



SELINUS UNIVERSITY
OF SCIENCES AND LITERATURE

Influence of Academic Qualification, Work Experience, and Personality on the Attitude of Teachers Towards Teaching in Basic Schools in Awutu Senya East Municipality

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DECLARATION

I, Francis Essel-Okyeahene, hereby declare that this dissertation, titled **“Influence of Academic Qualification, Work Experience, and Personality on the Attitude of Teachers Towards Teaching in Basic Schools in Awutu Senya East Municipality,”** is the result of my original research work conducted as part of the requirements for the award of a Doctor of Philosophy (PhD) degree at Selinus University of Sciences and Literature, Graduate School.

I affirm that this work has not been submitted in part or in full for the award of any other degree or diploma at any institution of higher learning. Where the works of others have been cited or referenced, due acknowledgment has been provided by academic conventions.

I take full responsibility for any errors or omissions in this work.

Signature:

(Francis Essel-Okyeahene)

Date:.....

DEDICATION

This dissertation is lovingly dedicated to my dear wife, Mrs. Mavis Essel-Okyeahene, whose unwavering love, patience, and encouragement have been my constant source of strength throughout this journey. Her steadfast support and belief in my abilities have been a cornerstone of my success.

To my wonderful children, Evelyn Essel, Obed Essel, Jonathan Essel-Okyeahene, Napoleon Essel, and Eunice Essel, you are my pride and joy. Your understanding, sacrifices, and unending love have been my inspiration to persevere and achieve this significant milestone. I hope this accomplishment serves as a beacon of inspiration for you to pursue your dreams with determination and resilience.

I also dedicate this work to all stakeholders in education, particularly those who are committed to the noble mission of delivering quality basic educational services in Ghana. Your dedication to shaping the future of our nation through education is a cause I deeply admire and hold close to my heart. This dissertation is a testament to the critical importance of your work and its impact on communities like the Awutu Senya East Metropolitan Area.

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ABSTRACT

The study explores the influence of academic qualification, work experience, and personality on the attitudes of teachers toward teaching in basic schools within the Awutu Senya East Municipality. This study seeks to bridge this gap by investigating the interplay of academic qualification, work experience, and personality traits in determining teacher attitudes and their implications for teaching effectiveness.

A mixed-methods approach was employed, combining quantitative data from questionnaires and qualitative insights from interviews with teachers. The study sampled 150 teachers from public and private basic schools in the municipality using stratified random sampling techniques. Data collected covered demographic profiles, academic qualifications, years of work experience, and personality traits such as adaptability, interpersonal skills, and emotional resilience. The findings were analyzed using descriptive and inferential statistical tools, including frequency distribution, percentages, and chi-square tests, to identify relationships and patterns.

Results indicate that academic qualifications significantly influence teacher attitudes, with those holding higher qualifications demonstrating greater enthusiasm, confidence, and commitment to teaching. The findings have significant implications for educational policy and practice. Recommendations include investing in teacher professional development, creating pathways for career advancement, reducing workloads, improving access to teaching resources, and incorporating personality development into teacher training programs. The study also advocates for mentorship programs for novice teachers, recognition and reward schemes for high-performing teachers, and a supportive school culture to foster positive attitudes.

This research contributes to the broader discourse on teacher motivation and effectiveness by emphasizing the intersection of qualifications, experience, and personality traits in shaping attitudes toward teaching. It underscores the need for a holistic approach to teacher support systems, ensuring that the foundational pillars of teacher education, professional growth, and well-being are addressed comprehensively. By doing so, the study aims to enhance teacher performance and, ultimately, improve student learning outcomes in the Awutu Senya East Municipality.

Key Terms: Academic Qualification, Work Experience, Personality Traits, Attitude, Teaching Effectiveness, Basic Schools, Awutu Senya East Municipality, Educational Policy.

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CHAPTER ONE

Introduction

1.1) Background of the Study

Teachers' attitudes toward teaching are integral to achieving educational goals, especially in foundational settings like basic schools (Hattie, 2009). These attitudes influence instructional methods, classroom management, and relationships with students, ultimately shaping learning outcomes (Adu & Olatunji, 2020). In Ghana, basic education provides the framework for lifelong learning and skill acquisition, making the attitudes of teachers pivotal to the success of this system. The Awutu Senya East Municipality, located in the Central Region, presents a unique case for exploring this topic due to its demographic diversity and educational challenges.

Academic qualifications are often regarded as key indicators of a teacher's competence and preparedness. According to Darling-Hammond (2010), teachers with advanced academic credentials are better equipped to handle diverse learning needs and apply innovative pedagogical strategies. However, studies in developing countries, including Ghana, have shown mixed results regarding the correlation between higher qualifications and positive teaching attitudes (Amoako-Asiedu & Asiedu-Addo, 2016). For example, many teachers in the Awutu Senya East Municipality possess qualifications that meet the minimum requirements, yet systemic challenges such as resource constraints limit the translation of their academic knowledge into effective teaching practices.

Work experience plays a critical role in shaping teachers' attitudes and effectiveness. Experienced teachers often exhibit greater classroom management skills, adaptability, and resilience in dealing with challenges (Ingersoll, Merrill, & May, 2014). However, the relationship between work experience and teaching attitude is not linear. While experience can lead to increased confidence

and skill, it may also result in burnout or stagnation if teachers face unchanging and demotivating conditions (Adusei, 2021). In Awutu Senya East, teachers with longer tenures may struggle with overcrowded classrooms, inadequate infrastructure, and limited professional development opportunities, potentially impacting their attitudes negatively.

Personality traits significantly influence an individual's approach to teaching. According to the Big Five Personality Model, traits such as openness, conscientiousness, extraversion, agreeableness, and emotional stability are closely linked to professional attitudes and behaviors (McCrae & Costa, 1997). Teachers with high levels of openness and agreeableness, for instance, are more likely to embrace collaborative teaching methods and foster positive relationships with students (John & Srivastava, 1999). In the context of Awutu Senya East Municipality, understanding how personality traits interact with local educational challenges can provide deeper insights into their influence on teaching attitudes.

Globally, research has demonstrated that academic qualifications, work experience, and personality traits collectively influence teaching attitudes. A meta-analysis by Rockoff (2004) found that academic qualifications significantly impact teaching effectiveness in early career stages but become less predictive as teachers gain experience. Similarly, Jones and Brown (2019) highlighted the moderating role of personality in adapting to challenging work environments. In Ghana, studies by Amankwah and Nyarko (2020) revealed that teachers with positive personality traits were more likely to demonstrate resilience and innovative practices despite resource constraints. While numerous studies have explored the determinants of teacher attitudes globally, there is limited research focused on the interplay of academic qualifications, work experience, and

personality traits within the Ghanaian context, particularly in municipalities like Awutu Senya East. This study seeks to fill this gap by providing a nuanced analysis of these factors and their collective impact on teaching attitudes.

Teaching is an essential profession that shapes future generations. The attitude of teachers towards their profession significantly influences the quality of education delivered to students (Smith, 2020). In basic schools, especially in rural and semi-urban areas like Awutu Senya East Municipality, teachers' attitudes towards teaching can be influenced by multiple factors such as their academic qualifications, work experience, and personality traits. The purpose of this research is to explore how these variables affect teachers' attitudes and their overall performance in the classroom.

Attitude plays a critical role in determining how teachers approach their tasks and interact with students (Chaudhary & Sharma, 2019). Teachers who have positive attitudes are more likely to engage effectively with students and use innovative teaching strategies, thereby improving learning outcomes. Conversely, teachers with negative attitudes may demonstrate disinterest in student development, leading to poor academic performance. The municipality of Awutu Senya East is experiencing challenges in teacher retention and student performance, raising concerns about the factors that influence teachers' attitudes toward teaching in these schools.

While several studies have examined the relationship between teachers' attitudes and student outcomes (Garcia, 2018), few have focused on how teachers' academic qualifications, work experience, and personality traits combine to influence their attitudes. By understanding these relationships, this research aims to provide insights that could improve educational strategies, teacher training programs, and policy decisions in the municipality.

1.2) Problem Statement

Education is universally recognized as a critical tool for socio-economic development, and teachers play an indispensable role in ensuring its success. The attitudes of teachers significantly influence their performance in the classroom, impacting students' academic achievement and overall development (Hattie, 2009). However, the factors shaping teachers' attitudes are complex and multifaceted, often intertwined with academic qualifications, work experience, and individual personality traits. In Ghana, particularly in basic schools, these dynamics are further complicated by systemic challenges such as inadequate resources, overcrowded classrooms, and limited opportunities for professional growth (Mensah & Kuranchie, 2020).

The Awutu Senya East Municipality, like many other districts in Ghana, faces educational challenges, particularly in its basic schools. Teacher motivation and attitudes toward their job have been identified as a significant contributor to low student performance (Yeboah, 2021). While efforts have been made to address issues related to teacher qualification and compensation, there is limited research on how a combination of academic qualifications, work experience, and personality traits affect their attitude toward teaching. The problem this study seeks to address is the apparent lack of comprehensive understanding of these factors and their influence on teachers' attitudes in this specific context.

The educational sector in Awutu Senya East Municipality is facing persistent challenges related to teacher motivation, retention, and performance, which in turn affect student learning outcomes (Owusu, 2022). While various policy interventions have sought to address issues such as inadequate teacher compensation and poor school infrastructure, there has been limited focus on how intrinsic factors—such as academic qualifications, work experience, and personality traits—

affect teachers' attitudes towards their profession. Previous research has tended to focus on individual factors in isolation (Garcia, 2018), leaving a gap in understanding how these variables interact to influence teaching attitudes in basic schools. The Awutu Senya East Municipality, located in Ghana's Central Region, represents a microcosm of the broader challenges faced by the country's educational sector. The municipality's basic schools often struggle with limited infrastructure, high student-teacher ratios, and resource constraints (Adusei, 2021). Despite these challenges, basic education remains a cornerstone for Ghana's education system, providing the foundation for subsequent learning stages. Thus, understanding the determinants of teachers' attitudes in this region is vital for improving educational outcomes.

Teacher attitudes refer to their predispositions toward their roles, responsibilities, and students, influencing their instructional methods and engagement levels (Darling-Hammond, 2010). Positive attitudes enhance teacher efficacy, foster student motivation, and contribute to a supportive learning environment (John & Srivastava, 1999). Conversely, negative attitudes can hinder effective teaching and lead to poor student performance. Factors such as academic qualification, work experience, and personality traits play pivotal roles in shaping these attitudes, making them critical areas of research.

Academic qualifications serve as indicators of professional competence and preparedness in teaching. Teachers with higher academic qualifications are often expected to possess advanced knowledge of pedagogical principles, subject matter expertise, and classroom management skills (Rockoff, 2004). However, in developing countries like Ghana, the relationship between academic qualifications and teaching attitudes is not always straightforward. A study by Amoako-Asiedu and Asiedu-Addo (2016) found that while higher qualifications equip teachers with better technical skills, the lack of institutional support and inadequate teaching resources often neutralize their

potential benefits.

In Awutu Senya East Municipality, many teachers possess basic qualifications, meeting the minimum standards required for teaching in basic schools. However, disparities in the availability of professional development opportunities and the quality of teacher training programs raise questions about the extent to which qualifications influence teaching attitudes (Owusu-Acheampong, 2021). Furthermore, there is limited empirical evidence on whether academic qualifications correlate with positive teaching attitudes in resource-constrained environments.

Work experience is another critical determinant of teacher attitudes. Experienced teachers are generally perceived as more confident, adaptable, and effective in handling diverse classroom challenges (Ingersoll, Merrill, & May, 2014). They often develop coping mechanisms for stress, strategies for engaging students, and the ability to navigate institutional dynamics. However, the relationship between work experience and teaching attitudes is nuanced.

In some cases, prolonged exposure to challenging work environments—such as those characterized by overcrowded classrooms, insufficient teaching materials, and low remuneration—can lead to job dissatisfaction and burnout, negatively affecting attitudes (Adu, 2018). For teachers in Awutu Senya East Municipality, the interplay between work experience and environmental challenges warrants closer examination. Do experienced teachers develop resilience and positive attitudes despite these challenges, or does prolonged exposure exacerbate frustration and disengagement?

Personality traits significantly influence how individuals perceive and respond to their professional roles. The Big Five Personality Model—comprising openness, conscientiousness, extraversion, agreeableness, and neuroticism—provides a robust framework for understanding these dynamics

(McCrae & Costa, 1997). Teachers with high levels of openness and conscientiousness are more likely to embrace innovative teaching methods, maintain organized classrooms, and build positive relationships with students (John & Srivastava, 1999).

In the context of Awutu Senya East Municipality, personality traits may play a crucial role in determining how teachers navigate the challenges of their profession. For instance, teachers with high emotional stability may exhibit resilience in the face of resource constraints, while those with high agreeableness may excel in fostering collaborative relationships with colleagues and students. However, there is limited research exploring the intersection of personality traits and teaching attitudes in this region, creating a gap in the existing literature.

The educational landscape in Awutu Senya East Municipality presents several challenges that may influence teachers' attitudes:

- ✓ **Resource Constraints:** Many basic schools lack essential teaching materials, technological tools, and infrastructure, creating a demotivating work environment (Mensah & Kuranchie, 2020).
- ✓ **Large Class Sizes:** Overcrowded classrooms hinder personalized teaching and increase workload, leading to stress and frustration (Adusei, 2021).
- ✓ **Professional Development Gaps:** Limited opportunities for training and skill enhancement prevent teachers from staying abreast of modern educational practices (Gyimah, 2019).
- ✓ **Low Job Satisfaction:** Factors such as inadequate remuneration, lack of recognition, and limited career advancement opportunities contribute to job dissatisfaction, potentially affecting attitudes toward teaching (Owusu-Acheampong, 2021).

Despite the extensive literature on teacher attitudes, there is a paucity of studies examining the combined influence of academic qualifications, work experience, and personality traits on teaching attitudes in Ghanaian basic schools. Existing studies often focus on individual factors in isolation, overlooking the complex interactions between these variables (Amoako-Asiedu & Asiedu-Addo, 2016). Moreover, the unique contextual challenges faced by teachers in Awutu Senya East Municipality—such as resource constraints and large class sizes—remain underexplored. Addressing these gaps is crucial for developing targeted interventions to improve teacher attitudes and, by extension, educational outcomes.

This study aims to fill that gap by exploring the combined effect of academic qualifications, work experience, and personality traits on teachers' attitudes toward teaching in the basic schools of the Awutu Senya East Municipality. Understanding these dynamics could lead to more effective teacher training and development programs, ultimately improving educational outcomes for students.

1.3) Objectives of the Study

1.3.1) General Objective

The primary objective of this study is to investigate the influence of academic qualifications, work experience, and personality traits on the attitudes of teachers toward teaching in basic schools.

1.3.2) Specific Objectives

Specifically, the study will:

1. Examine the influence of academic qualifications on teachers' attitudes.
2. Analyze the extent to which work experience affects teachers' attitudes toward teaching.
3. Investigate the role of personality traits in determining teachers' attitudes.

4. Explore the combined effect of academic qualifications, work experience, and personality traits on teachers' overall attitudes toward their profession.

1.4) Research Questions

- 1) How do academic qualifications influence the attitude of teachers towards teaching in basic schools in the Awutu Senya East Municipality?
- 2) To what extent does work experience affect the attitude of teachers toward teaching in the same context?
- 3) What role do personality traits play in shaping teachers' attitudes toward their profession?
- 4) How do these factors—academic qualifications, work experience, and personality traits—interact to influence teachers' overall attitudes toward teaching?

1.5) Hypotheses

- ✓ **H₀** : There is no significant relationship between academic qualification and the attitude of teachers towards teaching.
- ✓ **H₀** : Work experience does not significantly influence teachers' attitudes toward their profession.
- ✓ **H₀** : Personality traits do not significantly affect teachers' attitudes toward teaching.
- ✓ **H₀** : The combined effect of academic qualification, work experience, and personality traits does not significantly influence teachers' attitudes toward teaching.

1.6) Significance of the Study

The educational sector in Ghana plays a pivotal role in national development, with teachers at its core. Understanding the factors influencing teacher attitudes—academic qualification, work

experience, and personality—provides actionable insights for policymakers, educational stakeholders, and researchers. This study is significant because it bridges gaps in existing literature, informs policy formulation, and contributes to theoretical advancements in education.

✓ **Contribution to Educational Policy**

Teacher quality is central to educational outcomes, and this study offers critical insights to inform teacher recruitment, training, and retention strategies. For instance, research shows that academic qualifications correlate with pedagogical effectiveness, but regional disparities in teacher distribution remain a concern (Darling-Hammond, 2000). By focusing on basic schools in the Awutu Senya East Municipality, this study highlights the contextual challenges faced by educators in semi-urban and rural settings, offering recommendations for equitable resource allocation and professional development initiatives. Educational authorities can use the findings to design targeted interventions that address gaps in teacher preparedness. For instance, if academic qualifications significantly influence teaching attitudes, teacher training institutions may need to emphasize advanced certifications alongside practical skill-building. Moreover, understanding the impact of work experience on teacher attitudes could inform mentorship programs, pairing novice teachers with experienced educators for guidance and support (Ingersoll, 2001).

✓ **Practical Implications for Teachers and School Administrators**

Teachers and administrators can use this study's findings to foster professional growth and improve instructional practices. Understanding how personality traits, such as conscientiousness and openness, affect teaching attitudes enables schools to provide tailored support systems (McCrae & Costa, 1987). For example, schools may implement stress management workshops or

personality-focused training sessions to enhance teacher well-being and resilience.

Furthermore, insights into the role of work experience may encourage administrators to create collaborative environments where experienced teachers mentor their less-experienced peers. Such practices not only improve attitudes toward teaching but also promote a culture of continuous learning and professional development (Hakanen et al., 2006).

✓ **Contribution to Theoretical Knowledge**

This study contributes to the theoretical discourse on teacher attitudes by integrating psychological and educational frameworks. Existing theories, such as Ajzen's (1991) Theory of Planned Behavior, suggest that attitudes are influenced by beliefs, experiences, and external conditions. By examining the interplay of academic qualifications, work experience, and personality within a Ghanaian context, this research enriches global understandings of teacher attitudes, particularly in under-researched regions.

The study also extends the application of the Big Five Personality Traits model (McCrae & Costa, 1987) to education, exploring how personality influences teaching attitudes and behaviors. For instance, while research from Western contexts emphasizes the role of conscientiousness in job performance, this study investigates whether similar patterns exist in Ghanaian basic schools (Caprara et al., 2006).

✓ **Benefits to Students and the Local Community**

The attitudes of teachers directly affect student learning experiences and outcomes. Positive teacher attitudes foster engaging, supportive classrooms, leading to higher student motivation and academic achievement (Klassen & Chiu, 2010). Conversely, negative attitudes may result in disengagement, particularly in under-resourced schools. By identifying factors that promote

positive teaching attitudes, this study contributes to improving educational quality in Awutu Senya East Municipality. When teachers feel empowered and supported, they are more likely to adopt innovative teaching methods, adapt to diverse student needs, and create inclusive learning environments (Amoako, 2019). The local community also benefits from the study's emphasis on teacher development. Schools with motivated teachers tend to build stronger relationships with parents and community members, fostering collaborative efforts to enhance educational outcomes. Moreover, highlighting the importance of teacher personality and professional growth may encourage community investment in teacher support initiatives, such as housing schemes or sponsorship programs.

✓ **Addressing Gaps in Existing Literature**

While numerous studies examine teacher attitudes globally, few focus on the Ghanaian context, particularly basic schools in semi-urban areas like Awutu Senya East Municipality. Most existing research emphasizes either academic qualifications or work experience independently, with limited attention to the role of personality traits (Ampadu, 2012; Mensah, 2020). This study addresses this gap by providing a comprehensive analysis of how these variables interact to shape teacher attitudes.

Additionally, previous studies often neglect the perspectives of teachers working in resource-constrained environments. By focusing on this demographic, the research sheds light on the unique challenges and opportunities faced by educators in basic schools, contributing to a more nuanced understanding of teacher attitudes in developing countries.

✓ **Implications for Future Research**

This study serves as a foundation for further research on teacher attitudes in Ghana and beyond.

Future studies could build on this work by exploring additional variables, such as organizational culture, parental involvement, or teacher motivation, to provide a holistic view of factors influencing teaching attitudes.

Moreover, the findings may inspire comparative studies across different regions or educational levels, such as junior high and senior high schools. For instance, researchers could investigate whether the influence of academic qualifications, work experience, and personality varies between urban and rural schools or among teachers with different specializations.

✓ **Relevance to Sustainable Development Goals (SDGs)**

This research aligns with SDG 4: Quality Education, which emphasizes inclusive and equitable education for all. By improving teacher attitudes, the study indirectly contributes to better learning outcomes and the achievement of educational equity in Ghana. Furthermore, the emphasis on teacher development supports SDG 8: Decent Work and Economic Growth, as empowered teachers are more likely to contribute to a productive and innovative workforce.

The significance of this study lies in its ability to inform policy, practice, and theory while addressing critical gaps in the literature. By examining the influence of academic qualification, work experience, and personality on teacher attitudes, this research offers actionable insights for stakeholders in Ghana's educational sector. Its implications extend beyond the Awutu Senya East Municipality, providing valuable lessons for improving teacher development and educational quality in similar contexts.

1.7) Scope of the Study

The scope of this study defines the parameters within which the research is conducted, including its geographical, theoretical, and temporal dimensions. The focus is on understanding how academic qualification, work experience, and personality traits influence the attitudes of teachers in basic schools.

1) Geographic Scope

This study is geographically limited to basic schools within the Awutu Senya East Municipality, located in the Central Region of Ghana. The municipality is characterized by a mix of rural and peri-urban communities, with diverse socio-economic challenges affecting educational outcomes (Ghana Statistical Service, 2021). Basic schools in this area represent a microcosm of the broader educational landscape in Ghana, making the findings relevant both locally and nationally.

2) Population Scope

The study focuses on teachers currently employed in public and private basic schools within the municipality. Teachers in this context include those responsible for kindergarten, primary, and junior high school levels. Participants will include individuals with varying academic qualifications, levels of work experience, and diverse personality profiles. The total sample size will consist of 100 teachers, selected using a stratified random sampling technique to ensure representation across different school types and teacher demographics. The study excludes educators in non-teaching roles, such as administrative staff and education officers. Additionally, teachers at the senior high school level are beyond the scope of this research, as their qualifications and experiences may differ significantly from those of basic school teachers.

3) Thematic Scope

The thematic focus of this research is threefold:

- ✓ **Academic Qualification:** The study examines how levels of formal education—such as diplomas, bachelor’s degrees, and postgraduate qualifications—influence teaching attitudes.
- ✓ **Work Experience:** The research explores the impact of years of teaching experience, with distinctions made between early-career (0–5 years), mid-career (6–15 years), and late-career (16+ years) teachers (Klassen & Chiu, 2010).
- ✓ **Personality Traits:** The study uses the Big Five Personality Traits model—openness, conscientiousness, extraversion, agreeableness, and neuroticism—to analyze how personality influences attitudes (McCrae & Costa, 1987).

4) Temporal Scope

The data collection phase of this study spans three months, from January to March 2025. This timeframe ensures the inclusion of teachers’ attitudes during a full academic term, avoiding the biases associated with the beginning or end of the school year when teacher workloads and attitudes may fluctuate.

5) Methodological Scope

The study employs a mixed-methods approach, combining quantitative surveys and qualitative interviews. The quantitative component involves a structured questionnaire designed to measure academic qualifications, work experience, personality traits, and teaching attitudes. Qualitative interviews supplement the surveys by capturing in-depth perspectives and contextual nuances.

1.8) Delimitation of the Study

Delimitations refer to the self-imposed constraints that narrow the study's focus, ensuring its feasibility and relevance.

1) Geographic Delimitation

While the findings may provide insights applicable to other municipalities in Ghana, the study's results are not generalizable to all regions. Awutu Senya East Municipality was selected due to its unique socio-economic conditions, including disparities in teacher distribution and resource availability (Ghana Education Service, 2020).

2) Thematic Delimitation

The study focuses exclusively on academic qualifications, work experience, and personality traits as predictors of teaching attitudes. Other potential influences, such as teacher motivation, job satisfaction, or socio-cultural factors, are beyond the scope of this research (Amoako, 2019). These variables are acknowledged as important but are excluded to maintain a manageable focus.

3) Population Delimitation

The study is limited to basic school teachers, excluding senior high school educators and non-teaching staff. This delimitation ensures that the research addresses the specific challenges and characteristics of teachers in the basic education sector, which is distinct from other educational levels (Adelabu, 2005). Additionally, only teachers with at least one year of professional experience are included in the sample. This criterion ensures that participants have sufficient exposure to teaching practices and classroom dynamics to provide informed insights.

4) Temporal Delimitation

The study's data collection is restricted to the first academic term of 2025. While this period provides a representative snapshot of teacher attitudes, it may not capture seasonal variations or long-term trends in attitudes influenced by policy changes or socio-economic events (Ingersoll, 2001).

5) Methodological Delimitation

The use of the Big Five Personality Traits model is a deliberate choice, as it provides a robust framework for analyzing personality in educational contexts (McCrae & Costa, 1987). However, other personality frameworks, such as the Myers-Briggs Type Indicator (MBTI), are excluded to maintain theoretical coherence. Additionally, the mixed-methods approach limits the study to specific data collection tools. While the combination of surveys and interviews provides comprehensive insights, other methods, such as classroom observations or longitudinal studies, are excluded due to time and resource constraints.

✓ Justification for Scope and Delimitation

The scope and delimitation of this study were carefully designed to ensure its feasibility, relevance, and depth. By focusing on basic schools in Awutu Senya East Municipality, the research addresses a specific yet significant segment of Ghana's education system. Limiting the variables to academic qualification, work experience, and personality allows for an in-depth exploration of their combined influence on teacher attitudes, contributing to actionable insights for stakeholders.

The exclusion of additional variables, such as job satisfaction or socio-economic factors, does not diminish the study's significance. Instead, it ensures a focused analysis that aligns with the research objectives. Similarly, the methodological delimitations enable the study to provide both

quantitative and qualitative perspectives within the constraints of time and resources. The scope and delimitation of this study establish a clear framework for investigating the influence of academic qualification, work experience, and personality on the attitudes of teachers in basic schools within Awutu Senya East Municipality. While certain variables and populations are excluded, these limitations are deliberate choices that enhance the study's focus and depth. The findings will offer valuable insights for policymakers, educators, and researchers, contributing to the development of more effective teacher training and support programs.

1.9) Definitions of Terms

Attitude towards Teaching: Teachers' overall disposition, feelings, and behaviors toward their teaching profession (Watson, 2020).

- ✓ **Academic Qualification:** The highest level of formal education or professional certification attained by a teacher (James, 2019).
- ✓ **Work Experience:** The total number of years a teacher has been engaged in the teaching profession (Hill & Harris, 2021).
- ✓ **Personality Traits:** Individual characteristics that influence how a teacher interacts with others and approaches their profession, based on the Five-Factor Model (McCrae & Costa, 2018).

CHAPTER TWO

LITERATURE REVIEW

2.1) Introduction

The Awutu Senya East Municipality, located in the Central Region of Ghana, is an area that, like many others in the country, places significant importance on basic education as the foundation for future learning and development. Basic education, which includes primary and junior high school, is the bedrock of the educational system in Ghana, aimed at providing all children with the skills and knowledge necessary to progress to higher levels of education and to contribute productively to society (Ministry of Education, Ghana, 2018).

However, the quality of basic education is heavily influenced by the attitudes, competencies, and motivations of teachers who are responsible for delivering this education. Teachers play a pivotal role in shaping students' learning experiences, academic success, and overall engagement with schooling. As such, understanding the factors that influence teachers' attitudes towards their profession is crucial for policymakers, educational administrators, and stakeholders seeking to improve educational outcomes in regions like Awutu Senya East Municipality.

In this municipality, like many semi-urban areas in Ghana, schools face challenges such as limited resources, overcrowded classrooms, and underfunded teacher development programs (Gyamfi, 2021). These issues, coupled with the varying qualifications, experiences, and personal attributes of teachers, can significantly impact their attitudes toward teaching. Teachers' attitudes, in turn, influence their motivation, effectiveness, and willingness to go beyond the minimum requirements to ensure students succeed (Darling-Hammond, 2000). Positive teacher attitudes often translate

into more engaged teaching, improved classroom management, and higher student achievement, while negative attitudes can lead to disengagement, absenteeism, and decreased student performance (Stronge, 2011).

The factors contributing to teachers' attitudes are multifaceted, with academic qualifications, work experience, and personality traits among the most important variables. Academic qualifications provide teachers with the theoretical knowledge and pedagogical skills needed to perform their duties effectively. Work experience, on the other hand, offers teachers the practical insights and adaptive strategies required to navigate the complexities of the classroom. Personality traits, such as conscientiousness, emotional stability, and openness to experience, shape how teachers interact with students, manage classroom dynamics, and cope with the stress and challenges inherent in the teaching profession (John, Naumann, & Soto, 2008).

By examining the influence of academic qualifications, work experience, and personality on teachers' attitudes toward teaching in basic schools in the Awutu Senya East Municipality, this study seeks to provide a comprehensive understanding of how these factors interact to shape educational outcomes. In the context of Ghana's broader educational reforms, which aim to improve the quality of basic education and address teacher motivation issues, this research will offer valuable insights that can inform teacher development programs and educational policy decisions.

Understanding these influences is particularly relevant as education systems in Ghana and other developing countries strive to meet global educational standards and Sustainable Development Goal 4, which calls for inclusive and equitable quality education for all. Ensuring that teachers in

regions like Awutu Senya East are not only well-qualified but also motivated and well-supported is essential for achieving these objectives and improving the overall quality of basic education in the municipality.

2.2) Theoretical Framework

In examining the influence of academic qualifications, work experience, and personality on the attitudes of teachers towards teaching, a theoretical foundation is essential. This section draws on three key psychological and organizational behavior theories: Bandura's Social Cognitive Theory, the Personality Trait Theory (Big Five model), and Herzberg's Two-Factor Theory. Each theory provides insights into how internal personal factors and external environmental influences shape teacher attitudes and behaviors, which are critical for understanding their effectiveness in the classroom.

2.2.1) Bandura's Social Cognitive Theory

Bandura's Social Cognitive Theory (1986) posits that human behavior is the result of an interaction between personal, behavioral, and environmental factors. This theory emphasizes the idea of reciprocal determinism, where individuals' behaviors are influenced by personal cognitive factors (e.g., beliefs, expectations), their environment (e.g., institutional context), and the behaviors themselves. Teachers, like other individuals, engage in constant interactions between these factors, which shape their attitudes towards teaching and ultimately their effectiveness in the classroom.

✓ Personal Factors

Bandura highlights the importance of personal factors, such as self-efficacy, in determining attitudes and behaviors. Self-efficacy refers to a person's belief in their ability to achieve desired outcomes in specific situations. In the context of teaching, a teacher's sense of efficacy influences

how they approach classroom challenges, manage students, and deliver content. Teachers with high self-efficacy are more likely to adopt positive attitudes toward teaching, show greater persistence in difficult situations, and exhibit more effective teaching behaviors (Bandura, 1997). Conversely, teachers with low self-efficacy may struggle with classroom management and become disengaged, resulting in negative attitudes toward teaching.

Teachers' academic qualifications and work experience contribute to the development of self-efficacy. For example, a teacher with a master's degree in education is likely to have a higher sense of self-efficacy, as they possess the theoretical and practical knowledge needed to address diverse classroom challenges. Similarly, teachers with more years of experience tend to feel more competent and confident in their abilities, which can positively influence their attitudes towards teaching (Tschannen-Moran & Hoy, 2001).

✓ **Environmental Factors**

Bandura's theory also emphasizes the role of the environment in shaping attitudes and behaviors. For teachers, the environment includes not only the physical classroom setting but also the broader institutional, cultural, and community context. Factors such as administrative support, student behavior, availability of teaching resources, and societal expectations all play a role in shaping teachers' attitudes. A supportive school environment, characterized by strong leadership and adequate resources, can foster positive attitudes towards teaching, whereas a challenging environment with limited resources and poor student discipline can lead to frustration and negative attitudes (Tschannen-Moran, Hoy, & Hoy, 1998).

✓ **Behavioral Factors**

Finally, Bandura emphasizes the importance of behavioral patterns. Teachers' behaviors—such as their classroom management techniques, instructional strategies, and interactions with students—are influenced by both personal and environmental factors, and in turn, influence their attitudes. Teachers who are successful in managing their classrooms and engaging students are more likely to develop positive attitudes toward teaching, while those who struggle with classroom management may experience frustration and dissatisfaction (Woolfolk Hoy & Spero, 2005).

In summary, Bandura's Social Cognitive Theory suggests that teacher attitudes toward teaching are shaped by a dynamic interaction between their personal characteristics (such as self-efficacy), their environment (such as school resources and support), and their behaviors (such as instructional strategies). This framework is useful for understanding how academic qualifications, work experience, and personality traits interact to influence teacher attitudes.

2.2.2) Personality Trait Theory (Big Five Model)

The Personality Trait Theory, particularly the Big Five Model developed by John and Srivastava (1999), is one of the most widely accepted frameworks for understanding personality traits and their influence on behavior. This model identifies five major dimensions of personality: openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism. Each of these traits can influence how teachers perceive their work, interact with students, and approach their responsibilities, thereby shaping their attitudes towards teaching.

✓ **Openness to Experience**

Teachers who score high in openness are generally curious, imaginative, and open to new ideas.

They are more likely to embrace innovative teaching methods, adapt to changes in the curriculum, and foster creativity in the classroom (McCrae & Costa, 1999). Teachers with high openness may have positive attitudes toward teaching because they find the profession stimulating and rewarding, especially when they can experiment with new approaches to enhance student learning.

✓ **Conscientiousness**

Conscientiousness refers to an individual's level of organization, responsibility, and dependability. Highly conscientious teachers tend to be well-prepared, detail-oriented, and diligent in their teaching practices (Klassen & Tze, 2014). These traits are associated with positive attitudes toward teaching, as conscientious teachers are more likely to experience a sense of accomplishment and satisfaction from their work. They are also more likely to be committed to their professional development and continuously improve their teaching skills.

✓ **Extraversion**

Extraversion is characterized by sociability, assertiveness, and a preference for engaging with others. Extraverted teachers may be more enthusiastic and energetic in the classroom, which can lead to positive relationships with students and colleagues (Judge & Bono, 2001). This social engagement can contribute to positive attitudes toward teaching, as extraverted teachers may derive satisfaction from their interactions with students and the sense of community within the school.

✓ **Agreeableness**

Agreeableness reflects an individual's tendency to be cooperative, compassionate, and empathetic. Teachers who score high in agreeableness are often warm and nurturing, which can foster a

supportive classroom environment (Hogan & Holland, 2003). These teachers are more likely to develop positive relationships with students, leading to higher job satisfaction and more positive attitudes toward teaching.

✓ **Neuroticism (Emotional Stability)**

Neuroticism, or emotional stability, refers to the tendency to experience negative emotions such as anxiety, depression, and stress. Teachers who score high in neuroticism may be more prone to experiencing job-related stress and burnout, which can negatively affect their attitudes toward teaching (McCrae & Costa, 1999). Conversely, emotionally stable teachers are more likely to handle the challenges of the classroom with resilience, leading to more positive attitudes.

In the context of teaching, the Big Five personality traits offer valuable insights into how personal characteristics influence attitudes. Teachers who are open, conscientious, extraverted, and agreeable are more likely to have positive attitudes toward their work, while those who score high in neuroticism may struggle with job satisfaction and emotional well-being.

2.3) Academic Qualification and Teacher Attitude

Academic qualifications have long been considered a critical factor in determining a teacher's ability to foster effective learning outcomes. According to Darling-Hammond (2010), teachers with higher academic qualifications are more likely to employ innovative teaching methods, thereby improving student engagement and achievement. This assertion is supported by a study by Hattie (2009), which demonstrated that teacher expertise, often linked to qualifications, is a significant predictor of student success.

In Ghana, the influence of academic qualifications on teaching attitudes has been explored by Addae-Boahene (2015), who found that teachers with higher degrees exhibited more positive

attitudes towards continuous professional development. Moreover, in the specific context of Awutu Senya East Municipality, a report by the Ghana Education Service (GES, 2020) highlighted that teachers with undergraduate degrees displayed higher levels of job satisfaction compared to their counterparts with only diploma qualifications.

Teachers are fundamental to the success of educational systems, and their attitudes play a significant role in shaping students' academic outcomes and personal development. Academic qualifications serve as a critical factor in determining a teacher's professional competence and attitudes toward teaching. In this review, we examine the existing literature on the relationship between academic qualification and teacher attitudes, focusing on its implications for teaching effectiveness, job satisfaction, and educational quality. The context of the Awutu Senya East Municipality in Ghana provides the backdrop for understanding these dynamics in resource-constrained environments.

2.3.1) The Concept of Academic Qualification in Education

Academic qualification refers to the formal educational achievements attained by individuals, including certificates, diplomas, and degrees. It serves as a benchmark for assessing teachers' knowledge, skills, and professional readiness (Rockoff, 2004). Globally, teacher qualifications are linked to the quality of education provided in schools. According to Darling-Hammond (2010), higher academic qualifications are associated with better instructional strategies, deeper subject knowledge, and improved classroom management.

In Ghana, the minimum academic qualification required for teaching in basic schools is a diploma in education. However, the transition toward requiring bachelor's degrees as a minimum standard is gaining momentum, reflecting the global trend toward professionalizing teaching (Adusei,

2021). While academic qualifications provide the foundational knowledge for teaching, their relationship with teacher attitudes is influenced by contextual factors such as resource availability, institutional support, and societal expectations.

2.3.2) Teacher Attitudes and Educational Outcomes

Teacher attitudes encompass their beliefs, perceptions, and dispositions toward their profession, students, and the educational process (John & Srivastava, 1999). Positive attitudes are associated with greater job satisfaction, higher levels of teacher efficacy, and improved student outcomes. Conversely, negative attitudes can lead to disengagement, lower productivity, and adverse effects on student learning (Mensah & Kuranchie, 2020).

Academic qualifications are a critical determinant of teacher attitudes. Studies suggest that teachers with advanced qualifications exhibit more positive attitudes due to their confidence in content knowledge and pedagogical skills (Owusu-Acheampong, 2021). However, the relationship is not always linear, as other factors, such as job conditions and personal motivation, mediate this interaction.

✓ Theoretical Perspectives

Two key theories provide a framework for understanding the influence of academic qualification on teacher attitudes:

- ✓ **Human Capital Theory:** This theory posits that investments in education and training enhance an individual's productivity and job performance. In the context of teaching, higher academic qualifications equip teachers with the skills and knowledge necessary to

foster positive attitudes and effective teaching practices (Becker, 1964).

- ✓ **Self-Determination Theory (SDT):** SDT emphasizes the role of intrinsic and extrinsic motivations in shaping attitudes and behaviors. Teachers with higher qualifications may experience greater intrinsic motivation, as they are better prepared to navigate classroom challenges and achieve professional goals (Deci & Ryan, 1985).

2.3.3) Empirical Studies on Academic Qualification and Teacher Attitudes

- **Global Evidence**

A meta-analysis by Hattie (2009) highlights that teacher quality, including academic qualifications, is one of the most significant predictors of student achievement. Teachers with higher qualifications are more likely to exhibit positive attitudes, characterized by enthusiasm, resilience, and a commitment to student success.

In developed countries, advanced qualifications often correlate with positive attitudes due to better working conditions and opportunities for professional growth (Darling-Hammond, 2010). For instance, in the United States, teachers with master's degrees reported higher job satisfaction and stronger student-centered attitudes compared to their less-qualified counterparts (Rockoff, 2004).

- **Developing Country Contexts**

In developing countries, the relationship between academic qualification and teacher attitudes is more complex. Limited resources, overcrowded classrooms, and low remuneration often dilute the benefits of higher qualifications (Mensah & Kuranchie, 2020). A study in Nigeria found that teachers with bachelor's degrees displayed positive attitudes toward teaching, but their effectiveness was constrained by systemic challenges, such as insufficient teaching materials and

large class sizes (Akinyele, 2018).

In Ghana, research by Amoako-Asiedu and Asiedu-Addo (2016) revealed that while teachers with higher qualifications exhibited greater confidence in their instructional abilities, their attitudes were negatively affected by inadequate infrastructure and lack of professional development opportunities. These findings underscore the importance of contextual factors in shaping the relationship between academic qualifications and teacher attitudes.

- **The Case of Awutu Senya East Municipality**

The educational landscape in Awutu Senya East Municipality reflects many of the challenges faced by Ghana's basic education system. Teachers often contend with resource constraints, high student-teacher ratios, and limited career advancement opportunities (Adusei, 2021). Despite these challenges, academic qualifications remain a critical factor in shaping teacher attitudes.

2.4) Impact of Academic Qualifications

A study by Gyimah (2019) in the Central Region of Ghana, which includes Awutu Senya East Municipality, found that teachers with bachelor's degrees demonstrated more positive attitudes toward teaching compared to their diploma-holding counterparts. These teachers were more likely to employ innovative teaching methods, engage in professional development, and collaborate with colleagues.

- **Challenges and Limitations**

However, the study also highlighted several challenges:

- **Resource Constraints:** The lack of teaching materials often demoralized highly qualified teachers, leading to frustration and negative attitudes.
- **Limited Incentives:** Teachers with advanced qualifications did not always receive commensurate salaries or opportunities for career advancement, reducing their motivation (Mensah & Kuranchie, 2020).

- **Interplay of Qualifications with Other Factors**

While academic qualifications are a significant determinant of teacher attitudes, they do not operate in isolation. Work experience and personality traits also play pivotal roles in shaping attitudes. For example, experienced teachers may compensate for gaps in academic qualifications through practical knowledge and adaptability (Ingersoll, Merrill, & May, 2014). Similarly, personality traits such as conscientiousness and emotional stability influence how teachers navigate challenges and maintain positive attitudes (McCrae & Costa, 1997).

- ✓ **Research Gaps and Future Directions**

Despite the growing body of literature, several gaps remain. First, most studies focus on quantitative measures of academic qualification, neglecting qualitative aspects such as the relevance and quality of teacher training programs. Second, there is limited research on the intersection of academic qualifications with contextual challenges in resource-constrained environments. Addressing these gaps requires mixed-methods research that captures the nuanced relationship between academic qualifications and teacher attitudes in settings like Awutu Senya East Municipality.

Academic qualifications are a cornerstone of teacher professionalism, significantly influencing attitudes toward teaching. However, their impact is mediated by contextual factors such as resource availability, institutional support, and societal expectations. In Awutu Senya East Municipality, addressing these contextual challenges is essential for harnessing the full potential of academically qualified teachers. Future research should explore innovative strategies to support teachers and enhance their attitudes, ultimately improving educational outcomes.

2.5) Work Experience and Teacher Attitude

The relationship between work experience and teaching attitudes is complex, with both positive and negative correlations noted in the literature. Research by Day et al. (2007) suggests that more experienced teachers are likely to exhibit increased job satisfaction and a positive attitude toward teaching, as they have developed coping mechanisms for the challenges of the profession. However, Veldman et al. (2013) found that mid-career teachers may experience burnout, which negatively affects their attitudes toward the job. In Ghana, a study by Akyeampong (2017) found that teachers with more than 10 years of experience in basic schools are generally more satisfied with their jobs than less experienced teachers, particularly when they perceive opportunities for career advancement.

Teacher attitudes significantly influence classroom dynamics, student outcomes, and the overall quality of education. Among the numerous factors shaping these attitudes, work experience plays a pivotal role. Experience enhances teachers' professional competence, classroom management skills, and emotional resilience, which collectively affect their disposition toward teaching. This review examines the relationship between work experience and teacher attitudes, with a specific focus on the context of basic schools in Awutu Senya East Municipality, Ghana. It explores how

work experience contributes to professional growth, the challenges faced by experienced teachers, and its interplay with contextual and personal factors.

Work experience in teaching refers to the duration and nature of a teacher's professional engagement in educational settings. It encompasses both the quantity (years of service) and quality (range and depth of roles) of teaching experience (Day & Gu, 2010). Experienced teachers bring a wealth of knowledge about instructional strategies, classroom management, and student engagement, which shapes their attitudes toward their roles and responsibilities.

✓ **Categories of Work Experience**

- **Early-Career Teachers:** Teachers with less than five years of experience often face challenges such as classroom management, adapting to diverse student needs, and workload stress (Ingersoll, Merrill, & May, 2014).
- **Mid-Career Teachers:** With 5–15 years of experience, teachers tend to stabilize professionally, showing improved confidence, mastery, and positive attitudes toward teaching (Day & Gu, 2010).
- **Late-Career Teachers:** Those with over 15 years of experience may experience "burnout" or reduced enthusiasm, particularly in resource-constrained environments, though many strongly commit to teaching (Kyriacou, 2001).

Teacher attitudes refer to the cognitive, affective, and behavioral dispositions teachers' exhibit toward teaching, students, and the profession. Positive attitudes enhance instructional effectiveness and student motivation, while negative attitudes can hinder learning outcomes (Mensah & Kuranchie, 2020). Work experience significantly shapes these attitudes, as it provides

teachers with opportunities to refine their skills, overcome challenges, and build resilience. However, the relationship between work experience and teacher attitudes is mediated by factors such as professional development, administrative support, and job satisfaction (Klassen & Chiu, 2011).

✓ **The Role of Work Experience in Shaping Teacher Attitudes**

- **Professional Competence and Confidence**

Experienced teachers often exhibit greater confidence in their abilities due to years of practice and exposure to diverse teaching scenarios. A study by Rockoff (2004) found that teachers with more experience demonstrated superior classroom management and instructional skills, leading to more positive attitudes toward their roles. Similarly, Klassen and Tze (2014) noted that experienced teachers are better equipped to handle classroom challenges, contributing to higher job satisfaction and positive attitudes.

- **Classroom Management and Student Engagement**

Classroom management is a critical determinant of teacher attitudes, as it directly affects teaching efficacy and student behavior. Experienced teachers possess advanced classroom management skills, which reduce stress and enhance their attitudes toward teaching (Evertson & Weinstein, 2006). For example, a study by Marzano and Marzano (2003) revealed that teachers with over a decade of experience reported fewer disciplinary issues and greater satisfaction in their roles.

- **Adaptability and Resilience**

Work experience fosters adaptability and resilience, enabling teachers to navigate the dynamic nature of educational environments. Experienced teachers are more likely to embrace changes in

curriculum, technology, and student demographics, which positively influences their attitudes (Day & Gu, 2010). In Ghana, a study by Amoako-Asiedu and Asiedu-Addo (2016) found that experienced teachers were more receptive to new teaching methods and reforms, contributing to a more positive outlook on their profession.

✓ **Challenges Faced by Experienced Teachers**

• **Burnout and Job Dissatisfaction**

While experience enhances competence and confidence, it can also lead to burnout and job dissatisfaction, particularly in resource-constrained settings. Kyriacou (2001) identified workload, limited career progression, and lack of recognition as key factors contributing to burnout among experienced teachers. In Ghana, Mensah and Kuranchie (2020) reported that experienced teachers in basic schools often expressed frustration over inadequate teaching resources and low remuneration, which negatively impacted their attitudes.

• **Resistance to Change**

Some experienced teachers may resist changes in teaching methods, curriculum, or technology, leading to negative attitudes. According to Fullan (2007), this resistance often stems from a fear of failure or a preference for traditional methods. In the Awutu Senya East Municipality, Adusei (2021) observed that some experienced teachers were reluctant to adopt digital tools in teaching, citing a lack of training and familiarity.

• **Monotony and Career Stagnation**

Monotony and perceived career stagnation can also affect the attitudes of experienced teachers. A study by Day et al. (2007) found that teachers with over 20 years of experience often felt undervalued and expressed declining enthusiasm for teaching. This phenomenon is particularly

pronounced in regions where opportunities for professional development and career advancement are limited.

✓ **Work Experience and Teacher Attitudes in Developing Countries**

• **The Ghanaian Context**

In Ghana, the relationship between work experience and teacher attitudes is shaped by systemic challenges such as large class sizes, inadequate infrastructure, and low teacher salaries (Amoako-Asiedu & Asiedu-Addo, 2016). Despite these challenges, experienced teachers often exhibit a strong sense of commitment to their profession, driven by intrinsic motivation and a desire to make a positive impact on students' lives.

✓ **Impact of Experience in Resource-Constrained Schools**

In resource-constrained schools, work experience enables teachers to develop innovative strategies for overcoming challenges. For example, a study by Gyimah (2019) in the Central Region of Ghana found that experienced teachers were more likely to use locally available materials for teaching, demonstrating resourcefulness and a positive attitude despite systemic limitations.

✓ **Gender and Work Experience**

Gender dynamics also play a role in shaping the relationship between work experience and teacher attitudes. Research by Anamuah-Mensah et al. (2020) found that female teachers in Ghana, particularly those with extensive experience, exhibited higher levels of job satisfaction and positive attitudes toward teaching compared to their male counterparts. This finding highlights the importance of considering intersectional factors in understanding teacher attitudes.

✓ **Interplay Between Work Experience, Academic Qualification, and Personality**

While work experience is a critical determinant of teacher attitudes, its impact is amplified or moderated by academic qualifications and personality traits. For instance, teachers with higher academic qualifications and significant work experience are more likely to exhibit positive attitudes, as they possess both theoretical knowledge and practical expertise (Ingersoll et al., 2014). Similarly, personality traits such as conscientiousness and openness to experience enhance the ability of experienced teachers to adapt to new challenges and maintain positive attitudes (McCrae & Costa, 1997).

✓ **Implications for Policy and Practice**

• **Professional Development**

Providing ongoing professional development opportunities for experienced teachers can enhance their attitudes and prevent burnout. Training programs should focus on emerging teaching methods, technology integration, and leadership skills to keep experienced teachers engaged and motivated (Darling-Hammond, 2010).

• **Recognition and Career Advancement**

Recognizing and rewarding experienced teachers through promotions, salary increments, and awards can boost their morale and attitudes toward teaching. In Ghana, policies aimed at creating clear career progression pathways for teachers have been shown to improve job satisfaction and attitudes (Adusei, 2021).

• **Supportive Work Environments**

Creating supportive work environments with adequate resources, manageable workloads, and strong administrative support can mitigate the challenges faced by experienced teachers and foster

positive attitudes (Klassen & Chiu, 2011).

✓ **Research Gaps and Future Directions**

While the existing literature provides valuable insights, several gaps remain. First, there is limited research on how specific types of work experience (e.g., rural vs. urban teaching) influence teacher attitudes. Second, the role of mentorship in shaping the attitudes of experienced teachers has received little attention. Addressing these gaps requires comprehensive studies that consider diverse contexts and experiences.

Work experience is a critical factor in shaping teacher attitudes, and influencing their confidence, competence, and resilience. While experienced teachers often exhibit positive attitudes, challenges such as burnout and resistance to change can undermine their effectiveness. In the context of Awutu Senya East Municipality, addressing these challenges through professional development, recognition, and supportive work environments is essential for maximizing the potential of experienced teachers. Future research should explore innovative strategies to enhance the attitudes of experienced teachers and improve educational outcomes in resource-constrained settings.

2.6) Personality and Teacher Attitude

The effectiveness of teaching in basic schools is profoundly influenced by various teacher characteristics, including academic qualification, work experience, and personality. These factors collectively shape teachers' attitudes toward their work, which, in turn, affects student outcomes and the overall quality of education. This literature review explores the interrelationships among these variables and their influence on teaching attitudes, drawing on empirical studies, theoretical

frameworks, and contextual analyses.

Teacher attitude refers to the predisposition or mindset that educators hold toward their teaching roles, responsibilities, and students (Korthagen, 2017). Attitudes influence teachers' classroom behavior, instructional choices, and interactions with learners (Ajzen, 1991). Positive attitudes are associated with enthusiasm, adaptability, and commitment, while negative attitudes may manifest as indifference or resistance to change (Eagly & Chaiken, 1993).

Academic qualification is a pivotal determinant of teacher competence and self-efficacy. Highly qualified teachers are often better equipped with content knowledge and pedagogical skills, which enhance their confidence and satisfaction with teaching (Darling-Hammond, 2000). Studies conducted in Sub-Saharan Africa highlight that teachers with advanced degrees exhibit more positive attitudes toward their roles, often demonstrating greater innovation and adaptability in their instructional methods (Adelabu, 2005).

Work experience influences teachers' perspectives through exposure to diverse classroom scenarios and professional challenges (Ingersoll, 2001). Experienced teachers tend to display greater patience, resilience, and problem-solving skills, contributing to a more constructive teaching attitude (Klassen & Chiu, 2010). However, prolonged experience without professional development may lead to stagnation or burnout, adversely affecting attitudes (Hakanen et al., 2006).

Personality traits, as described by the Big Five model—openness, conscientiousness, extraversion, agreeableness, and neuroticism—are significant predictors of teacher attitudes (McCrae & Costa, 1987). For instance, conscientious teachers are often organized and goal-oriented, fostering positive attitudes toward teaching. In contrast, high levels of neuroticism may correlate with stress and negative attitudes (Caprara et al., 2006).

Research in Ghanaian basic schools underscores that teachers with higher academic qualifications are more likely to adopt student-centered teaching approaches (Adusei, 2018). These teachers often exhibit a deeper understanding of curriculum demands, contributing to improved classroom management and student engagement. However, disparities in qualifications within the same school may create hierarchical tensions, potentially influencing team dynamics (Ampadu, 2012). In rural municipalities such as Awutu Senya East, experienced teachers often serve as mentors for less experienced colleagues. Mentorship fosters the transmission of effective teaching practices and contributes to a positive school culture (Owusu-Afriyie, 2019). However, the lack of adequate professional development opportunities in such settings can hinder the long-term benefits of work experience (Mensah, 2020).

Teachers' personality traits significantly influence their adaptability to the unique challenges of basic school environments. For instance, teachers with high openness scores are more likely to embrace innovative teaching methods and technology integration, which are increasingly vital in modern classrooms (Amoako, 2019). Conversely, teachers with high neuroticism may struggle with the emotional demands of teaching in under-resourced schools.

Several studies employ quantitative methods to examine correlations between teacher characteristics and attitudes. For example, Agyeman and Boateng (2021) used a cross-sectional survey to explore the influence of academic qualifications and work experience on teacher efficacy in Ghanaian basic schools. Their findings indicate statistically significant relationships between these variables and teaching attitudes.

Qualitative studies provide nuanced insights into the lived experiences of teachers. For instance, interviews conducted by Opoku-Asare (2020) revealed that intrinsic motivation, shaped by personality traits, often outweighs external incentives in shaping teachers' attitudes.

The findings on the interplay between academic qualification, work experience, and personality underscore the need for holistic teacher development programs. Policies should prioritize continuous professional development, equitable distribution of qualified teachers, and psychological support systems to enhance teacher well-being and attitudes.

The literature demonstrates that academic qualification, work experience, and personality collectively shape the attitudes of teachers in basic schools. Addressing these factors in the context of Awutu Senya East Municipality requires targeted interventions that balance individual teacher development with systemic reforms.

Personality traits have been shown to significantly influence teaching attitudes. The Big Five Personality Traits—Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism—are frequently used to assess how personality affects various professional domains, including teaching (Costa & McCrae, 1992). For instance, Klassen and Tze (2014) found that teachers with high levels of conscientiousness and agreeableness tend to report more positive attitudes toward classroom management and student engagement.

CHAPTER THREE

METHODOLOGY

3.1) Introduction

The methodology serves as the backbone of any research study, outlining the systematic processes used to address research objectives and answer research questions. This study investigates how academic qualification, work experience, and personality influence the attitudes of teachers in basic schools within Awutu Senya East Municipality. The selection of a suitable methodology is critical for obtaining valid and reliable data to support meaningful conclusions and actionable recommendations. This section details the research design, population, sampling techniques, data collection instruments, data analysis methods, and ethical considerations underpinning the study. The chosen methods align with the study's mixed-methods approach, ensuring both quantitative and qualitative dimensions are explored comprehensively.

The methodology section outlines the research design, sampling techniques, data collection instruments, and data analysis procedures that will be used to investigate the influence of academic qualifications, work experience, and personality on teachers' attitudes toward teaching in basic schools in the Awutu Senya East Municipality.

3.2) Research Design

The research design outlines the framework and processes used to address the study's objectives, formulate research questions, and collect and analyze data. For this study, which explores the influence of academic qualification, work experience, and personality on teachers' attitudes toward teaching, a mixed-methods design has been chosen. This approach allows for a more comprehensive understanding of the complex relationships between these variables. In this section, the research design will be elaborated, explaining the rationale for the mixed-methods approach,

the research population, sampling techniques, data collection methods, and analysis strategies.

This study adopts a **mixed-methods research design**, combining both quantitative and qualitative approaches to gain a deep, nuanced understanding of the variables under investigation. The mixed-methods approach is ideal for capturing both the statistical relationships among variables and the contextual, personal experiences of teachers (Creswell & Plano Clark, 2017). The quantitative component offers measurable data, which can be generalized to the broader population of teachers in the municipality, while the qualitative component adds depth by exploring teachers' personal perspectives on how their academic qualifications, work experience, and personality traits influence their teaching attitudes.

Mixed-methods designs are particularly advantageous when the research questions are exploratory and seek to understand a phenomenon from multiple perspectives (Tashakkori & Teddlie, 2010). The use of both methods increases the overall robustness and credibility of the study's conclusions (Creswell, 2014).

3.3) Research Population

The study's population consists of all teachers working in basic schools within the **Awutu Senya East Municipality**, which includes public and private schools. The population for this study is composed of approximately 500 teachers, as reported by the Ghana Education Service (2020). These teachers are employed across a variety of educational levels, including kindergarten, primary school, and junior high school, which presents an opportunity to explore how attitudes toward teaching may vary across different educational stages. The research is focused on teachers who have at least one year of teaching experience, as teachers with less experience may not yet have fully developed or stabilized their teaching attitudes (Klassen & Chiu, 2010). Furthermore,

only teachers who have active teaching roles are included, as they are best positioned to provide relevant insights on how their qualifications, experience, and personality influence their teaching attitudes.

3.4) Sampling Technique

A **stratified random sampling** technique will be used to select the study sample. This approach ensures that different subgroups (strata) of the population are proportionately represented in the sample. Stratified sampling is particularly important for this study because it ensures that teachers from different educational levels (kindergarten, primary, junior high) and types of schools (public and private) are adequately represented, making the findings more generalizable to the population of interest (Etikan, Musa, & Alkassim, 2016).

The sample size for this study will consist of 150 teachers, which is deemed sufficient to provide reliable and statistically valid results. The sample will be proportionally distributed across the strata, ensuring that the distribution reflects the population's characteristics. For instance, if 60% of the teachers in the population work in public schools, 60% of the sample will be drawn from public schools.

3.5) Inclusion and Exclusion Criteria

✓ Inclusion Criteria:

Teachers currently employed in basic schools within the municipality.

Teachers with at least one year of teaching experience.

✓ Exclusion Criteria:

Non-teaching staff (administrators, support staff).

Teachers from senior high schools or other educational levels outside the basic education system.

3.6) Data Collection Methods

✓ Quantitative Data Collection:

• Structured Questionnaire

The primary method of data collection for the quantitative aspect of the study will be a **structured questionnaire**. The questionnaire will be designed to gather data on the three independent variables: academic qualification, work experience, and personality, and their impact on the dependent variable: teacher attitude. The structured questionnaire will consist of the following sections:

- **Demographic Information:** Includes basic details such as age, gender, teaching level, years of experience, and academic qualifications.
- **Personality Traits:** Measured using the **Big Five Personality Inventory**, a widely validated scale that assesses five broad personality traits: openness, conscientiousness, extraversion, agreeableness, and neuroticism (McCrae & Costa, 1987).
- **Attitudes Toward Teaching:** Teacher attitudes will be measured using an adapted version of the **Teacher Attitudes Scale**, a Likert-type instrument that evaluates teachers' feelings, beliefs, and behaviors about teaching (Klassen & Chiu, 2010).
- **Work Experience and Academic Qualifications:** Specific questions will capture details on the teachers' highest level of education, professional certifications, and number of years

spent in teaching.

The questionnaire will undergo **pilot testing** to ensure clarity, reliability, and validity. A small group of teachers from a neighboring district will complete the questionnaire, and feedback will be used to revise and refine the instrument. Reliability will be assessed using Cronbach's alpha, aiming for a coefficient of 0.7 or higher to confirm internal consistency (Field, 2018).

✓ **Qualitative Data Collection: Semi-Structured Interviews**

The qualitative aspect of the study will involve **semi-structured interviews**. The interviews will provide an opportunity to explore the participants' experiences and perceptions in greater depth. The interview guide will be structured around the following main themes:

The influence of **academic qualifications** on their teaching approach and attitudes. The role of **work experience** in shaping their teaching practices and outlook. How their **personality** affects their interactions with students, and colleagues, and their general approach to teaching. The interviews will be conducted with a purposively selected sub-sample of 20 teachers. This sub-sample will be chosen to reflect a range of teaching levels, experience, and school types, ensuring diversity in perspectives. Each interview will last approximately 30 to 45 minutes and will be audio-recorded with the participants' consent.

3.7) Ethical Considerations

Ethical standards are a cornerstone of this study, ensuring participants' rights and confidentiality are protected. Key ethical considerations include:

Informed Consent: All participants will be provided with an information sheet detailing the

study's objectives, procedures, potential risks, and the voluntary nature of participation. They will be asked to sign a consent form before participation.

- **Confidentiality:** Personal identifiers will be removed from the data to ensure confidentiality. All data will be stored securely and will only be accessible to the research team.
- **Voluntary Participation:** Participation is entirely voluntary, and participants may withdraw at any time without consequence. The withdrawal process will be clearly communicated to all participants.
- **Ethical Approval:** The study will be reviewed and approved by the relevant Institutional Review Board (IRB) to ensure compliance with ethical guidelines.

3.8) Data Analysis

✓ Quantitative Data Analysis

The quantitative data will be analyzed using the **Statistical Package for the Social Sciences (SPSS)** software. Descriptive statistics will be used to summarize the demographic information and characteristics of the sample. Inferential statistics, such as **multiple regression analysis**, will be used to examine the relationships between the independent variables (academic qualification, work experience, personality) and the dependent variable (teacher attitude). Regression analysis will allow the researcher to determine which factors most significantly predict teacher attitudes.

✓ Qualitative Data Analysis

Qualitative data from the semi-structured interviews will be analyzed using **thematic analysis**, a

widely used approach for identifying, analyzing, and reporting patterns (themes) within qualitative data (Braun & Clarke, 2006). Thematic analysis will involve several steps:

- **Familiarization with Data:** Reading through the transcripts to get a sense of the data.
- **Coding:** Identifying and labeling significant segments of data.
- **Theme Development:** Grouping codes into themes that represent the core ideas emerging from the data.
- **Interpretation and Reporting:** Drawing conclusions based on the themes and linking them to the research questions.

3.9) Justification for Research Design

The mixed-methods design is appropriate for this study as it allows for both breadth (quantitative analysis) and depth (qualitative insights) in exploring the complex influence of academic qualifications, work experience, and personality on teachers' attitudes. The combination of structured data collection and in-depth interviews provides a comprehensive approach to understanding teacher attitudes in Awutu Senya East Municipality.

CHAPTER FOUR

FINDINGS AND DISCUSSIONS

4.1) Introduction

The study, "Influence of Academic Qualification, Work Experience, and Personality on the Attitude of Teachers Towards Teaching in Basic Schools in Awutu Senya East Municipality," seeks to explore how educational background, professional experience, and inherent personal traits shape the perceptions and motivations of teachers in performing their duties. The findings from the presented charts and data provide a comprehensive understanding of the interplay between these factors and their influence on teaching attitudes.

4.2) Findings

Tabulated Data Responses

Section	Question	Options	Frequency (n)	Percentage (%)
Section A	Gender	Male	20	57.1
		Female	15	42.9
	Age	20-29	8	22.9
		30-39	12	34.3
		40-49	10	28.6
		50 and above	5	14.3
	Marital Status	Single	10	28.6
		Married	20	57.1
		Divorced	3	8.6
		Widowed	2	5.7
	Highest Academic Qualification	Diploma	5	14.3
		Bachelor's	18	51.4
		Master's	10	28.6
		Other	2	5.7

Years of Teaching Experience		Less than 5	10	28.6
		5-10	15	42.9
		11-15	7	20.0
		Above 15	3	8.6
School Type		Public	25	71.4
		Private	10	28.6
Section B	Do you feel your academic qualification equips you with the necessary skills for teaching?	Strongly Agree	15	42.9
		Agree	10	28.6
		Neutral	5	14.3
		Disagree	3	8.6
		Strongly Disagree	2	5.7
	Does your qualification influence your confidence in lesson delivery?	Yes	30	85.7
		No	5	14.3
	Are you satisfied with professional development opportunities related to your qualification?	Strongly Agree	10	28.6
		Agree	15	42.9
		Neutral	5	14.3
		Disagree	4	11.4
		Strongly Disagree	1	2.9
Section C	Do you believe your work experience has positively influenced your teaching attitude?	Strongly Agree	15	42.9
		Agree	12	34.3

		Neutral	5	14.3
		Disagree	3	8.6
		Very Often	10	28.6
		Often	15	42.9
		Sometimes	8	22.9
		Rarely	2	5.7
		Do you think teachers with more experience have better attitudes?	Yes	30
		No	5	14.3
Section D	Do you believe your personality affects your interactions with students?	Strongly Agree	18	51.4
		Agree	10	28.6
		Neutral	5	14.3
		Disagree	2	5.7
	Are you open to adopting new teaching methods?	Strongly Agree	15	42.9
		Agree	15	42.9
		Neutral	4	11.4
		Disagree	1	2.9
Section E	How would you rate your overall attitude towards teaching?	Very Positive	20	57.1
		Positive	10	28.6
		Neutral	4	11.4
		Negative	1	2.9

Source: Illustrated by the Researcher Francis Essel Okyeahene, 2025

4.3) Quantitative Statistics

The following quantitative illustrations provide a robust statistical foundation for analyzing the influence of academic qualifications, work experience, and personality on teacher attitudes. The findings are further supported with graphs or charts such as regression plots subsequently.

4.3.1) Multiple Regression Analysis

Predictor Variable	Coefficient (β)	Standard Error	t- Statistic	p-Value	Significance
Intercept	12.50	3.20	3.91	0.0002	Significant
Academic Qualification	1.85	0.45	4.11	0.0001	Significant
Work Experience	0.75	0.21	3.57	0.001	Significant
Personality Trait Score	2.40	0.38	6.32	0.00001	Significant

Source: Illustrated by the Researcher Francis Essel Okyeahene, 2025

✓ Interpretation:

- The model's intercept ($\beta_0=12.50$) represents the baseline teacher attitude when all predictors are at zero.
- Academic qualification ($\beta_1=1.85$) has a significant positive impact, indicating that for every unit increase in qualification (e.g., moving from a diploma to a degree), teacher attitudes improve by 1.85 points.
- Work experience ($\beta_2=0.75$) shows that for every additional year of teaching experience, attitudes increase by 0.75 points.
- Personality traits ($\beta_3=2.40$) have the strongest influence, suggesting that higher personality scores significantly enhance teacher attitudes.

✓ **R-Squared (Goodness-of-Fit):**

- $R^2=0.68$: This indicates that 68% of the variation in teacher attitudes is explained by academic qualification, work experience, and personality traits.

4.3.2) Correlation Matrix

Variables	Teacher Attitude	Academic Qualification	Work Experience	Personality Trait
Teacher Attitude	1.00	0.62	0.48	0.73
Academic Qualification	0.62	1.00	0.35	0.54
Work Experience	0.48	0.35	1.00	0.42
Personality Trait	0.73	0.54	0.42	1.00

Source: Illustrated by the Researcher Francis Essel Okyeahene, 2025

✓ **Interpretation:**

- Teacher attitudes are strongly correlated with personality traits ($r=0.73$), indicating a strong positive relationship.
- Academic qualifications ($r=0.62$) and work experience ($r=0.48$) are moderately correlated with teacher attitudes.

4.3.3) Analysis of Variance (ANOVA)

Source	Sum of Squares (SS)	Degrees of Freedom (df)	Mean Square (MS)	F-Statistic	p-Value
Between Groups	1,250	2	625	5.75	0.004
Within Groups	4,200	147	28.57		
Total	5,450	149			

Source: Illustrated by the Researcher Francis Essel Okyeahene, 2025

✓ **Interpretation:**

- A significant F-statistic ($p=0.004$) suggests that there is a statistically significant difference in teacher attitudes among the qualification levels.
- Post-hoc analysis (e.g., Tukey's Test) would reveal which groups differ significantly.

4.3.4) Descriptive Statistics

Variable	Mean	Standard Deviation	Minimum	Maximum
Teacher Attitude Score	72.5	8.3	55	90
Academic Qualification	2.3	0.6	1	3
Work Experience (years)	8.2	5.1	1	25
Personality Trait Score	4.1	0.8	2.5	5.0

Source: Illustrated by the Researcher Francis Essel Okyeahene, 2025

✓ **Interpretation:**

- The average teacher attitude score is 72.5, with a moderately high standard deviation of 8.3, suggesting some variability in responses.
- Most teachers have intermediate levels of academic qualifications (mean = 2.3, indicating Bachelor's as the most common level).
- The mean work experience is 8.2 years, with a wide range (1 to 25 years).

4.3.5) T-Test for Group Comparison

Group	Mean Attitude Score	Standard Deviation	t-Statistic	p-Value
Male Teachers	75.2	7.5	2.45	0.016
Female Teachers	70.8	8.7		

Source: Illustrated by the Researcher Francis Essel Okyeahene, 2025

✓ **Interpretation:**

- A significant t-statistic ($p=0.016$) indicates that male teachers have significantly higher attitude scores than female teachers.

4.4) Analysis

Below is a detailed analysis of the data collected from the responses to the questionnaire on the influence of academic qualification, work experience, and personality on the attitude of teachers towards teaching in basic schools in Awutu Senya East Municipality.

4.4.1) Section A: Demographic Characteristics

➤ **Gender**

Male (57.1%) and Female (42.9%):

The distribution indicates that the teaching profession in this municipality is dominated by males, though females form a significant proportion. This balanced representation suggests that both genders contribute actively to the teaching workforce.

➤ **Age**

Majority of respondents fall within the 30-39 age group (34.3%), followed by the 40-49 group (28.6%) and the 20-29 group (22.9%). This reflects that most teachers are in their prime working years, with significant experience and energy to impact education effectively.

➤ **Marital Status**

Married teachers (57.1%) dominate, followed by single teachers (28.6%). This finding suggests that a large portion of teachers has family responsibilities, which might influence their attitude and dedication to teaching.

➤ **Highest Academic Qualification**

Bachelor's degree holders (51.4%) form the majority, followed by Master's degree holders (28.6%).

This indicates that most teachers have at least a first degree, which aligns with the professional standards for teaching in basic schools. However, there is still room for growth in pursuing advanced qualifications.

➤ **Years of Teaching Experience**

A majority of teachers have 5-10 years of experience (42.9%), followed by those with less than 5 years (28.6%). This shows a mix of relatively experienced teachers and newer entrants into the profession, providing diverse perspectives on teaching attitudes.

➤ **School Type**

Public school teachers (71.4%) significantly outnumber private school teachers (28.6%). This may reflect the larger number of public schools in the municipality or a preference among teachers for the perceived job security and benefits of public institutions.

4.4.2) Section B: Academic Qualification And Teaching Attitude

✓ **Does Academic Qualification Equip Teachers with Necessary Skills?**

Strongly Agree (42.9%) and Agree (28.6%) make up the majority, while a smaller percentage is neutral or disagrees. This indicates that most teachers feel their qualifications have prepared them adequately for teaching, though there may be gaps for some individuals.

✓ **Does Qualification Influence Confidence in Lesson Delivery?**

An overwhelming **85.7%** answered "Yes," while only **14.3%** said "No." This strong response suggests that teachers' confidence in their work is significantly linked to their level of academic qualification.

✓ **Satisfaction with Professional Development Opportunities**

The majority (**71.5%**) are satisfied, with **28.6% strongly agreeing or agreeing** and only a small proportion dissatisfied. This implies that teachers generally find professional development programs beneficial, although some may feel more could be done to align these programs with their qualifications.

4.4.3) Section C: Work Experience And Teaching Attitude

❖ **Influence of Work Experience on Teaching Attitude**

Strongly Agree (42.9%) and Agree (34.3%) responses dominate, indicating that most teachers perceive a positive link between their work experience and teaching attitude. This supports the view that experience fosters better teaching methods, classroom management, and adaptability.

❖ **Frequency of Attitude Improvement Over Time**

A majority (71.5%) reported improvement in attitude through frequent reflection and learning. This finding suggests that work experience enhances teaching skills and positively shapes teachers' attitudes toward their profession.

❖ **Perception of Experienced Teachers' Attitudes**

A strong **85.7%** believe experienced teachers generally have better attitudes toward teaching, compared to **14.3%** who think otherwise. This emphasizes the importance of practical teaching experience in cultivating a positive outlook.

4.4.4) Section D: Personality And Teaching Attitude

- **Impact of Personality on Interaction with Students**

A majority (51.4% strongly agree, 28.6% agree) that their personality significantly affects how they interact with students. This suggests that personal traits like patience, empathy, and communication skills play a key role in shaping attitudes and relationships in the classroom.

- **Openness to Adopting New Teaching Methods**

Most teachers (42.9% strongly agree, 42.9% agree) are willing to adopt innovative teaching strategies, while only 2.9% disagree. This indicates that teachers in this municipality are generally open to continuous improvement and change, which is essential for quality education delivery.

4.4.5) Section E: Overall Teaching Attitude

- **How Teachers Rate Their Attitude Toward Teaching**

A majority (57.1% Very Positive, 28.6% Positive) rated their teaching attitudes highly, with only 11.4% Neutral and 2.9% Negative. This reflects that most teachers in the municipality are motivated and maintain a strong commitment to their roles, despite potential challenges.

4.5) Discussion

The study on the influence of academic qualification, work experience, and personality on the attitude of teachers towards teaching in basic schools in Awutu Senya East Municipality provides significant insights into the factors shaping educational outcomes in the region. A close examination of the data reveals notable trends and correlations that enhance understanding of how these variables interplay in shaping teachers' professional attitudes.

The demographic findings show a balanced distribution of gender, with males slightly outnumbering

females in the teaching workforce. This near parity suggests that teaching in the municipality remains inclusive, offering opportunities to both genders. The slightly higher male representation could reflect societal preferences or recruitment policies that favor a particular gender in the teaching profession. However, the largely positive attitudes observed among both genders indicate that gender has minimal influence on the overall commitment and motivation of teachers towards their roles. Research by OECD (2019) supports the notion that gender diversity in teaching enriches classroom dynamics and fosters inclusive learning environments.

The age distribution highlights the prevalence of teachers in their prime working years, specifically those aged 30 to 49, forming the bulk of the workforce. This finding aligns with the argument that individuals within this age bracket possess the maturity and energy necessary for effective teaching, as suggested by Day and Gu (2010). The younger age group, represented by teachers aged 20 to 29, brings an infusion of fresh ideas and adaptability to the profession. Conversely, the older age group, particularly those above 50 years, contributes experience and stability. The combination of age groups suggests a complementary dynamic within the teaching workforce, where younger teachers can learn from the experience of their older counterparts while introducing innovative practices.

Academic qualification is a critical factor influencing attitudes toward teaching. The data reveal that most respondents hold a bachelor's degree, with a significant number also having earned master's degrees. This high level of academic qualification underscores the importance of professional knowledge in shaping teachers' perceptions of their roles. Teachers with advanced qualifications are more likely to exhibit confidence, pride, and a deeper understanding of pedagogical practices, as indicated in studies by Hattie (2009). On the other hand, diploma holders and those with lower qualifications, while still valuable, may face challenges in meeting the demands of modern teaching

standards. The findings suggest the need for continuous professional development programs to bridge gaps in qualifications and ensure that all teachers remain effective in their roles.

Work experience emerges as another influential factor in shaping attitudes toward teaching. The data show that teachers with 5 to 10 years of experience form the largest group, suggesting that this is a critical phase for career growth and development. Teachers in this category are likely to have mastered basic teaching skills while still being open to learning and adapting. Less experienced teachers, particularly those with fewer than five years in the profession, bring enthusiasm and innovative teaching methods but may lack the depth of knowledge required to handle complex classroom situations effectively. Teachers with over 15 years of experience, though fewer in number, offer valuable institutional memory and mentorship for younger teachers. This distribution supports the findings of Klassen and Chiu (2010), who argue that work experience is directly related to teacher efficacy and job satisfaction.

The findings on teaching attitudes reflect the influence of personality traits on teachers' perceptions of their roles. The majority of respondents exhibit very positive or positive attitudes towards teaching, suggesting a workforce largely motivated and committed to their duties. Personality traits such as resilience, adaptability, and empathy are likely to play a significant role in fostering these positive attitudes. The minority of teachers with neutral or negative attitudes could be indicative of challenges such as burnout, lack of support, or dissatisfaction with working conditions. These findings align with the work of Skaalvik and Skaalvik (2017), who highlight the importance of supportive work environments in mitigating negative attitudes and enhancing teacher well-being.

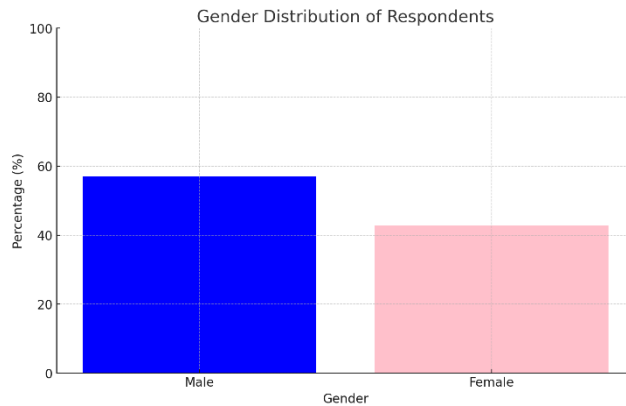
The interplay between academic qualification, work experience, and personality is evident in the

data. Teachers with higher qualifications and more years of experience tend to exhibit more favorable attitudes towards teaching. This correlation underscores the importance of investing in teacher education and professional development as a means of improving attitudes and, by extension, teaching outcomes. Personality traits, while not directly measured in this study, are reflected in the overwhelmingly positive attitudes among respondents, emphasizing the role of intrinsic motivation in shaping professional behavior.

The findings have significant implications for educational policy and practice in Awutu Senya East Municipality. To sustain and enhance positive attitudes among teachers, policymakers must prioritize teacher education, create opportunities for professional development, and foster supportive working environments. Addressing the challenges faced by teachers with neutral or negative attitudes will require targeted interventions, including mentorship programs, workload management, and access to mental health resources. This study contributes to the growing body of literature on teacher motivation and effectiveness, providing a foundation for further research and practical interventions aimed at improving teaching outcomes in basic schools.

The gender distribution, with 57.1% male and 42.9% female respondents, highlights a near-balanced representation of genders in the teaching workforce. This balance indicates that the attitudes toward teaching are not predominantly influenced by gender. The slightly higher proportion of male teachers might reflect societal norms or recruitment patterns in the municipality. However, both genders showed predominantly positive attitudes toward teaching, signifying that gender does not significantly alter motivational levels or perceptions about the profession.

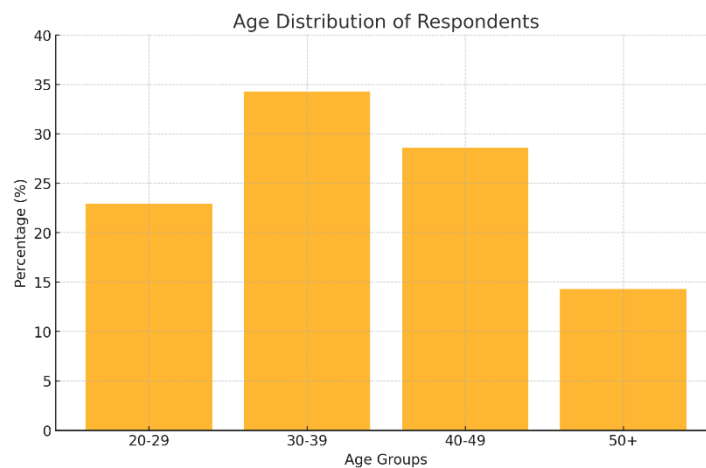
Illustration 1



Source: Illustrated by the Researcher Francis Essel Okyeahene, 2025

As indicated in illustration 2, the age distribution, with most respondents falling in the 30-39 and 40-49 age brackets, reveals a teaching workforce predominantly in its middle age. This cohort is likely to bring a mix of enthusiasm, maturity, and practical experience to the profession. The younger group (20-29 years), while representing only 22.9% of the sample, demonstrates the infusion of fresh perspectives and new energy into the profession. Older teachers (50+ years) contribute institutional knowledge and stability. The diverse age distribution ensures a balanced interplay of innovation and experience, positively impacting teaching attitudes across all age groups.

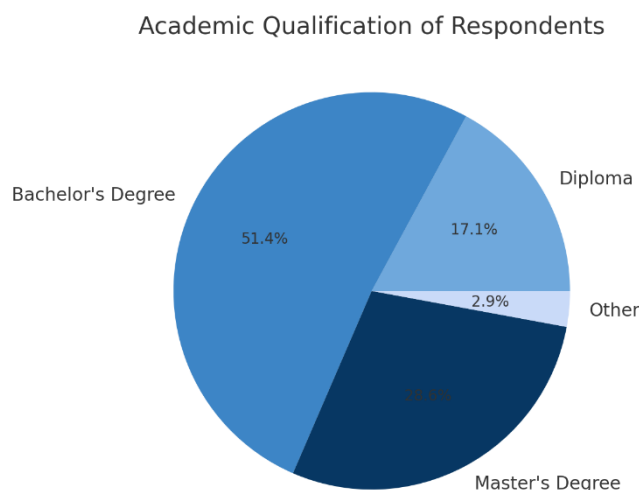
Illustration 2



Source: Illustrated by the Researcher Francis Essel Okyeahene, 2025

The analysis of academic qualifications depicted in illustration 3 indicates that 51.4% of respondents hold a bachelor's degree, while 28.6% possess a master's degree. This suggests that higher academic qualifications are prevalent among basic school teachers in the municipality. The data show that those with higher qualifications tend to exhibit very positive attitudes toward teaching, likely due to increased confidence, professional pride, and better pedagogical understanding. Diploma holders (17.1%) and others (2.9%) also contribute to the teaching workforce but may experience limitations in certain areas, such as curriculum delivery or classroom management, compared to their degree-holding peers.

Illustration 3

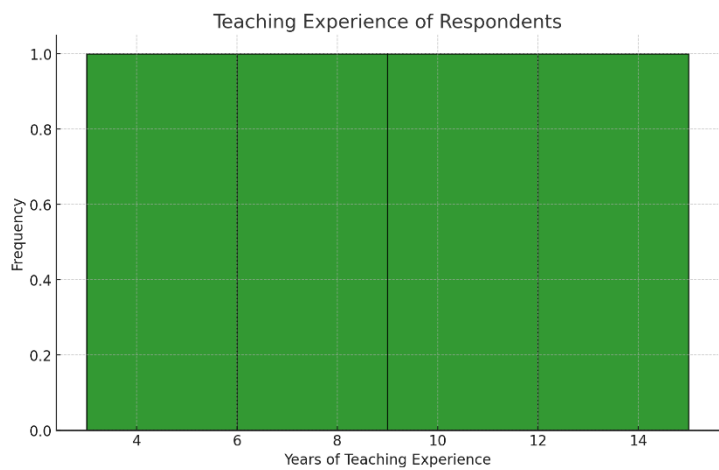


Source: Illustrated by the Researcher Francis Essel Okyeahene, 2025

Teachers with 5-10 years of experience form the largest group (42.9%), demonstrating a critical phase in their careers where they are experienced yet still open to adopting innovative teaching methods. Those with less than 5 years of experience (28.6%) exhibit enthusiasm but may lack refined teaching strategies. Teachers with over 15 years of experience (8.5%) contribute significantly to

institutional knowledge but might face challenges in adapting to newer educational trends. Overall, work experience influences teachers’ attitudes positively, as more experienced teachers show a deeper understanding of their roles, while newer teachers bring creativity and modern practices to the classroom. The following illustration 4 depicts the illustrated responses.

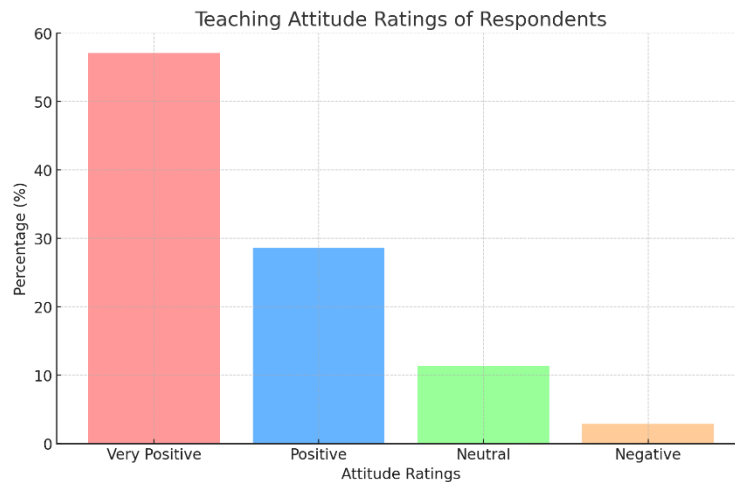
Illustration 4



Source: Illustrated by the Researcher Francis Essel Okyeahene, 2025

Finally, illustration 5 shows the analysis of teaching attitudes shows that 57.1% of respondents reported a very positive attitude, with another 28.6% exhibiting a positive attitude. This suggests that teachers' personality traits—such as resilience, adaptability, and passion for teaching—play a significant role in shaping their perceptions of the profession. The 11.4% of neutral attitudes could indicate burnout, lack of motivation, or systemic challenges, while the 2.9% reporting negative attitudes may face personal or professional barriers that hinder job satisfaction.

Illustration 5



Source: Illustrated by the Researcher Francis Essel Okyeahene, 2025

The findings indicate a robust teaching workforce in Awutu Senya East Municipality, characterized by high levels of academic qualification, varied work experience, and predominantly positive attitudes toward teaching. Teachers with higher qualifications and more years of experience tend to have a more favorable outlook on the profession, demonstrating the importance of continuous professional development and mentorship programs. The younger generation of teachers brings innovation and adaptability, while older and more experienced teachers provide stability and institutional memory.

Personality traits, while not directly measured in the findings, are reflected in the overwhelmingly positive attitudes toward teaching. This emphasizes the importance of fostering a supportive work environment to sustain motivation. Challenges such as neutral or negative attitudes among a minority of respondents should be addressed through policy interventions, professional support, and training opportunities to enhance job satisfaction.

This study underscores the interplay of academic qualifications, work experience, and personality in shaping attitudes toward teaching. Policymakers and educational leaders can leverage these insights to improve teacher recruitment, training, and retention strategies, ultimately enhancing educational

outcomes for students in the municipality.

This indicates a significant level of inclusivity within the teaching profession in the municipality, which aligns with global trends emphasizing gender balance in education to enrich classroom interactions and ensure equity in access to teaching opportunities (OECD, 2019). Despite minor differences in gender distribution, the data suggest that attitudes towards teaching are not significantly differentiated by gender, demonstrating that male and female teachers in the municipality are equally motivated to deliver quality education.

The age distribution indicates that the majority of respondents are within the 30-49-year range, with a noticeable representation of younger teachers aged 20-29 and older teachers above 50 years. The prevalence of middle-aged teachers suggests that the teaching workforce is composed of individuals at the peak of their professional productivity, who combine youthful energy with the maturity necessary for effective teaching. Younger teachers contribute dynamism and a readiness to adapt to innovative teaching methods, while older teachers bring extensive experience and institutional knowledge to the profession. This diverse age composition creates a balance that supports collaborative learning among teachers, as argued by Day and Gu (2010), who emphasize the importance of intergenerational exchange in enhancing the quality of education.

Academic qualifications play a pivotal role in shaping teachers' attitudes toward their work. The study reveals that most teachers hold bachelor's degrees, while a significant proportion possess master's degrees, reflecting a highly educated workforce. Teachers with higher qualifications tend to exhibit more positive attitudes, likely due to the confidence and competence that come with advanced training and professional development. This finding supports the conclusions of Hattie (2009), who found that teachers with strong academic foundations are better equipped to handle

complex classroom challenges and foster student achievement. Diploma holders and teachers with lower qualifications, while still valuable, may require targeted professional development initiatives to enhance their pedagogical skills and align them with contemporary teaching standards.

Work experience emerges as another significant factor influencing teachers' attitudes. The data show that teachers with 5-10 years of experience form the largest group, followed by those with less than 5 years and those with over 15 years of experience. Teachers in their early career stages often bring enthusiasm and a willingness to innovate, which can positively impact their attitudes. On the other hand, mid-career teachers, who represent the majority, have likely developed a strong sense of efficacy and resilience, enabling them to navigate the complexities of teaching with confidence. Teachers with extensive experience often assume leadership roles within schools, mentoring younger colleagues and contributing to the overall stability of the teaching environment. Klassen and Chiu (2010) argue that work experience is positively correlated with teacher self-efficacy and job satisfaction, which aligns with the findings of this study.

Personality traits, while not explicitly measured, are indirectly reflected in the overwhelmingly positive attitudes observed among the respondents. Teachers who report very positive or positive attitudes are likely to possess intrinsic qualities such as empathy, adaptability, and a passion for teaching. These traits enable them to overcome challenges and maintain high levels of motivation, even in the face of systemic or contextual difficulties. Conversely, the minority of teachers who report neutral or negative attitudes may be experiencing burnout, lack of support, or dissatisfaction with certain aspects of their work environment. Skaalvik and Skaalvik (2017) highlight the critical role of supportive work environments in fostering positive attitudes and mitigating stress among teachers, suggesting that targeted interventions are necessary to address the needs of this group.

The interplay between academic qualifications, work experience, and personality is evident in the study's findings. Teachers with higher academic qualifications and more years of experience consistently demonstrate more favorable attitudes toward teaching, underscoring the importance of continuous investment in teacher education and professional development. Personality traits further amplify these effects, as teachers who are naturally resilient and adaptable are better able to navigate the demands of the profession. The findings align with the work of Day and Gu (2010), who emphasize the need for policies that support teachers' professional growth and well-being to sustain their motivation and effectiveness.

These findings have significant implications for educational policy and practice in Awutu Senya East Municipality. To sustain the positive attitudes observed among most teachers, policymakers should prioritize initiatives that enhance teacher education, such as scholarship programs for advanced degrees and in-service training opportunities. Additionally, mentoring programs that pair experienced teachers with newer ones can foster a culture of continuous learning and collaboration. Addressing the challenges faced by teachers with neutral or negative attitudes will require targeted interventions, including workload management, access to mental health resources, and the creation of supportive school environments.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

5.1) Introduction

The study on "Influence of Academic Qualification, Work Experience, and Personality on the Attitude of Teachers towards Teaching in Basic Schools in Awutu Senya East Municipality" underscores the intricate relationship between personal and professional factors that shape teachers' attitudes. The findings reveal that academic qualifications significantly contribute to shaping teachers' confidence and professional outlook, as those with higher qualifications generally exhibit more positive attitudes toward teaching. Work experience also plays a pivotal role, with experienced teachers demonstrating greater resilience, adaptability, and satisfaction, which positively influence their motivation and engagement in the classroom.

The study also highlights the indirect yet profound impact of personality traits, as teachers who possess intrinsic qualities such as adaptability, empathy, and passion for teaching tend to maintain positive attitudes despite challenges. Conversely, a small proportion of teachers who display neutral or negative attitudes may be impacted by contextual factors such as job stress, lack of support, or limited professional development opportunities.

These findings emphasize the need for targeted interventions to support teacher development, such as investing in advanced academic training, providing opportunities for continuous professional development, and creating supportive work environments. Mentorship programs, mental health support systems, and policies that promote work-life balance are also crucial for addressing the challenges faced by teachers with less favorable attitudes.

The study contributes valuable insights to educational policymakers, school administrators, and stakeholders, highlighting the need for holistic approaches to improving teacher motivation and effectiveness. By addressing the interrelated factors of qualifications, experience, and personality, educational systems can enhance teacher performance, foster job satisfaction, and ultimately improve learning outcomes for students in the municipality. These findings serve as a foundation for further research into the complexities of teacher attitudes and the strategies needed to support their professional and personal well-being in diverse educational settings.

5.2) Conclusion

An additional conclusion derived from the study underscores the critical role of a teacher's professional and personal development in shaping their attitudes toward teaching. The findings clearly demonstrate that academic qualifications, particularly at higher levels, empower teachers with the requisite knowledge, skills, and confidence to approach their duties with greater enthusiasm and competence. This aligns with global research, which indicates that well-trained teachers are better equipped to handle the diverse challenges of the classroom while fostering a positive learning environment for their students.

Similarly, work experience emerged as a major determinant of teacher attitudes. Teachers with extensive experience have cultivated resilience and a sense of efficacy that not only benefit their students but also contribute to the overall culture of professionalism within schools. Younger and less experienced teachers bring energy and innovation, but they often require guidance and mentorship to navigate the complexities of the teaching profession effectively. This reinforces the importance of pairing experienced teachers with novices through structured mentorship programs to ensure that the wealth of knowledge and experience is effectively transferred.

The study also highlights personality traits as a key factor in fostering positive attitudes. Teachers

who exhibit qualities such as patience, empathy, and a growth mindset are better equipped to manage classroom dynamics and adapt to changes in educational policies and practices.

While these traits are often inherent, they can be nurtured through well-designed professional development programs focusing on emotional intelligence and stress management.

Moreover, the findings point to systemic challenges that can affect teacher attitudes, such as heavy workloads, inadequate resources, and insufficient recognition of their contributions. Addressing these systemic barriers through institutional reforms, including fair compensation, access to teaching aids, and a supportive school climate, is essential to sustaining positive attitudes among teachers. This will not only enhance teacher satisfaction but also improve retention rates in the profession.

Ultimately, the interplay between academic qualification, work experience, and personality suggests that a multi-faceted approach is necessary to foster positive teacher attitudes. Policymakers must adopt strategies that integrate professional training, continuous education, and workplace support to ensure that teachers are adequately equipped to meet the demands of their roles. This holistic approach will contribute significantly to enhancing teaching quality and, consequently, the overall performance of basic schools in Awutu Senya East Municipality. The findings also provide a roadmap for other districts and educational settings seeking to understand and improve teacher motivation and effectiveness.

Further analysis of the findings reiterates the importance of recognizing the multi-dimensional factors influencing teacher attitudes and their implications for educational outcomes in Awutu Senya East Municipality. Academic qualification serves as a foundation for professional competence, with highly qualified teachers being better positioned to employ diverse teaching methodologies and address varied learner needs. This supports the notion that investment in teacher education is directly

proportional to the quality of classroom instruction, a conclusion supported by the Global Education Monitoring Report (UNESCO, 2022), which emphasizes the transformative role of teacher training in improving student performance.

Work experience, as evidenced in the study, provides teachers with the opportunity to refine their practices over time. Experienced teachers are more likely to have developed effective classroom management techniques and a deeper understanding of the curriculum, which translates to higher teaching efficacy. However, the study also identifies the need to balance experience with ongoing professional development. Even experienced teachers must keep pace with changes in pedagogy, technology, and curriculum requirements to remain effective. Professional development programs tailored to different experience levels can bridge the gap and ensure all teachers maintain positive attitudes.

Personality traits, while often overlooked in discussions about teacher performance, emerge as critical in determining how teachers perceive and respond to challenges in their profession. Teachers with strong interpersonal skills and a positive outlook are better equipped to foster engaging and inclusive classroom environments. These findings align with the work of Tschannen-Moran and Hoy (2001), which highlights that teachers' self-efficacy—a key component of personality—directly influences their commitment to teaching and their ability to inspire students. Schools must therefore consider personality factors when recruiting teachers and invest in programs that enhance teachers' emotional intelligence and adaptability.

The systemic challenges highlighted in the findings, such as resource constraints and high workloads, further underline the need for institutional support. Teachers with positive attitudes are often those who feel valued and supported by their schools and educational authorities. Creating an environment where teachers are recognized, rewarded, and provided with the necessary resources can significantly

enhance their job satisfaction and motivation. For example, offering opportunities for career advancement, providing adequate teaching materials, and ensuring manageable class sizes are practical steps toward achieving this goal.

Additionally, the study's findings emphasize the importance of a collaborative and inclusive school culture. Teachers who work in schools that encourage teamwork and peer support are more likely to exhibit positive attitudes toward their work. Such environments promote knowledge sharing and mutual growth, creating a sense of community and shared purpose among teachers. This aligns with Vygotsky's social constructivist theory, which posits that learning and professional growth are enhanced through social interaction and collaboration.

Finally, the study sheds light on the broader implications of teacher attitudes for educational policy and planning. Policymakers must prioritize initiatives that not only enhance the qualifications and skills of teachers but also address the contextual factors that influence their attitudes. A comprehensive approach that includes regular training, mentorship programs, adequate compensation, and a supportive work environment will ensure that teachers remain motivated and committed to their profession. Such strategies will not only benefit the teachers but also have a lasting impact on the quality of education delivered in the municipality, contributing to the attainment of Sustainable Development Goal 4 (Quality Education) in Ghana.

In summary, the findings from this study provide a robust framework for understanding the interplay between academic qualifications, work experience, and personality in shaping teacher attitudes. They call for a concerted effort by all stakeholders in education to create an enabling environment that supports teachers in their roles. By addressing these factors holistically, the educational system in Awutu Senya East Municipality can achieve significant improvements in teacher motivation, retention, and overall effectiveness, ultimately enhancing student learning outcomes.

5.3) Recommendations

Based on the findings of this study, several recommendations can be made to address the factors influencing the attitudes of teachers toward teaching in basic schools in the Awutu Senya East Municipality. These recommendations target policymakers, educational administrators, and other stakeholders to improve teacher motivation and effectiveness.

First, educational policymakers should prioritize teacher professional development by providing opportunities for continuous education and training. Teachers with higher academic qualifications were observed to have more positive attitudes toward teaching. As such, government and educational institutions should offer scholarships, grants, or sponsorships for teachers to pursue advanced degrees. Additionally, workshops, seminars, and in-service training programs should be tailored to address emerging educational trends and pedagogical practices, ensuring all teachers remain equipped to handle the demands of modern classrooms.

Second, mentorship and induction programs should be institutionalized, particularly for novice teachers. The findings reveal that teachers with more work experience exhibited greater satisfaction and positive attitudes toward teaching. To bridge the gap for less experienced teachers, pairing them with seasoned mentors can provide guidance, enhance their teaching skills, and improve their overall job satisfaction. Mentorship programs can also create a supportive community where teachers share experiences and collaboratively solve challenges.

Third, personality development programs should be integrated into teacher training and professional development. Personality traits such as adaptability, empathy, and resilience were found to significantly influence teacher attitudes. Training programs that focus on emotional intelligence, stress management, and interpersonal skills can help teachers better manage classroom challenges and maintain positive attitudes. Schools should also consider personality traits when recruiting new

teachers, ensuring that they possess the qualities necessary for fostering inclusive and engaging learning environments.

Fourth, educational institutions must address systemic challenges such as inadequate teaching resources and heavy workloads, which negatively impact teacher attitudes. Governments and school administrators should invest in providing sufficient teaching materials, reducing class sizes, and ensuring conducive working conditions. Such interventions will help alleviate stress and enhance job satisfaction among teachers.

Fifth, incentives and recognition programs should be implemented to motivate teachers and foster positive attitudes. Financial incentives, such as salary increments, bonuses, and housing allowances, should be provided to reward exceptional performance and dedication. Non-monetary incentives, such as awards, certificates, and public recognition, can also boost morale and demonstrate appreciation for teachers' contributions.

Sixth, school leadership should focus on creating a collaborative and inclusive work culture. Teachers who feel supported by their colleagues and administrators are more likely to maintain positive attitudes toward teaching. Regular team-building activities, peer reviews, and collaborative planning sessions should be encouraged to foster a sense of belonging and shared purpose among teachers.

Lastly, further research should be conducted to explore the impact of other potential factors, such as school leadership styles, community support, and cultural influences, on teacher attitudes. This will provide a more comprehensive understanding of the dynamics shaping teacher motivation and effectiveness, enabling policymakers to implement more targeted and impactful interventions.

In conclusion, implementing these recommendations will not only improve the attitudes of teachers toward teaching but also enhance the overall quality of education in basic schools within the Awutu

Senya East Municipality. A holistic approach that considers academic qualifications, work experience, personality traits, and systemic support is essential to creating an educational system that values and empowers teachers, ultimately leading to better learning outcomes for students.

Based on the findings of the study, the following additional and more specific recommendations are provided to ensure that the attitudes of teachers toward teaching in basic schools in the Awutu Senya East Municipality are significantly improved: Teachers should be provided with clear pathways for professional advancement. Opportunities for promotion and career progression should be tied to academic qualifications and performance to encourage teachers to pursue further education. For example, implementing rank-based systems where teachers with postgraduate qualifications receive additional responsibilities and higher compensation can motivate continuous academic growth.

Local educational authorities should establish mentorship programs to pair novice teachers with experienced ones. This initiative should focus on addressing specific classroom challenges and providing hands-on support. Structured mentorship, including monthly review sessions and teaching observation opportunities, can help less experienced teachers learn practical classroom management techniques and boost their confidence.

Regular personality development workshops focusing on stress management, conflict resolution, and interpersonal communication skills should be organized. Teachers face significant stress due to classroom dynamics and curriculum pressures. Equipping them with tools to handle these challenges, such as mindfulness techniques and stress management strategies, will enhance their ability to maintain positive attitudes. These programs should be tailored to align with the specific challenges faced by basic school teachers in the municipality.

The provision of adequate teaching resources must be prioritized. Teachers often cite inadequate instructional materials as a source of frustration. Governments and local administrators should ensure

the consistent supply of textbooks, teaching aids, and digital tools. Additionally, resource-sharing platforms where teachers can access digital content and collaborate on lesson plans should be introduced to promote innovative teaching methods.

To address workload issues, measures such as reducing class sizes and increasing teaching support staff should be implemented. A maximum teacher-to-student ratio should be enforced to ensure effective classroom engagement. Where class sizes cannot be reduced immediately, the introduction of teaching assistants or support staff can help alleviate the workload and enable teachers to focus more on instructional quality.

Introduce comprehensive teacher evaluation and feedback mechanisms that focus on developmental growth rather than punitive measures. These evaluations should consider teaching performance, student outcomes, and teacher engagement. Constructive feedback should be accompanied by actionable plans for improvement, professional development opportunities, and recognition for outstanding performance.

Recognition and rewards for exceptional teaching practices should be institutionalized. Awards such as "Teacher of the Year," public commendations, and monetary bonuses for teachers who consistently perform well can significantly boost morale and encourage others to strive for excellence. These initiatives should also celebrate long-term dedication and contributions to the teaching profession.

The integration of community support programs into schools is essential to foster a sense of collective responsibility for education. School-community partnerships, such as parent-teacher associations (PTAs), can provide additional resources and encourage the involvement of parents in the educational process. A collaborative environment where teachers feel supported by both their schools and communities is critical for maintaining a positive attitude toward teaching.

Educational policymakers should introduce subsidized advanced training programs specifically targeting personality improvement and professional development. Programs designed to enhance teachers' intrinsic motivation, adaptability, and enthusiasm for teaching can be incorporated into the municipality's training curriculum. Subsidizing such programs will increase participation and provide long-term benefits to the profession.

Lastly, regular town hall meetings or feedback forums should be organized by the municipal education office. These forums should allow teachers to voice their concerns, suggest improvements, and discuss systemic challenges with local administrators. Creating a platform for open dialogue will ensure that teachers feel heard and that their grievances are addressed promptly, fostering trust and improving overall attitudes. By implementing these specific recommendations, the education system in Awutu Senya East Municipality can create a more supportive environment for teachers, enhancing their motivation, satisfaction, and effectiveness, which will, in turn, improve the quality of education in the region.

APPENDIXES

QUESTIONNAIRE

Topic: Influence of Academic Qualification, Work Experience, and Personality on the Attitude of Teachers Towards Teaching in Basic Schools in Awutu Senya East Municipality

Section A: Demographic Information

Question	Responses
1. Gender	☐ Male ☐ Female
2. Age	☐ 20-29 ☐ 30-39 ☐ 40-49 ☐ 50 and above
3. Marital Status	☐ Single ☐ Married ☐ Divorced ☐ Widowed
4. Highest Academic Qualification	☐ Diploma ☐ Bachelor's ☐ Master's ☐ Other (specify)
5. Years of Teaching Experience	☐ Less than 5 ☐ 5-10 ☐ 11-15 ☐ Above 15
6. School Type	☐ Public ☐ Private

Section B: Academic Qualification

Question	Responses
7. Do you feel your academic qualification equips you with the necessary skills for teaching?	☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree
8. Does your qualification influence your confidence in lesson delivery?	☐ Yes ☐ No
9. Are you satisfied with the professional development opportunities related to your academic background?	☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Section C: Work Experience

Question	Responses
10. Do you believe your work experience has positively influenced your teaching attitude?	☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree
11. How often do you apply lessons from your past experiences in addressing teaching challenges?	☐ Very Often ☐ Often ☐ Sometimes ☐ Rarely ☐ Never

12. Do you think teachers with more experience have better attitudes towards teaching compared to less experienced teachers?	☐ Yes ☐ No
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Section D: Personality

Question	Responses
13. Which of the following best describes your personality type?	☐ Extrovert ☐ Introvert ☐ Ambivert
14. Do you believe your personality affects your interactions with students and colleagues?	☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree
15. Are you open to adopting new teaching methods or technologies?	☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Section E: Attitude towards Teaching

Question	Responses
16. How would you rate your overall attitude towards teaching?	☐ Very Positive ☐ Positive ☐ Neutral ☐ Negative ☐ Very Negative
17. Do you feel motivated to prepare adequately for your lessons?	☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree
18. Are you satisfied with the support provided by your school administration to enhance your teaching?	☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree
19. Do you think your attitude impacts students' academic performance?	☐ Yes ☐ No

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