey et al. surveyed 72 library staff across six Ghanaian public university libraries, revealing high motivation levels that positively affected performance, but urged management to address slow promotions, favouritism, discrimination, and poor working conditions, and to provide professional development and better pay.[45] Lawson, focusing on KNUST Library assistants who perform most of the work, identified demotivating factors and called for additional incentives and alternative funding sources to maintain performance amid budget cuts.[46] Ranaweera, with 510 respondents from 124 Sri Lankan university libraries, reported overall satisfaction with colleagues and the job itself, with salary, benefits, physical conditions, career development, recognition, and feedback as main contributors; they

[34] Nelly Were Otube, "Job Motivation of Teachers Educating Learners with Special Needs in Four Provinces in Kenya" (Staats-und Universitätsbibliothek Hamburg Carl von Ossietzky, 2004).
[35] İbrahim Kocabaş, "The Effects of Sources of Motivation on Teachers' Motivation Levels," *Education* 129, no. 4 (2009): 724.
[36] Shen Kiam Singh and Vivek Tiwari, "Relationship between Motivation and Job Satisfaction of the White Collar Employees: A Case Study," *Management Insight* 7, no. 2 (2011): 31–39.
[37] Panagiotis Gkorezis and Aikaterini Kastritsi, "Employee Expectations and Intrinsic Motivation: Work-Related Boredom as a Mediator," *Employee Relations* 39, no. 1 (January 3, 2017): 100–111, https://doi.org/10.1108/ER-02-2016-0025.
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[41] Muhammad Nadeem et al., "Impact of Employee Motivation on Employee Performance (A Case Study of Private Firms: Multan District, Pakistan)," *International Letters of Social and Humanistic Sciences* 36 (July 2014): 51–58, https://doi.org/10.18052/www.scipress.com/ILSHS.36.51.
[42] Muhammad Rizwan et al., "A Comparative Analysis of the Factors Effecting the Employee Motivation and Employee Performance in Pakistan," *International Journal of Human Resource Studies* 4, no. 3 (July 2, 2014): 35, https://doi.org/10.5296/ijhrs.v4i3.5873.
[43] Selcuk Demır, "The Role of Self-Efficacy in Job Satisfaction, Organizational Commitment, Motivation and Job Involvement," *Eurasian Journal of Educational Research* 20, no. 85 (2020): 205–24.
[44] Valeria Kyumana, "Measuring the Level of Job Satisfaction of Library Staff at the Institute of Finance Management, Tanzania: A Case Study," *International Journal of Business and Management Invention* 6, no. 11 (2017): 79–85.
[45] Richard Bruce Lamptey, "Motivation and Performance of Librarians in Public Universities in Ghana," *Library Philosophy and Practice*, 2013.
[46] Prince Charles Lawson, "Employee Motivation and Job Satisfaction in Ghanaian Academic Libraries: A Comparative Study of Sam Jonah and Osagyefo Libraries" (University of Ghana, 2018).

advised fostering a collaborative environment, improving career advancement, and establishing proper recognition mechanisms.[47]

THEORETICAL FRAMEWORK

The Self-Determination Theory

Self-determination theory's analysis of human motivation centers on the three psychological needs of autonomy, competence, and relatedness. According to self-determination theory, when instructors' needs are satisfied, they are more likely to support the psychological needs of their students.[48] According to this notion, a teacher's motivational style can either foster autonomy or exert control (intrinsic vs extrinsic). Introducing learning activities and delivering lessons using an interpersonal tone of support and understanding that students typically find to be need-satisfying characterizes an autonomy-supportive motivational style.[49] Introducing learning activities and delivering lessons with an interpersonal tone of pressure, while regulating and motivating, are often found to be frustrating by students.[50] The term "need for autonomy" refers to the need to feel in control while engaging in an activity, to feel that one has some degree of control over one's behaviors and beliefs, and to feel that one's actions and values are consistent.[51] Researchers have found that instructors who feel their needs for autonomy, relatedness, and competence are met at work are more likely to be intrinsically driven and to adopt instructional strategies that support their students' psychological needs.[52]

On the other hand, if a teacher doesn't feel supported at work, they might not be as driven to give their all in the classroom.[53] To create instructional aspirations (instructional objectives) that they believe would be able to revitalize students' own sources of motivation, teachers who encourage autonomy must first consider the perspective of their students, reflect on their interests, and identify their aims.[54] Self-determination theory and research suggest that teachers who feel pressured or constrained at work are more likely to use controlling, maladaptive, and less effective teaching methods in comparison to teachers who are not under pressure, which may help explain why some teachers support autonomy more than others.[55] When teachers approach students in an autonomy-supportive motivational manner, they propose learning activities and deliver lessons in a manner that students typically perceive to be need-satisfying.[56]

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[47] Achala Ranaweera, "Job Satisfaction of Staff in University Libraries in Sri Lanka," 2018.

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[52] Edward L. Deci, "Large-Scale School Reform as Viewed from the Self-Determination Theory Perspective," *Theory and Research in Education* 7, no. 2 (July 25, 2009): 244–52, https://doi.org/10.1177/1477878509104329.

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[54] Johnmarshall Reeve and Stephanie H Shin, "How Teachers Can Support Students' Agentic Engagement," *Theory into Practice* 59, no. 2 (2020): 150–61.

[55] Beck, "Examining Doctoral Attrition: A Self-Determination Theory Approach."

[56] Reeve, "Autonomy-Supportive Teaching: What It Is, How to Do It."

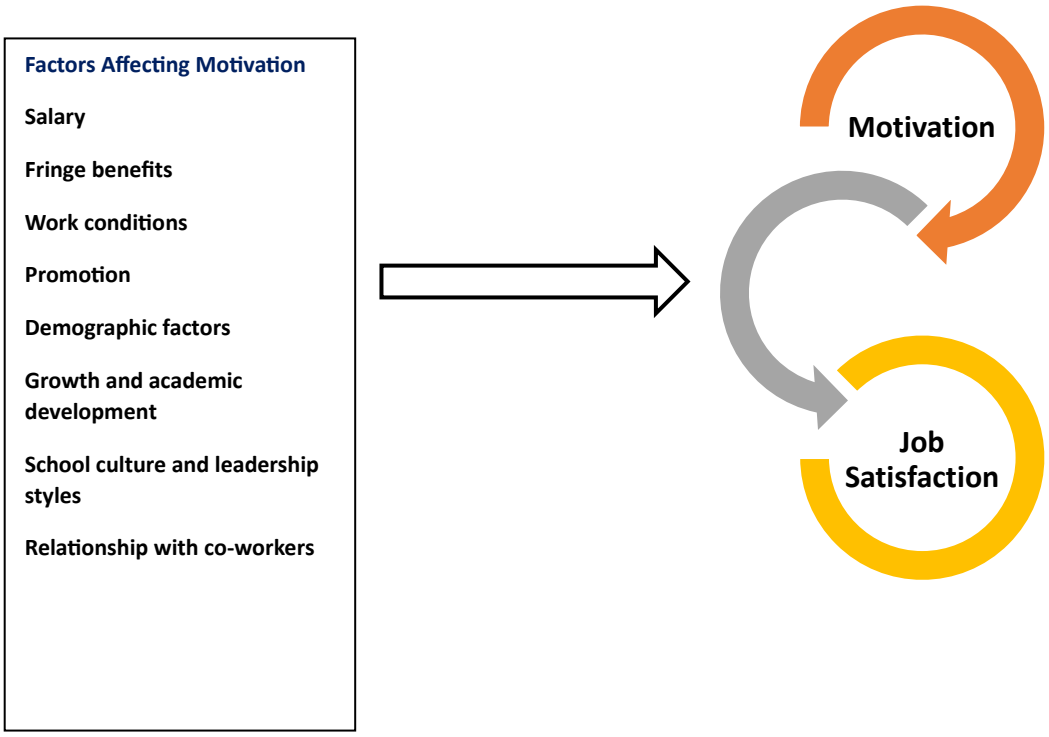


Figure 1: Conceptual Framework
(Developed by the authors, 2024)

METHODOLOGY

Research Design

This study employed a descriptive survey method within a correlational research design. The descriptive survey approach was used to document existing conditions and perspectives, whereas the correlational design facilitated an examination of the relationship between two measured variables. A quantitative methodology was applied for the collection and analysis of numerical data. Furthermore, a descriptive research approach was adopted to identify the factors affecting teacher motivation and job satisfaction in elementary schools.

Population and Study Sample

The study population included staff and teachers from the school. Respondents were selected using random sampling, a probability sampling technique. This method was chosen to ensure that every eligible individual within the population had an equal opportunity to be included in the sample. The sample size was determined using Slovin's formula, with a 95% confidence level and a 5% margin of error.

The formula is given as:

n= N / (1+Ne2)

Where:

n= Number of samples,

N= Total population, and

e = Error tolerance (level).

Data Collection

A structured questionnaire combining closed and open-ended questions served as the primary data collection instrument. Closed questions enabled easier data processing through set choices, while open-

ended questions captured more detailed responses. The questionnaire underwent expert review before use, resulting in revisions that strengthened its completeness and academic rigour.

Data Analysis Procedure

Data analysis was conducted using SPSS, employing descriptive statistics (frequencies, proportions, percentages, means, and standard deviations) alongside correlation tests to draw broader inferences from the sample. Protection principles were strictly upheld, and all academic sources were properly cited. The research employed descriptive statistics, specifically frequencies and percentages, to analyse the central tendency and dispersion of the demographic data collected from the respondents. Data was coded prior to analysis to ensure accuracy, and findings were presented through frequency distribution tables, bar charts, and pie charts. Results were organised into two sections: respondent demographics and determinants of job satisfaction. Reliability of the measurement scales was assessed using Cronbach's alpha, with additional use of regression techniques. Data quality was safeguarded through attention to both reliability and validity. Content validity was established via a thorough literature review that shaped the questionnaire's design, while pilot testing further refined the instrument. All data was collected within a concentrated three-week window to minimise the influence of external events, and deliberate efforts were made to reduce participant and observer bias.

Ethical Considerations

The research adhered to strict ethical standards for studies involving human subjects. Key principles of consent, confidentiality, and data protection were upheld. Respondents' anonymity was guaranteed by dissociating their identities from their responses, and their privacy and voluntary participation were respected to create a comfortable data collection environment. Informed consent was obtained from all participants. Furthermore, all academic sources were properly cited, and the study was conducted in accordance with the Kwame Nkrumah University of Science and Technology's research code of conduct.

PRESENTATION OF FINDINGS AND DISCUSSIONS

Demographic Statistics

The research employed descriptive statistics, specifically frequencies and percentages, to analyse the central tendency and dispersion of the demographic data collected from the respondents. The outcomes of this analysis are detailed in Table 1.

Table 1: Demographic Characteristics of Study Participants

Variable	Options	Frequency	Percentage
Gender	Male	39	39.0%
	Female	61	61.0%
Age	20 – 29 years	39	39.0%
	30 – 39 years	26	26.0%
	40 – 49 years	21	21.0%
	50 – 59 years	14	14.0%
Marital Status	Married	63	63.0%
	Single	35	35.0%
	Divorced	1	1.0%
	Widow/Widower	1	1.0%
Educational Level	Postgraduate Degree	20	20.0%
	First Degree	52	52.0%
	HND	1	1.0%
	Postgraduate Certificates	27	27.0%
Work Experience	1-10 years	55	55.0%
	11-20 years	27	27.0%

	21-30 years	17	17.0%
	Above 30	1	1.0%

Source: Field Data (2024)

The study sample of 100 respondents reveals a predominantly female teaching workforce (61% vs. 39% male), consistent with global trends of growing female representation in education. The majority (65%) are under 40, with the largest cohort aged 20–29 (39%), followed by 30–39 (26%), 40–49 (21%), and 50–59 (14%), reflecting a relatively young staff with generational diversity in professional expectations.

Regarding marital status, 63% are married and 35% are single, with divorced and widowed respondents accounting for just 2% combined. The presence of significant family commitments among the majority intersects with work-life balance considerations and influences job satisfaction.

Qualifications are notably high: 52% hold first degrees, 27% postgraduate certificates, 20% postgraduate degrees, and only one respondent holds an HND. Despite this strong academic profile, the link between educational attainment and job satisfaction is not straightforward and warrants deeper exploration.

Most teachers (55%) have under ten years of experience, followed by 11–20 years (27%), 21–30 years (17%), and only one respondent with over 30 years. This distribution captures staff at novice, mid-career, and seasoned stages, each group potentially holding distinct motivational needs.

Collectively, these demographics gender, age, marital status, qualification, and experience form an interconnected backdrop that shapes teacher motivation and job satisfaction in ways that reflect both global patterns and the specific cultural and professional context of the Ashanti Region.

Identifying the determinants of job satisfaction among teachers in the study area

This objective was analyzed using descriptive statistics, with the mean and standard deviation serving as measures of central tendency and data dispersion, respectively. Each determinant was assessed individually. The findings are presented below, with mean scores interpreted according to the following thresholds:

0.01 - 1.00 = Disagree strongly
1.01 - 2.00 = Disagree a little
2.01 - 3.00 = Neither agree nor disagree
3.01 - 4.00 = Agree a little
4.01 - 5.00 = Agree strongly

Table 2: Descriptive Statistics of determinants of job satisfaction

	Mean	Std. Deviation
AJS1	2.14	1.443
AJS2	2.26	1.461
AJS3	3.87	1.195
AJS4	3.68	1.503
AJS5	4.69	0.787
AJS6	3.95	1.175
AJS7	2.13	1.331

Source: Field Survey (2024)

This objective was analysed using the descriptive statistics of mean and standard deviation as measures of central tendency and dispersion, respectively. Each determinant was examined separately, with the findings presented below and interpreted according to defined thresholds.

The overall mean score for the determinants of job satisfaction (M=3.25; SD=1.081) indicates that respondents, on average, expressed a moderate level of agreement that the listed factors influence their satisfaction. Analysing individual determinants reveals nuanced perspectives. Respondents showed indifference toward the impact of salary (M=2.14; SD=1.443) and school amenities (M=2.13; SD=1.331). In contrast, they strongly agreed that positive relationships with colleagues and students

significantly affect their job satisfaction (M=4.69; SD=0.787). For the remaining indicators, agreement was moderate.

These findings provide a detailed view of teachers' perceptions. The strong consensus on the importance of positive interpersonal relationships aligns with existing literature, which identifies a supportive school community as a key driver of teacher satisfaction and professional commitment.[57] Conversely, the lower agreement on the role of salary and amenities suggests that while these factors are considered, they are not primary determinants of satisfaction for this group. This supports the understanding that job satisfaction is a complex construct shaped by a blend of intrinsic and extrinsic factors, rather than by compensation alone.[58]

The moderate overall agreement underscores the multifaceted nature of teacher job satisfaction. Therefore, strategies aimed at improving satisfaction should adopt a holistic approach that addresses this intricate interplay of factors. By recognizing and supporting both the relational environment and professional conditions, educational institutions can foster a more engaged teaching workforce, which is ultimately linked to improved educational outcomes.

Levels of motivation and job satisfaction among the basic school teachers in the study area

The second objective aimed to assess the degree of motivation and job satisfaction among teachers. This objective was also analyzed using descriptive statistics, employing the mean and standard deviation as measures of central tendency and dispersion, respectively. Each indicator was examined separately.

The findings regarding the level of job satisfaction are shown in Table 3, followed by the results for motivation. The interpretation of the mean scores for job satisfaction adhered to the thresholds established in the first objective's analysis. In contrast, the mean scores for motivation were interpreted based on a separate set of thresholds, as specified below:

0.01 - 1.00 = Lowest agreement 1.01 - 2.00 = Low agreement
2.01 - 3.00 = Normal agreement 3.01 - 4.00 = High agreement
4.01 - 5.00 = Highest agreement

Table 3: Descriptive Statistics of the Level of Teacher Motivation

	Mean	Std. Deviation
LTM1	3.28	1.551
LTM2	3.31	1.562
LTM3	3.32	1.632
LTM4	4.11	1.180
LTM5	4.78	0.719
LTM6	4.64	0.847
LTM7	3.12	1.585
LTM8	3.95	1.226

Source: Field Survey (2024)

The study's second objective was to measure the levels of motivation and job satisfaction among teachers in the research area. Descriptive statistics (mean and standard deviation) were applied to analyze the relevant indicators.

Analysis of job satisfaction determinants revealed a moderate overall level of agreement among teachers (M=3.25; SD=1.081). This suggests that, on average, teachers experience a moderate degree

[57] Joseph Ato Forson et al., "Employee Motivation and Job Performance: A Study of Basic School Teachers in Ghana," *Future Business Journal* 7, no. 1 (December 4, 2021): 30, https://doi.org/10.1186/s43093-021-00077-6; Johanim Johari, Fee Yean Tan, and Zati Iwani Tjik Zulkarnain, "Autonomy, Workload, Work-Life Balance and Job Performance among Teachers," *International Journal of Educational Management* 32, no. 1 (January 8, 2018): 107–20, https://doi.org/10.1108/IJEM-10-2016-0226.

[58] Gamze Kasalak and Miray Dagyar, "The Relationship between Teacher Self-Efficacy and Teacher Job Satisfaction: A Meta-Analysis of the Teaching and Learning International Survey (TALIS).," *Educational Sciences: Theory and Practice* 20, no. 3 (2020): 16–33.

of satisfaction with their work, a finding consistent with other studies that commonly place teacher satisfaction within this mid-range.[59]

In contrast, the analysis of motivation yielded a more pronounced result. Teachers reported a high level of agreement regarding their motivation (M=3.81; SD=1.2878), indicating a strong sense of drive. This high motivation is linked to the critical role teachers play in educational outcomes.[60]

Key drivers of this motivation included support from colleagues (M=4.11; SD=1.180), confidence in their teaching ability (M=4.78; SD=0.719), and the belief that their work significantly impacts students' lives (M=4.64; SD=0.847). These findings emphasize the power of intrinsic motivators like self-efficacy and a sense of purpose, which are widely recognized as central to teacher motivation.[61]

These results have important implications. The high motivation levels suggest that institutions and policymakers should focus on reinforcing supportive collegial networks, building teachers' self-efficacy, and highlighting the meaningful impact of their profession to sustain this motivation. Conversely, the moderate level of job satisfaction identifies areas for potential improvement. Enhancing workplace conditions, expanding professional development, and addressing workload concerns could elevate job satisfaction and, in turn, improve teacher retention.

The Relationship Between the Level of Motivation and Job Satisfaction Among the Basic School Teachers in the Study Area

The third objective sought to evaluate the relationship between the level of motivation and job satisfaction. This objective was analysed with the use of the Karl Pearson Product Moment Correlation (r). The interpretation of the findings (the correlation results) was based on these thresholds established for such analysis as recommended by Sabilla et al. (2019).

r = 0.00	=	no relationship
r = 0.01 to 0.09	=	very weak
r = 0.10 to 0.29	=	weak
r = 0.30 to 0.49	=	moderate
r = 0.50 to 0.69	=	strong
r = 0.70 to 0.89	=	very strong
r ≥ 0.90	=	near perfect

The correlation analysis outcomes are detailed in Table 4 and discussed in the following section.

Table 4: Correlations

		Level of Teacher Motivation	Enhanced Job Satisfaction
Level of Teacher Motivation	Pearson Correlation	1	0.032
	Sig. (2-tailed)		0.753
Enhanced Job Satisfaction	Pearson Correlation	0.032	1
	Sig. (2-tailed)	0.753	

Source: Field survey (2024)

The correlation analysis was conducted using a two-tailed test, as the study did not investigate directional hypotheses. The results, displayed in Table 4, examine the relationship between teachers' levels of job satisfaction and motivation.

[59] Kasalak and Dagyar, "The Relationship between Teacher Self-Efficacy and Teacher Job Satisfaction: A Meta-Analysis of the Teaching and Learning International Survey (TALIS)."; Hotner Tampubolon, "The Relationship between Employee Engagement, Job Motivation, and Job Satisfaction towards the Employee Performance," *Corporate Ownership and Control* 13, no. 2 (2016): 473–77, https://doi.org/10.22495/cocv13i2c2p9.

[60] J A Seniwoliba, "Teacher Motivation and Job Satisfaction in Senior High Schools in the Tamale Metropolis of Ghana," 2013.

[61] Anil Kumar, "Exploring the Interrelationship Among Organizational Climate, Employee Motivation and Job Satisfaction: A Review of Literature," *OPUS: HR Journal* 6, no. 2 (2015), https://doi.org/10.21863/opus/2015.6.2.010.

The analysis reveals a very weak positive correlation between job satisfaction and motivation ($r = 0.032$, $p = 0.753$), which is not statistically significant. This indicates that while the two constructs tend to move in the same direction—meaning a decrease in satisfaction is weakly associated with a decrease in motivation, and vice versa—the connection is negligible and not supported by statistical evidence. Therefore, within this sample, the link between teacher motivation and job satisfaction is inconsequential.

The third objective of the study was to examine this relationship using the Karl Pearson Product Moment Correlation. The findings, interpreted according to established thresholds, confirm a statistically insignificant, very weak positive association. The correlation coefficient of 0.032 signifies an almost negligible and positive association. Consequently, it implies that a minimal increase or decrease in job satisfaction is weakly associated with a corresponding minimal change in motivation, and vice versa. Essentially, if job satisfaction scores decrease slightly, motivation scores are anticipated to decrease slightly as well. Conversely, an increase in motivation scores is predicted to be accompanied by a slight increase in job satisfaction scores. However, the extremely low correlation coefficient of 0.032 suggests a connection that is practically trivial.

Importantly, the lack of statistical significance ($p = 0.753$) implies that this correlation is more likely to occur by chance rather than reflecting a meaningful relationship. Thus, while job satisfaction and motivation may move together in a similar direction, the association between them is so weak that it holds little practical relevance.[62] In the context of prior research, these findings echo some existing studies that have also reported weak or negligible relationships between motivation and job satisfaction.[63] These studies collectively emphasize that while motivation and job satisfaction are interconnected concepts, they are distinct constructs influenced by various intricate factors.

These findings carry two main implications. First, the minimal correlation highlights the intricate and multifaceted nature of the connection between motivation and job satisfaction. As previous studies suggest, these two constructs are often driven by distinct factors, such as intrinsic drive, external rewards, workplace conditions, and personal values.[64] Consequently, efforts to improve one area may not proportionately enhance the other.

Second, from a practical standpoint, educational leaders and policymakers should acknowledge that increasing job satisfaction does not guarantee a corresponding rise in teacher motivation. Therefore, any initiative aimed at improving satisfaction should adopt a holistic strategy that addresses a wider range of influences. This includes considering both intrinsic and extrinsic elements like the work environment, support structures, recognition, and opportunities for professional development. Although this study found only a minor link between motivation and satisfaction, the practical takeaway is the necessity for integrated and balanced approaches that simultaneously nurture both constructs by attending to the diverse factors that impact teachers.

Strategies for Enhancing Job Satisfaction Among the Basic School Teachers in the Study Area

This objective was analysed with the use of the descriptive statistics of mean and standard deviation as respective measures of central tendency and dispersion. Separate analyses were done for the respective determinants. The findings are presented as follows. The interpretation of the mean scores was based on these thresholds:

0.01 - 1.00 = Lowest agreement 1.01 - 2.00 = Low agreement
2.01 - 3.00 = Normal agreement 3.01 - 4.00 = High agreement
4.01 - 5.00 = Highest agreement

[62] Endang Saefuddin Mubarok, Syahrullah Wiwin, and Rudi Salam, "Determinants of Job Satisfaction and Employee Performance of Informal Education Institution in Pare English Village," *Journal of Human Resources* 8, no. 2 (2020): 12–23.
[63] Mai Ngoc Khuong and Ung Doan Thuy Linh, "Influence of Work-Related Stress on Employee Motivation, Job Satisfaction and Employee Loyalty in Hospitality Industry," *Management Science Letters*, 2020, 3279–90, https://doi.org/10.5267/j.msl.2020.6.010.
[64] Johari, Yean Tan, and Tjik Zulkarnain, "Autonomy, Workload, Work-Life Balance and Job Performance among Teachers."

Table 5: Descriptive Statistics of strategies for enhancing job satisfaction

	Mean	Std. Deviation
EJS1	2.19	1.509
EJS2	4.00	1.477
EJS3	3.95	1.351
EJS4	3.88	1.430
EJS5	3.19	1.606
EJS6	2.56	1.623
EJS7	4.49	0.948

Source: Field survey (2024)

The analysis of strategies to enhance job satisfaction reveals that, overall, teachers strongly agree that the proposed indicators are effective (M=3.47; SD=1.421). At the individual level, the highest agreement was for optimal working hours (M=4.00; SD=1.477) and collaborative learning opportunities (M=4.49; SD=0.948), suggesting these are perceived as highly impactful. The remaining indicator scores are presented in Table 5.

The strong overall agreement indicates that teachers view these strategies as meaningful and capable of improving their job satisfaction. The emphasis on manageable workloads aligns with existing research linking work-life balance to teacher well-being,[65] while collaborative opportunities support professional growth and a sense of community.[66] The varied responses to other strategies reflect individual differences and contextual factors.

These findings are consistent with prior studies that identify work-life balance and professional development as key drivers of teacher satisfaction across diverse settings.[67] For educational policymakers and institutions, this underscores the value of implementing flexible working conditions, encouraging collaboration, and supporting ongoing professional learning to cultivate a more satisfied and motivated teaching workforce. Integrating these evidence-based strategies into practice can help create a more supportive school environment, leading to improved job satisfaction and better educational outcomes.

RECOMMENDATIONS

The study at WESCO Practice Primary School produces three findings that should reshape how stakeholders think about teacher satisfaction. First, interpersonal relationships are overwhelmingly the dominant driver of satisfaction (M=4.69), far outpacing salary (M=2.14) and physical amenities (M=2.13). Second, teachers are actually highly motivated (M=3.81) even though their satisfaction is only moderate (M=3.25), which points to untapped potential. Third, and perhaps most surprising, motivation and satisfaction are nearly statistically independent (r=0.032, p=0.753), meaning policies that target only one will not automatically improve the other.

For the Ministry of Education and GES, the central implication is a reallocation of focus. Heavy investment in salary negotiations without corresponding attention to working conditions and professional relationships yields limited returns. Policies should mandate structured collaboration time in all basic schools and create career development pathways that reward relational and professional growth, not just qualifications.

For school heads and administrators, the Self-Determination Theory underpinning the study offers a direct blueprint. Teachers respond to autonomy, competence, and relatedness. Principals should move toward participative leadership involving teachers in scheduling, curriculum decisions, and school planning while actively building a culture of peer recognition. Termly well-being check-ins would help catch overload before it becomes attrition.

[65] Johari, Yean Tan, and Tjik Zulkarnain, "Autonomy, Workload, Work-Life Balance and Job Performance among Teachers."
[66] Giordana Morales-Spier, "The Work-Life Balance of Higher Education Faculty in Light of Constant Access to Technology: A Case Study," 2024.
[67] Jian Li et al., "Investigating Higher Education Teachers' Well-Being and Its Influencing Multiple Factors: A Systematic Review Approach," *International Journal of Mental Health Promotion* 27, no. 7 (2025): 901–28.

For teacher unions (GNAT, NAGRAT, CCT), the data provides empirical backing for bargaining priorities beyond salary. Workload caps, flexible scheduling, and CPD entitlements are all strongly supported by the findings and are more likely to move the satisfaction needle than wage increases alone.

For researchers, the weak motivation–satisfaction correlation is the most theoretically provocative result and deserves dedicated follow-up. A qualitative phase exploring why the two constructs are decoupled in this Ghanaian basic school context would make a significant contribution, as would extending the sample to rural settings and explicitly including special education teachers.

CONCLUSION

The study identified three principal findings. First, positive interpersonal relationships with colleagues and pupils emerged as the strongest determinant of teacher job satisfaction, reinforcing the value of a collaborative school environment. Salary and physical facilities, whilst acknowledged, played a comparatively minor role, confirming that satisfaction arises from a combination of intrinsic and extrinsic influences rather than material incentives alone. Second, the relationship between motivation and job satisfaction proved to be negligibly weak and statistically insignificant, demonstrating that the two constructs are largely independent. Stakeholders should therefore avoid assuming that improvements in one will automatically produce gains in the other, and should address each through distinct, targeted strategies. Third, teachers identified manageable working hours and collaborative professional development opportunities as the most effective means of enhancing satisfaction, consistent with broader literature linking work-life balance and continuous professional growth to teacher well-being. The focus on these approaches indicates that cultivating a setting that promotes both personal welfare and career development is essential for teacher satisfaction. The findings reveal the complex interaction of elements affecting teachers' views and experiences, stressing the value of positive relationships, a multi-faceted strategy for improving satisfaction, and an awareness of the subtle link between motivation and job satisfaction.

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