



GHANA JOURNAL OF HIGHER EDUCATION MANAGEMENT

ISSN: 0855-6156

VOLUME 7
JULY 2021

**GHANA JOURNAL OF HIGHER EDUCATION
MANAGEMENT**

Volume 7

July 2021

ISSN: 0855-6156

Ghana Journal of Higher Education Management

Volume 7

ISSN: 0855-6156

July 2021

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EDITORIAL

The Ghana Association of University Administrators (GAUA) as part of its mission to promote the advancement of Higher Education in Ghana and around the world provides policy reflective for national development. This is done through research reports, policy analysis, and reflective analysis among others. Mindful of this, the National Executive adopted this Journal from GAUA University of Education, Winneba branch in 2019 to advance this cause. The seventh edition of the journal is thus, the second edition since the adoption.

Job Dissatisfaction and its Implications for Employees of Kwame Nkrumah University of Science and Technology

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Abstract

The study examined job dissatisfaction in a public university in Ghana and its implications for educational administration using Kwame Nkrumah University of Science and Technology (KNUST) as a case study. A sample of 346 staff comprising 119 Junior Staff 118 Senior Staff and 117 Senior Members of KNUST were administered with a questionnaire using stratified sampling. The data were analysed with SPSS version 20. The study revealed that few of the three categories of the staff have job dissatisfaction and that there is a significant statistical relationship between the category of staff and the level of job dissatisfaction. The study also showed varying degrees of job dissatisfaction for those who experienced job dissatisfaction. Majority of the respondents' job dissatisfaction was within somehow dissatisfied and highly dissatisfied while those who indicated they were highly dissatisfied were the minority. On the effects of job dissatisfaction, most of the respondents said it was stressful. Concerning ameliorating job dissatisfaction, most of the respondents felt improving teaching and working conditions could address their job dissatisfaction. The study makes recommendation or mechanisms to be put in place to address issues of job dissatisfaction especially adoption of Human Resource Policy and Performance Management System in the University to enhance productivity.

Key words: *job satisfaction, job dissatisfaction, productivity, needs hierarchy theory, two-factor theory, human resource management, human resource development, performance management system*

Introduction

Attempts are being made by various organisations to increase productivity. These invariably have bearing on job satisfaction and dissatisfaction. Many scholars have investigated these issues. Chaulagain and Khadka (2012) have indicated that dissatisfaction with one's job may result in higher employee turnover. Sha (2007) states that dissatisfied employees would use their sick leave to "withdraw" from the workplace.

Greenberg and Baron (2003) suggest that the reasons for absenteeism need to be investigated as having poor co-worker or superior relationship or a strong dislike for the job cannot be ruled out. According to Robbins (2001), there is a negative relationship between satisfaction and absenteeism and that workers who experience low job satisfaction tend to be absent from work often. This does not only affect productivity but also has a psychological effect. In the university context, the training of minds requires staff who

have the necessary competencies, skills and attitudes to ensure that the intended outcome of education is achieved.

Problem Statement

Several studies have been conducted around the world to investigate the phenomenon of factors affecting job satisfaction and dissatisfaction. Işg r & Haspolat, (2016) found in a study that job satisfaction level and psychological well-being levels of the employees carrying on their duties especially in occupations related to educational, health, law, engineering, and religious issues are essential in terms of productivity possible to be obtained from these occupations.

Wong and Heng (2009) indicate that the relevant sources of dissatisfaction of workers are personal achievement, personal growth, interpersonal relations, recognition, responsibility, supervision, the work itself, and the overall working conditions. The factors affecting job satisfaction are numerous. These could range from inadequate compensation, poor human relations, inadequate working tools or equipment, lack of avenues for progression.

This study is to probe into this phenomenon of job dissatisfaction in the Ghanaian higher education landscape using Kwame Nkrumah University of Science and Technology as a case study. When the factors influencing job dissatisfaction are identified and dealt with appropriately, workers are more likely to be satisfied with their jobs. This could go a long way to reduce or solve most of the problems associated with job dissatisfaction including absenteeism, apathy, high rate of attrition and low productivity.

Objectives

The objectives of the study are as follows:

- i. Examine the levels of job dissatisfaction among the staff (junior, senior staff and senior members) of Kwame Nkrumah University of Science and Technology (KNUST), Ghana.
- ii. Identify the causes of job dissatisfaction among the staff of KNUST.
- iii. Assess strategies that can be taken to address job dissatisfaction among the staff of the University.

Literature Review

There are several definitions given to job satisfaction and dissatisfaction. According to Abuhashesh, Al-Dmour and Masa'deh (2019), job satisfaction is an individual's subjective viewpoint encompassing the way he/she feels about his/her job and the employing organisation while Nwobia and Aljohani (2017) defines job dissatisfaction as what wears down job performance and triggers off employees' low morale and job turnover intention. Nalla, Paek, and Lim (2017) have stated that job dissatisfaction results when one perceives that the job hinders achieving personal job values or entails disvalues. According to Jianguo and Frimpong (2018) job dissatisfaction is the psychological condition of an employee brought about by the unravelled conditions of work. They found in their study that company policy constituted the highest factor (78%) of the causes of job dissatisfaction.

There are several theories of job satisfaction including the Needs Hierarchy Theory and Two-factor theory. The foundation of job satisfaction or job motivation theories was introduced by Maslow (1954). He asserts that human motives emerge sequentially to satisfy a hierarchy of five needs. These are physiological, safety, social and achievement/esteem and self-actualization. He states that once individuals have satisfied one need in the hierarchy, it ceases to motivate their behaviour and are motivated by the

need at the next level of the hierarchy (Luthans, 2005). According to this theory, individual need satisfaction is influenced both by the importance attached to various needs and the degree to which each individual considers that different aspects of his or her life should, and do, fulfil these needs (Karimi, 2007).

Herzberg advanced the dual-factor theory, which states that not having job satisfaction does not imply dissatisfaction, but rather no satisfaction, whereas the absence of job dissatisfaction does not imply satisfaction with the job, but only no dissatisfaction. According to Herzberg (1959), intrinsic elements of the job are related to the actual content of work, such as achievement, recognition, the work itself, responsibilities, and advancement. He referred to these as 'motivational' factors and are significant elements in job satisfaction.

Herzberg considered extrinsic factors as elements associated with the work environment, such as working conditions, salary, supervision, company policy, and interpersonal relationships. These were referred to as 'hygiene' factors that are related to job dissatisfaction. Herzberg concluded that satisfaction and dissatisfaction are not on the same continuum. As a result, he argued that intrinsic motives, such as seeking opportunities for professional growth through compatible work activities and colleagues are crucial to job satisfaction.

Herzberg identified hygiene and motivating factors related to peoples' attitudes to work. He states that hygiene factors or "dissatisfiers" are those factors that affect job dissatisfaction. Although their absence cause job dissatisfaction, they do not impact job satisfaction. On the other hand, motivators such as achievement, recognition, promotion, responsibility and work itself promote motivation and consequently satisfaction. Once hygiene factors are met, the motivation factors will promote job satisfaction.

The theory has been admired as the most useful model to study job satisfaction (Kim, 2004). However, a review of the literature revealed criticisms of the motivator-hygiene theory (Karimi, 2007).

Many sources affecting job satisfaction have been identified. These included recognition, achievement, the possibility of growth, advancement, salary, interpersonal relationships, supervision, responsibility, company policy, administration, working conditions, work itself, factors in personal life, status within the company, and job security (Allen, 2014).

The staffing situation in higher education in Ghana especially in public Universities is below expectation. A report from National Commission for Tertiary Education (NCTE) statistical report for 2016/2017 academic year showed that the number of Professors, Associate Professors and Senior Lecturers fall short of NCTE's norm. While Professors, Associate Professors and Senior Lecturers were expected to be 10%, 15% and 35% respectively, they were found to be 3.6%, 8.8% and 32.9% respectively (National Council for Tertiary Education Report, 2018). This has been aggravated by a large number of students in public universities resulting in an unsatisfactory student-teacher ratio as the number of students keeps on rising relative to the number of teaching staff. For instance, the Corporate Strategic Plan of KNUST (PLAN 2K25) shows an increase in student numbers without the corresponding increase in staff strength which has overburdened the staff. It is also indicated that some academic disciplines have not yet developed internal capacities for PhD training that will create a pool of PhD holders for recruitment. Consequently, the University has to spend a lot of resources to train their staff abroad to acquire PhD degrees.

Methods

Research Design

The case study research design was employed to conduct the study. The case study research design was employed within the qualitative and quantitative research paradigms since the data for study comprised both qualitative and quantitative records. This helped in obtaining in-depth information from respondents.

Sample Population

The target population was the staff of Kwame Nkrumah University of Science and Technology comprising junior staff, senior staff and senior members. A sample of 346 from a population of 3519 staff of the university was selected through a stratified sampling technique for the study. This was to ensure that the sample was representative of the three categories of staff. The sample size was generated from the computer with a confidence interval of 95%. In the study, a list of 3519 staff of the university was obtained. The sample was made up of three categories of staff; comprising junior staff, senior staff and senior members in proportion to the total number of staff in each category of staff. As a result of this, 119, 118 and 109 were obtained for junior staff, senior staff and senior members respectively which were used for the selection of the sample. These figures were randomly selected from each sub-group. The list from each category was serially numbered. Cards with numbers written on them to match the list were randomly selected until the required sample size was obtained. The names which matched the numbers were ticked for staff bearing such names to be administered with the questionnaire.

Data Collection

The study was carried out through the collection of primary and secondary data. The primary data was obtained from administration of questionnaire while the secondary data was obtained from statistics on staff of Kwame Nkrumah University of Science and Technology and other publications. There was an administration of a questionnaire comprising open and closed-ended questions. The questionnaire was designed to elicit information on factors associated with job dissatisfaction. The dependent variable was job dissatisfaction while the independent variable covered the motivational factors.

A five-point Likert scale and a modified version of the Minnesota Satisfaction Questionnaire (MSQ) were used to measure some of the responses in the survey. The MSQ allows one to select the degree of one satisfaction or dissatisfaction with ones job from alternatives given. An expert in HR reviewed it to ensure content validity. Pilot testing and retesting were done using twenty of the staff to ensure the instrument provided consistent results to ensure reliability. The Likert scale shows the extent to which respondents agree or disagree with a statement (Joshi et al., 2015) while and the MSQ provides more specific information on the aspects of a job that an individual finds rewarding compared to general measures of job satisfaction. Using the SPSS, the reliability of the questionnaire was tested. The results showed an overall Cronbach's alpha of 0.784. This then made the questionnaire reliable to be administered

Data Analysis and Presentation

The data was analysed with statistical package for social scientist (SPSS) version 20 and excel. The results of the study were presented in frequency tables, charts, numbers (percentages, means and frequencies) for quantitative data while the qualitative data was classified into thematic areas for discussion.

Results

Demographic data

The relevant demographic data such as the age, gender, marital status and highest qualification of the respondents enabled the researchers to highlight the coverage of sample size in age, marital status, highest qualification and distribution of the various categories of staff. This was to ensure that there is a fair representation of gender and different categories of staff distribution for all-rounded views to be captured in the study. The demographic features were also included as confounding or 'noise' variables to enable the researcher to ascertain whether or not they influence job dissatisfaction. The summaries of the various demographic features are outlined in Table 1.

From Table 1, it was realized that out of 310 respondents, 123(39.7%) of them were either 40 years or below and the remaining 187 (60.3%) were above 40 years indicating that majority of the staff in the sample were above the youthful age bracket. Respondents aged 31-40 years consisted of 92 (29.7%), 41-50 years consisted of 95(30.6%) and 51-60 years consisted of 85(27.4%). Very few were less than 20 years consisting of 4(1.3%) and above 60 years consisting of 7 (2.3%). There were also more males consisting of 228 (73.5%) than females consisting of 82 (26.5%). The majority of the respondents were also married consisting of 239 (77.1%). Relatively fewer respondents were singles constituting 64 (20.6%) and one respondent was divorced. Six (6) of the respondents did not indicate their marital statuses. A relatively higher number of respondents had higher degrees comprising Bachelor's degree 66(21.3%), Master's/MPhil degrees 56 (18.1%) and Ph.Ds. 44 (14.2%) out of a sample of 310 respondents. Fewer respondents had relatively lower certificates comprising Secondary School Certificates 41(13.2%), Middle School Certificates 21 (6.8%) and Junior Secondary School Certificates 8(2.6%) and 53(17.1%) of the respondents had recognizable certificates other than the certificates listed above. A total of 21 (6.8%) of the respondents had no formal education at all. The respondents for the study included 101 (32.6%) junior staff, 107(34.5%) senior staff and 102 (32.9%) senior members ensuring a relatively fair representation of the various staff categories in the University.

Table 1
Demographic data of the respondent

Ages (Years)	No. of Respondents (N=310)	% of Respondents (N=100.0%)
Less than 20	4	1.3
21-30	27	8.7
31-40	92	29.7
41-50	95	30.6
51-60	85	27.4
Above 60	7	2.3
Gender	No. of Respondents (N=310)	% of Respondents (N=100.0%)
Male	228	73.5
Female	82	26.5
Marital Status	No. of Respondents (N=310)	% of Respondents (N=100.0%)
Single	64	20.6
Married	239	77.1

Divorced	1	0.3
No. Response	6	1.9
Highest Qualification	No. of Respondents (N=310)	% of Respondents (N=100.0%)
No Formal Qualification	21	6.8
MSL Certificate	21	6.8
JSS Certificate	8	2.6
SSS Certificate	41	13.2
Bachelor's Degree	66	21.3
Master's Degree/MPhil	56	18.1
PhD	44	14.2
Other Certificates	53	17.1
Category of Staff	No. of Respondents (N=310)	% of Respondents (N=100.0%)
Junior Staff	101	32.6
Senior Staff	107	34.5
Senior Member	102	32.9

Source: Field Survey, 2017

From the data, there are more males than females because males dominate the staff of the university. The lowest numbers of staff belong to the less than 20 years group as the minimum age for working is 18 years. Also, in that category, most of them will be receiving education. It can also be noted that in terms of the highest qualification, most of the staff have bachelor's degrees. This is not surprising since the highest percentage of the sample is made up of senior staff and that the highest qualification required for the appointment of such staff is a bachelor's degree.

Job dissatisfaction Statuses

The nucleus of the study was to examine job dissatisfaction among staff in the Kwame Nkrumah University of Science and Technology. It was, therefore, necessary to ascertain the number of respondents who were satisfied and those who were generally not satisfied. Accordingly, the respondents were asked whether or not they were satisfied with their current work and the responses have been presented in the table below.

Table 2

Job dissatisfaction Statuses

Are you satisfied with your job?	No. of Respondents (N=310)	% of Respondents (N=100.0%)
Yes	215	69.4
No	95	30.6

Source: Field Survey, 2017

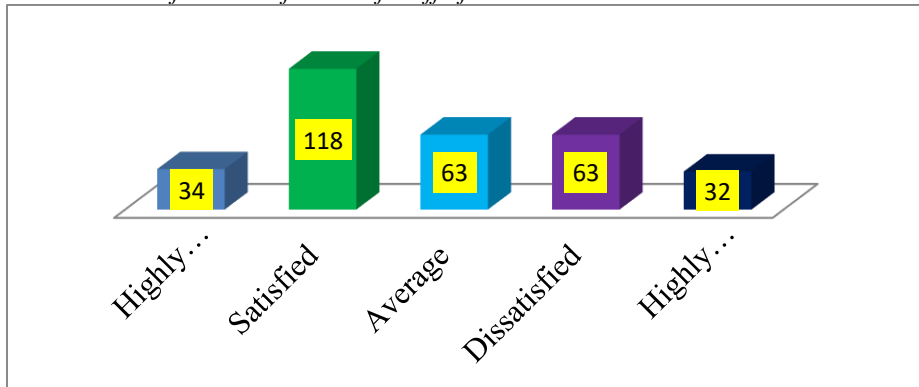
From table 2, of 310 respondents, 215(69.4%) indicated that they were satisfied with their current jobs and 95(30.6%) of them indicated that they were not satisfied with their current jobs.

Level Job Dissatisfaction

The researchers wanted to find out the level of job satisfaction and dissatisfaction and the differences in the levels among junior staff, senior staff and senior members. It was, therefore, necessary to ascertain the overall satisfaction level of the staff of the study area.

The levels of job satisfaction and dissatisfaction were categorized into highly satisfied, satisfied, average, dissatisfied and highly dissatisfied. The figure below is a summary of the responses regarding the overall level of job satisfaction.

Figure 1
Overall Level of Job Satisfaction of Staff of KNUST



Source: Field Survey, 2017

Of a total of 215 respondents who indicated they were satisfied with their jobs, 34(15.8%) of them were highly satisfied with their jobs, 118(54.9%) of them were just satisfied with their jobs and the remaining 63(29.3%) had average job satisfaction. Arneeth, & Polkinghorne (2010) study on job satisfaction showed that the majority of respondents indicated they were either very satisfied or satisfied with their jobs which corroborates the finding in this study.

The implication is that majority of the respondents who had job satisfaction were just satisfied with their jobs. Also, of the 95 respondents who had no job satisfaction, 63(66.3%) of them were just dissatisfied and the remaining 32(33.7%) were highly dissatisfied with their jobs. It can also be tentatively concluded that the majority of the respondents who had job dissatisfaction were just dissatisfied with their jobs.

Category of Staff and Level of Satisfaction and dissatisfaction

The study wanted to examine the differences in the level of satisfaction and dissatisfaction among junior staff, senior staff and senior members in the study area. As a result, the researchers undertook a cross-tabulation of the category of staff and overall level of job satisfaction and dissatisfaction accompanied by a Chi-Square test of independence between the two variables.

Table 3

Cross Tabulation of Category of Staff and Levels of Job Satisfaction and dissatisfaction

Category of Staff	Overall Level of Job Satisfaction and dissatisfaction					Total (%)
	Highly Satisfied (%)	Satisfied (%)	Average (%)	Dissatisfied (%)	Highly Dissatisfied (%)	
Junior Staff	18 (17.8)	28 (27.7)	20 (19.8)	22 (21.8)	13 (12.9)	101 (100)
Senior Staff	9 (8.4)	40 (37.4)	31 (29.0)	20 (18.7)	7 (6.5)	107 (100)
Senior Members	7 (6.9)	50 (49.0)	14 (13.7)	21 (20.6)	10 (9.8)	102 (100)
Total	34 (11.0)	118 (38.1)	63 (20.3)	63 (20.3)	32 (10.3)	310 (100)

Source: Field Survey, 2017

A Chi-Square test of independence between the category of staff and level of job satisfaction at 95% confidence level indicated that there is a significant statistical relationship between them corroborated by a p-value of 0.010 (less than the significance level of 5%) and Pearson Chi-Square value of 20.045^a. From Table 3, 18(17.8%) of the junior staff are highly satisfied with their jobs, 28(27.7%) of them are just satisfied, 20(19.8%) of the junior staff have average satisfaction with their jobs, 22(21.8%) and 13(12.9%) respectively are dissatisfied and highly dissatisfied with their jobs. Of 107 senior staff, 9(8.4%) of them are highly satisfied with their jobs, 40(37.4%) of them are just satisfied, 31(29.0%) of the senior staff have average satisfaction with their jobs, 20(18.7%) and 7(6.5%) are respectively dissatisfied and highly dissatisfied with their jobs. Also, out of 102 senior members, 7(6.9%) are highly satisfied with their jobs, 50(49.0%) are just satisfied with their jobs, 14(13.7%) of them have average satisfaction, 21(20.6%) of the senior members are dissatisfied with their jobs and 10(9.8%) are highly dissatisfied with their jobs. It can also be noticed that there are more junior staff 18(17.8%) who are highly satisfied than senior staff 9(8.4%) and senior members 7(6.9%). There are however more senior members 50(49.0%) who are just satisfied than junior staff 28(27.7%) and senior staff 40(37.7%) who are just satisfied with their jobs.

It was found in the study that there is a significant statistical relationship between the category of staff and the levels of job satisfaction and dissatisfaction. This implies that levels of job satisfaction and dissatisfaction depend on the category of staff. Also, it means that the distribution of the category of staff across the various levels of job satisfaction is not by chance. A study by Toker (2011) showed a higher level of job satisfaction for professors compared to Research Assistants of lower rank or category of academic staff which confirms this study. In the university set up, professorship or its equivalent is the most senior rank among the Senior Members while Research Assistantship rank belongs to the senior staff rank which is lower compared to the Senior Members.

Overall Level of Job Dissatisfaction

Having identified the number of respondents who were dissatisfied with their job constituting 95(30.6%) out of a sample of 310 respondents, there was the need to examine some associated issues regarding job dissatisfaction. The foregoing data analysis and interpretation revealed some issues.

Table 4
Varying Degrees of Dissatisfaction

Level of Dissatisfaction	No. of Responses (N=95)	% of Responses (N=100%)
Least Dissatisfied	7	7.4
Somehow Dissatisfied	14	14.7
Neutral	40	42.1
Dissatisfied	28	29.5
Highly Dissatisfied	6	6.3

Source: Field Survey, 2017

From Table 4, the majority of respondents 40(42.1%) are neither somehow dissatisfied nor dissatisfied. A relatively higher number 28(29.5%) are just dissatisfied with their jobs and the least 6(6.3%) are highly dissatisfied. Whiles 14(14.7%) are somehow dissatisfied, 7(7.4%) are least dissatisfied with their jobs.

From the table, the majority of respondents indicate they are neither somehow dissatisfied nor dissatisfied. A relatively higher number are just dissatisfied with their jobs and few of them are highly dissatisfied. This is interesting because when the respondents were asked to indicate their level of satisfaction or dissatisfaction in the same question, there were only two options for dissatisfaction and certainly, the respondents had to approximate their level of dissatisfaction within the two options that were present. Arneeth and Polkinghorne (2010) found in their study that few respondents were dissatisfied or very dissatisfied with their jobs.

Reasons for Job Dissatisfaction of staff of KNUST Ghana

Job dissatisfaction is an undesirable work experience and condition for every good organisation and therefore it is very imperative to determine if the condition existed in the first place and to identify the causes of such dissatisfaction to be able to effectively address the situation. To ensure a participatory approach in the job satisfaction discourse, the respondents who had no job satisfaction were given enough space in the questionnaire to clearly outline their reasons for job dissatisfaction. Several reasons in a form of thematic areas from the content analyses have been summarized in Table 5.

Table 5
Reasons for Job Dissatisfaction of Staff in a Public University

Reason (s) for Dissatisfaction	No. of Responses (N= Out of 95)	% of Responses (N=Out of 100%)
Poor Teaching and Working Conditions	27	28.4
Lack of Recognition and Motivation for Staff	37	38.9
Unfair and Biased Promotion Process	27	28.4
Poor Management-Staff Relationships	40	42.1
Insufficient Salary Levels and Allowances	33	34.7
Poor Attitude, Collaboration and Respect among Staff	65	68.4
Lack of Capacity Building Programmes	15	15.8
Non-involvement of Staff in Decision Making	44	46.3

Source: *Field Survey, 2017*

Out of 95 respondents, the majority 65(68.4%) were of the view that poor attitude, collaboration and respect among staff contributed to job dissatisfaction. Responses relating to non-involvement of staff in decision making was 44(46.3%). 40 (42.1%) of respondents said that poor management-staff relationship was the cause for their dissatisfaction. Lack of recognition and motivation of staff had 37(38.9%), insufficient salary levels and allowances were 33(34.7%), poor teaching and working conditions accounted for 27(28.4%), unfair and biased promotion process was also relatively low 27(28.4). 15(15.8%) of the respondents, which was the lowest, gave a lack of capacity building programmes as the reason for their job dissatisfaction. Details of the responses are as follows:

Poor Teaching and Working Conditions

Responses were obtained from open-ended questions probing the reasons for job dissatisfaction. The respondents indicated that they had no job satisfaction in the university because the teaching and working conditions were poor. They complained of lack of facilities and teaching aids such as computers, projectors, poor office space, high student population and inadequate lecture rooms. Another section of the staff also expressed displeasure with their working conditions such as risky laboratory situation, poor workshops and conditions of working equipment, instruments and tools. The respondents also complained of heavy workloads which were considered unhealthy for comfortable working lives. They indicated that it was not possible to have job satisfaction in these adverse teaching and working conditions. They described their working conditions as unfavourable. The junior and senior staff repeatedly indicated that they had poor welfare services. The senior members also indicated that their workload was so much that there were fewer hours for research activities, which is a necessity for their promotion. The staff delivering technical services complained that they faced difficulty in getting the right equipment and tools for work, the provision of tools and equipment takes a long time,

protective wears are not provided and they also worked in an insecure and unsafe environment.

It is clear from the respondents that there are serious problems with teaching and working conditions that affect productivity. This requires immediate attention as a finding by Alam and Hassan (2014) indicates that the most important factors causing job dissatisfaction are working hours, supervision, security of income, working environment and administration.

Lack of Recognition and Motivation for Staff

The respondents also indicated that they had no job satisfaction because the university did not recognise the special efforts of individuals and groups in their working environment. They indicated that the situation is exacerbated by the lack of motivation scheme for staff in the university. One senior staff recounted that 'how will you expect me to have job satisfaction when my efforts are not even recognised by my boss when my efforts are not appreciated and no motivation for staff?' It becomes apparent that this staff was not satisfied with his or her job and if such conditions are not improved, the staff concerned will probably never get job satisfaction. Another junior staff recounted that 'I am not respected for the work I do, the university as a whole does not recognize my category of workers'. The emotions and experiences by the staff point to the level of job dissatisfaction they have. They also indicated that their work environment was dominated by a particular work politics that there was non-recognition and disregard of individual and group contributions.

The responses of staff show that much is not being done for the recognition and motivation of staff. This shows that what the university has been doing in this area is not enough, so it has to be reviewed for greater impact on the job satisfaction of staff (Tessema et al., 2013).

Unfair and Biased Promotion Process

The respondents indicated no one would be happy if you continue to work in an organisation or sector and never get promoted. They indicated they had no job satisfaction because the promotion process in the university was colonized by nepotism, favouritism and cronyism on the part of the promotion committee, leading to people unfair promotion results. Some of the staff shared their emotions on the questions that they submitted their application for promotion with their colleagues who had the equal qualification and they got promoted whiles they were never given equal opportunity and that no job satisfaction should be expected in an environment dominated by this practice. Some of the respondents indicated that they had experienced delayed promotions in the past which limited their career growth and cannot be expected to be satisfied with their jobs. Some junior and senior staff also said that there were no specific defined roles after promotion and it appeared that they continue to do the same work they did before promotion except with the infinitesimal salary increase. This needs to be investigated and addressed if found to be true. There is, however, the need to educate staff on the criteria for promotion to enable them appreciate what is being done in the area of promotion.

Poor Management-Staff Relationships

The respondents indicated that job satisfaction thrives in an environment where workers felt that management was concerned and cared for their welfare but this cannot be expected in an environment where there is a poor relationship between management and staff. They, therefore, indicated that they had no job satisfaction because their leaders or senior colleagues did not treat them well. They indicated there were times in their working lives when management engaged their efforts and received the credit without any recognition of

their input and this form of relationship could only breed hatred, hostility and job dissatisfaction.

The concern expressed on poor management-staff relation requires urgent action to address it since staff are not happy with this development which can affect their job satisfaction in that Ciarniene et al. (2010) consider how workers feel about their jobs as a predictor of work behaviours.

Insufficient Salary Levels and Allowances

The respondents indicated that they had no job satisfaction because their salaries were insufficient. The junior staff echoed and repeated that their salaries do not commensurate with the demands and nature of their work. They believed that they work a lot and earned very little. The junior staff indicated that job satisfaction can only be achieved if your family is happy and their needs are catered for but their salary levels render it impossible to achieve that at the family levels. The senior staff and senior members also indicated that their salaries were insufficient and that contributed so much to their job dissatisfaction. The laboratory technicians indicated that risk allowances were not being paid to them and yet they were exposed to microbial contamination at all times in their work.

Poor Attitude, Collaboration and Respect among Staff

Some of the respondents indicated that they had no job satisfaction because there is no respect among the staff in the departments in which they worked. They indicated that the staff were not prepared to share and collaborate with other staff in times that necessarily require collaboration for improved results. The senior members echoed that some of their colleagues were not ready to disclose some information to them and were not ready to collaborate as far as research was concerned. The respondents indicated that some of their colleagues were not being fair to them in the job environment and made their lives uncomfortable. The responses on attitude, collaboration and respect of staff, show that they are below expectation. Bateman (2009) has revealed that co-workers support is statistically and positively related to job satisfaction. There is therefore the need to address this situation to avoid organisational conflict.

Lack of Capacity Building Programmes

The respondents also indicated that they had no job satisfaction because the university does not have enough capacity building programmes for the staff. They indicated that if some existed, they were not effective because they did not see the impact of those programmes on their work delivery. They believed capacity building programmes in the university were not encouraging and that there was a lack of in-service training to improve and update the knowledge base of staff. Therefore, the junior and senior staff lacked the environment for career progression and advancement since they do the same thing over and over again. The senior staff indicated that they were not given equal opportunity to go for studies (study leave) and that it is a limitation in their career progression.

It was revealed that much is not being done and that staff would like to have relevant training programmes to enhance their performance and brighten their chances of getting promotion. The importance of training cannot be overemphasized as training satisfaction has been found to have a relationship with overall job satisfaction (Schmidt, 2007).

Non-involvement of Staff in Decision Making

The respondents also indicated one contributory factor to their job dissatisfaction was the failure of management to involve them in the decision-making process. The junior staff

indicated that their voices were not heard in management decision making, therefore, their pressing needs were not addressed and that contribute greatly to the job dissatisfaction. Some of the staff indicated that there was no platform for them to channel their grievances except through their immediate leaders, who they believe, do not carry their grievances to the top management of the university. Most of the staff indicated that they were not privy to the documents related to organisational culture and policies affecting their conditions of work.

It can be deduced from the responses that the staff are not deeply involved in decision making. Even though it is not every decision that staff could be involved, there are many situations where staff can be involved since their involvement can increase their trust, confidence and commitment. This is collaborated by a study by Bamidele and Ella (2013) which shows that the level of job satisfaction increases with an increase in the level of workers participation in decision making.

Negative Effects of Job Dissatisfaction

Having examined the reasons why some of the respondents continue to work in the university despite their job dissatisfaction, the study further sought to scrutinize how the job dissatisfaction affects the respondents. The table below is a summary of responses regarding the ways by which job dissatisfaction have affected the respondents.

Table 6
Negative Effects of Job Dissatisfaction on the Respondents

Effect	No. of Responses (N=95)	% of Responses (N=100%)
Give me stress	46	48.4
Resulted in low interest in the work	26	27.4
Feel insecure	22	23.2

Source: Field Survey, 2017

Table 6 shows that out of a total of 95 respondents, 46(48.4%) have job dissatisfaction translating into stress for them in their work. They have the view that job dissatisfaction gives them stress in the form of mental, emotional or other strains which negatively affects their satisfactory delivery. 26(27.4%) of the respondents think that job dissatisfaction has resulted in the reduction of their interest and passion for their jobs. This will certainly reduce productivity and quality of service delivery among the concerned staff. The job dissatisfaction has resulted in a reduction of their interest in their work and also gives stress and having a by-product of reduced productivity makes some of the respondents 22(23.2%) feel insecure about the tenure of their jobs. They feel their performance will receive disapproval from their superiors and chorus-cry by their peers, which might result in their displacement from their jobs. This is a worrying situation because most research findings reveal inverse relationships between job stress and job satisfaction (Hawe et al., 2000). Others indicated that the job dissatisfaction has resulted in the reduction of their interest and passion for their jobs. This will certainly reduce productivity and quality of service delivery among the staff concerned.

Measures to Improve Job Dissatisfaction of Staff

The 95 respondents who said they did not have job satisfaction were asked to suggest measures to be taken to address their dissatisfaction. There were many variations in the responses so they were taken through content analysis and classified into thematic areas as found in Table 7.

Table 7
Measures to Address Job Dissatisfaction of Staff

Suggestions of respondent	No. of Responses (N=95)	% of Responses (N=100%)
Improvement of teaching and working conditions.	18	18.9
Motivation and recognition of individual and group effort	11	11.5
Improved salary and allowance	13	13.6
Establishment and strict implementation of satisfactory policies	15	15.7
Improvement in the promotion exercise	8	8.4
Improved management and staff relationship at all levels	5	5.2
Improvement in capacity building and related working programmes	2	2.1
Participation of staff in university's decision making	4	4.2
No responses	19	20

Source: Field Survey, 2017

The results from table 7 show that out of 95 staff who were dissatisfied 18(18.9%) feel improvement in teaching and working conditions will improve their situation, followed by the establishment of strict and implementation of satisfactory policies 15(15.7%). Those with the view that improved salary and allowances can turn their situation around are 13(13.6%) and the lowest was an improvement in capacity building and related working conditions which is only 2(2.1%). 19(20%) of respondents did not suggest any measures.

Recommendations

Based on the findings and discussions, the following recommendations are made to improve human resource practices at KNUST:

Improvement of teaching and working conditions in the university is necessary. The respondents suggested that their job dissatisfaction could be traced to their existing unsatisfactory teaching and working conditions. The teaching staff consisting of the senior members indicated that their job satisfaction could be improved if the conditions of the offices were improved and their teaching aids, laboratories, lecture halls, studios and workshops kept to the modern standard. They also advocated that their job satisfaction could be improved if the university could employ more teaching staff to reduce their teaching and marking workloads. The non-teaching staff comprising the junior and senior staff also advocated that their job satisfaction could be improved if their working conditions were improved such as the timely provision of tools and equipment, providing interior space comfort in their work environment such as laboratories, workshops among others. The junior staff especially advocated that improvement in their physical working environment will improve their job satisfaction. They also advocated that if management wants to improve their job satisfaction, their work safety and accommodation should be

taken seriously. This paper advocates a proper mechanism to be instituted to improve staff conditions of work.

There is the need to set up a system for staff motivation and to recognise individual and group effort. The respondents indicated that when motivational mechanisms are carefully hatched and implemented, it will go along away towards stimulating their interest and enthusiasms for their jobs and will consequently improve their job satisfaction. They also indicated that if the extra efforts of individuals and groups are recognized, applauded and rewarded, it has the greatest chances of improving job satisfaction of staff in the university. The respondents believed motivation and recognition are two vital tools for stimulating interest and passion in jobs and when given due consideration in the university will improve job satisfaction. They, therefore, advocated that their salary levels should commensurate with their work input and that hard-working staff should be recognised and duly motivated. It is, therefore, the opinion of this paper that appropriate policies should be enacted to recognise the contribution of staff to the advancement of the university.

There is the need to find strategies to improve the salary and allowances of all staff. The respondents covering senior members, junior and senior staff indicated that improvement in the salary levels and allowances will improve their job satisfaction. Most of the senior and junior staff indicated that their salary levels do not commensurate with the nature and demands of their work and believed they are engaged to do so much work with very little remuneration.

Some of the junior staff comprising the technical workers in the workshops and laboratories advocated the payment of risk allowances. It is the considered opinion of this paper that, management should constantly engage with the Fair Wages and Salaries Commission to improve their remuneration packages from time to time.

There is a need for a comprehensive Human Resource (HR) Policy. The respondents indicated job satisfaction is a multifaceted working prerequisite and needed to be guided by a carefully established comprehensive HR policy. The senior members especially advocated that the success of the university largely rests on the shoulders of the staff and ensuring that the staff are satisfied with their jobs should be one of the priorities of the university management and in which case need to be guided by a comprehensive policy framework. They indicated that such policy should include in-service training for all staff of varying categories, timely payment for extra duties, payment of laboratory risk allowances to technicians and recognition of the differences in the input and output demands of the various categories of workers in the university. The senior members also indicated that to uphold the university's policy of research-teach-impact, provision of research grants, equipment for research and enhancement of the emolument of lecturers and researchers needed to be at the forefront of the policy. The junior and senior staff indicated that the university does not recognise their importance to the overall success of the university and as a result, policies always favour the senior members to the neglect of other staff. This paper argues for an effective HR policy to be put in place to guide how to manage staff.

Improvement in the promotion processes is critical. The respondents indicated that every worker in an organisation is inclined to promotion as it constitutes a measure of your significance in the working environment and advocated that by improving promotion exercises in the university, job satisfaction would be greatly improved. The senior members indicated that the perceived practices of nepotism, favouritism and cronyism should have no place in the promotion process and recounted that staff of equal research and community

service achievement had been promoted and not promoted by the same promotion committee which contributes to job dissatisfaction. They, therefore, advocated a transparent and fair promotion process. The junior and senior staff indicated that if management could reduce the number of years they spend before being promoted to the next level, especially after acquiring the higher qualification, it would improve their job satisfaction. They advocated that if the university wanted to improve job satisfaction, staff should be promoted unhindered when due for promotion. They further suggested that delays in promotion exercises should be addressed to improve job satisfaction. This paper suggests for Performance Management System be put in place to guide staff development.

Improvement in management-staff relationships at all levels is important. The respondents especially the junior and senior staff indicated that their job dissatisfaction in the university is high because of the poor relationship between management and staff at various levels in the university. The junior staff indicated that at certain points the manner and nature of commands they received from the superiors were extreme and, in most cases, the product of such poor co-existence was a severed relationship between management and some staff within the same department. It is, therefore, expected that the concerned staff will not have job satisfaction. They also indicated that management was unaware and neglectful of their needs beyond the working environment and advocated that management should come down to the level of workers and staff to know their concerns and to find solutions to them if they wanted to improve job satisfaction. The junior staff also advocated that opportunity should be given to them to at least dialogue with their departmental heads on their working needs. There is the need for annual staff durbars to be instituted to promote healthy engagement between staff and management.

There is a need for the development of capacity training programmes to support staff development. The respondents also indicated that if job satisfaction needs to be improved, all activities and practices connected to teaching and working in the university needs to be holistically improved. The respondents believed running capacity building programmes once a year, orientation at the point of entry and provision of career progression programmes have the potential of improving job satisfaction of staff. There is a need to improve the KNUST Summer programme to address the needs of the individual category of staff. They advocated structured professional and regular career counselling and opportunities for advancement to be able to efficiently deliver in their respective assigned duties. There should be an opportunity to liaise with industry to be able to foster a proper link between education and academia.

There is the need to actively involve staff in decision making. There should be an opportunity for staff to participate in decision making. While this is already in place in the form of representation by some selected and appointed members at university board meetings from the college and department in the entire university, there should be other avenues created for staff to seek solutions to their problems.

Conclusion

The research investigated causes of job dissatisfaction in a public university in Ghana with Kwame Nkrumah University of Science and Technology as a case study. The findings from the study also revealed that several factors affect job dissatisfaction including poor management-staff relation, lack of recognition and motivation of staff, poor teaching and working conditions which need to be addressed to reduce job dissatisfaction.

The negative effects of job dissatisfaction included low interest in work, insecurity and stress which was the prominent factor. This shows that job dissatisfaction has health

implications and could result in low productivity and costs in terms of the provision of healthcare. It also implies that KNUST could not only gain from higher productivity in addressing the dissatisfaction of staff but also cut down medical expenses.

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**GHANA JOURNAL OF
HIGHER EDUCATION MANAGEMENT**

VOLUME 7, JULY, 2021

ISSN: 0855-6156
