Influence of Professional Capital on Senior High School Teachers' Job Satisfaction in the Shama District

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ABSTRACT

The study examined the influence of professional capital on senior high school teachers' job satisfaction in the Shama District. The study adopted the descriptive cross-sectional survey design within a quantitative research approach. A total population of 86 teachers was studied using the census method. Data were collected with a structured questionnaire adapted from Hargreaves and Fullan's (2012) and Lester's (1987). Data were processed and analyzed using SPSS version 27. Descriptive statistics (frequencies, percentages, means, and standard deviations) and inferential statistics (multiple regression analysis) were used to test the hypotheses. Results from the study indicated that teachers perceived themselves as possessing high levels of professional capital, demonstrated through continuous learning, collaboration, and reflective practices. Teachers also reported generally high levels of job satisfaction, particularly in terms of intrinsic motivation, collegial relationships, and autonomy. Furthermore, the findings revealed that professional capital significantly influenced job satisfaction, with decisional capital emerging as the strongest predictor. The study concluded that professional growth, collaboration, and professional trust sustain teachers' job satisfaction in the Shama District. It was recommended that the Ministry of Education in collaboration with the Ghana Education Service should strengthen institutional support for professional development initiatives, foster collaborative school cultures, and create clear pathways for career progression to enhance teacher satisfaction and retention.

INTRODUCTION

The success of any educational system hinges on the effectiveness, commitment, and well-being of its teachers, who serve as the primary drivers of instructional delivery and student development (Raju, 2024). Globally, there is growing recognition that improving educational outcomes requires more than curriculum reform or increased accountability as it demands sustained investment in teachers' professional capacity and satisfaction (Organisation for Economic Co-operation and Development [OECD], 2020; United Nations Educational, Scientific and Cultural Organization [UNESCO], 2022). Teachers are not only implementers of policy but also professionals whose motivation and fulfilment directly influence the quality of education delivered in the classroom (Darling-Hammond, 2017). In response to ongoing concerns about teacher attrition, low morale, and professional disengagement, the concept of professional capital has emerged as a vital framework for understanding what sustains high-quality teaching. Professional capital, as introduced by Hargreaves and Fullan (2012), encapsulates human, social, and decisional capital each representing the skills, relationships, and professional judgment that empower teachers to thrive. Evidence suggests that teachers who feel valued, supported, and empowered are more likely to remain committed to the profession and positively influence student outcomes (Carver-Thomas & Darling-Hammond, 2019; Skaalvik & Skaalvik, 2011). It is against this background that this study seeks to examine the influence of professional capital on job satisfaction among Senior High School teachers in Ghana's Shama District.

Background to the Study

Globally, educational reformers are shifting from accountability-driven models to those that underline the cultivation of teachers' professional capital as a sustainable means to improve teaching and learning outcomes. The Organization for Economic Co-operation and Development (OECD, 2020) has indicated that enhancing teacher collaboration, autonomy, and decision-making capacity leads to greater professional satisfaction and performance, thereby contributing to long-term retention and motivation. In high-performing educational systems such as Finland, Singapore, and Canada, the integration of professional capital strategies such as

collaborative learning cultures, peer coaching, and participatory leadership has elevated teacher satisfaction and effectiveness (Schleicher, 2018). These systems view teaching not merely as a technical activity but as a knowledge-rich, decision-oriented profession that thrives within supportive institutional cultures. As education systems worldwide grapple with post-pandemic recovery and the growing pressures of educational equity and technology integration, the cultivation of teachers' professional capital has emerged as a priority for policymakers and practitioners alike (OECD, 2023).

Nevertheless, while global educational systems are advancing toward strengthening professional capital, many countries in sub-Saharan Africa continue to face deep-rooted challenges that hinder such progress. Across sub-Saharan Africa, education systems have long struggled with teacher dissatisfaction, low morale, and high attrition rates, exacerbated by limited professional development opportunities, poor working conditions, and weak institutional support (Padgett, 2025). In many African countries, including Kenya, Nigeria, and South Africa, recent research has demonstrated that low investment in teachers' professional capital such as restricted decision-making authority, minimal collegial interaction, and inadequate training has a direct influence on job dissatisfaction and diminished classroom performance (Shibiti, 2020). Notably, the African Union's Agenda 2063 recognizes the need to transform the teaching profession by investing in teachers' skills, professional autonomy, and collaborative networks to ensure a prosperous and knowledge-based continent (African Union, 2020).

These challenges have led to the need to focus on sustaining teacher commitment, particularly through factors such as job satisfaction, which is a key determinant of teacher retention and effectiveness. Retaining high-quality personnel is a fundamental aspiration of many organizations, including educational institutions. Policymakers and school administrators are particularly concerned with maintaining a committed teaching workforce comprising teachers who are not only motivated and confident in their teaching abilities but also genuinely satisfied with their profession (Skaalvik & Skaalvik, 2011; Zakariya, 2020a). This concern is well-founded, as the attrition of competent teachers has far-reaching implications, affecting not only the well-being of the teachers themselves but also the academic growth and development of their students (Carver-Thomas & Darling-Hammond, 2019). A substantial body of research shows that teacher job satisfaction is a pivotal factor influencing teachers' decision to remain in the profession (Madigan & Kim, 2021; McConnell, 2017; Skaalvik & Skaalvik, 2011). Job satisfaction in this context refers to teachers' sense of enjoyment, fulfilment, and gratification derived from their roles as teachers (Ainley & Carstens, 2018). When teachers are satisfied with their work, they are more likely to stay and contribute positively to the school environment. Contrariwise, dissatisfaction often leads to demotivation and an increased likelihood of leaving the profession (Heffernan et al., 2022; Kelly et al., 2019).

In Ghana, similar concerns prevail, especially within Senior High Schools, where teachers continue to encounter various obstacles affecting their job satisfaction. The teaching profession continues to face persistent challenges regarding job satisfaction. The government has made strides in teacher recruitment and curriculum reform but issues such as limited career progression, workload pressure, and lack of institutional support remain prevalent (Ankomah & Osei-Poku, 2022). Vulley (2021) and Adjei and Kor (2024) reported that many teachers in Ghana experience low levels of job satisfaction due to limited participation in school decision-making, insufficient professional development, and lack of collaborative work environments. The national policies like the Education Strategic Plan (ESP) 2018–2030 has shown that teacher motivation and retention are key priorities.

Amid these challenges, attention has increasingly turned to the concept of professional capital as a strategic framework to address issues related to teacher satisfaction. Teachers play a central role in influencing a well-equipped workforce by delivering quality education that meets the evolving demands of the knowledge-based economy. Accordingly, there is growing recognition that strengthening teachers' professional capital is essential for achieving and sustaining educational quality (Hargreaves & Fullan, 2012, 2013; Reichenberg & Andreassen, 2018; Uba & Chinonyerem, 2017). The concept of professional capital, introduced by Hargreaves and Fullan (2012), refers to the collective resources and investments that enhance teachers' expertise, professional growth, and effectiveness in improving student learning. It is made up of three interrelated dimensions: human capital, social capital, and decisional capital (Fullan, 2016; Hargreaves & Fullan, 2012, 2013). Human capital refers to the individual knowledge, pedagogical skills, professional competencies, and classroom experiences that teachers possess, which enable them to deliver effective instruction and support students' learning (Hargreaves & Fullan, 2012; Reichenberg & Andreassen, 2018; Uba & Chinonyerem, 2017). Social capital encompasses the

professional networks and collaborative relationships among teachers, characterized by shared expertise, mutual trust, and collective problem-solving, which strengthen both individual and group practices for improved educational outcomes (Watts, 2018; Fullan et al., 2015).

Complementing these is decisional capital, the third dimension of professional capital, which empowers teachers to apply their professional judgment effectively. It refers to a teacher's capacity to exercise sound professional judgment and make informed decisions both individually and collaboratively (Hargreaves & Fullan, 2012). This form of capital encompasses the knowledge, intelligence, and energy required to apply human and social capital effectively in professional contexts (Fullan, 2016). In essence, decisional capital reflects a teacher's ability to make well-considered and beneficial choices in classroom instruction and school-related responsibilities (Fullan, 2016; Hargreaves & Fullan, 2012). Over time, sustained investment in professional capital through policies and practices strengthens teachers' expertise, enabling them to influence student learning and achievement. Thus, professional capital serves not only to enhance the capabilities of individual teachers but also to elevate team performance and promote quality across the entire teaching profession (Watts, 2018).

Together, these three components form a robust framework for understanding how professional capital can influence teacher job satisfaction, a relationship that warrants empirical investigation. A substantial body of research has established that retaining qualified teachers is closely linked to their level of job satisfaction and the quality of their work environment (e.g., Jain & Verma, 2014; OECD, 2014, 2020). Teachers' sense of job satisfaction has been shown to influence their intention to remain in the profession, as well as their teaching performance and overall professionalism (Jain & Verma, 2014; Pilarta, 2015; Toropova et al., 2020; Werang & Agung, 2017). As such, efforts to enhance job satisfaction are essential for maintaining a stable, committed, and competent teaching workforce. Improving job satisfaction helps to retain teachers who are not only knowledgeable in their subject areas but also possess strong pedagogical skills necessary for effective instruction (OECD, 2014, 2020). Teachers who feel supported in their professional growth, empowered to make instructional decisions, and engaged in collaborative networks are more likely to report higher satisfaction levels. Therefore, strengthening professional capital is not only essential for enhancing instructional quality but also for improving teacher morale, motivation, and retention. This study, therefore, seeks to examine the influence of professional capital on job satisfaction among Senior High School teachers in the Shama District.

Statement of the Problem

Professional capital in the teaching profession is a key component for improving individuals, raising team performance, and increasing quality across the entire profession (Watts, 2018). Senior High School (SHS) teachers are expected to possess high levels of professional capital, including strong human capital (knowledge, skills, and competencies), social capital (collaborative relationships and support systems), and decisional capital (autonomy in decision-making and professional judgment) as these empower teachers to engage effectively with students, innovate in their methods, and continuously enhance their practice (Melesse & Belay, 2022; Sanders et al., 2021).

Robust professional capital fosters job satisfaction, where teachers feel valued, motivated, and supported, leading to professional fulfillment and improved student outcomes (Floyd, 2023). Satisfied teachers are more enthusiastic, dedicated, and productive, demonstrating lower absenteeism and greater commitment to their roles, which positively affects student achievement (Cerit, 2009; Bare-Oldham, 1999). Retaining qualified teachers is significantly influenced by their job satisfaction (Jain & Verma, 2014; OECD, 2014, 2020). Teachers' job satisfaction is linked to their intention to remain in the profession, performance, and professionalism (Jain & Verma, 2014; Pilarta, 2015; Toropova et al., 2021; Werang & Agung, 2017).

In Ghana, senior high school teachers are of the view that their human capital is compromised by limited access to professional development, insufficient resources, and inadequate training. Social capital suffers due to poor collaboration, limited mentorship, and a competitive rather than cooperative school culture. Furthermore, teachers experience decisional capital constraints as a result of rigid administrative policies, lack of involvement in decision-making, and restricted autonomy in their practices. Additional challenges include large class sizes that hinder effective teaching and individualized support for students and frequent curriculum changes without adequate orientation or training for teachers, which further strain their capacity to deliver quality education. Collectively, these challenges, amidst heavy workloads and limited career progression, have led to diminished

job satisfaction among SHS teachers (Tsounis et al., 2017; Brezicha et al., 2020; Asiedu, 2023; Melesse & Belay, 2024).

If these issues remain unaddressed, teachers with low professional capital and job satisfaction are more likely to experience burnout, disengagement, and increased turnover, resulting in deteriorating teaching quality and student learning outcomes (Tong & Razniak, 2017). In addition, such conditions may contribute to reduced innovation in teaching practices and a widening achievement gap between students from resource-rich and resource-poor schools, further weakening the overall equity and quality of the education system. Over time, this cycle can degrade the educational environment, making it difficult to retain motivated, skilled, and satisfied teachers (Alford, 2018; Neuhoff, 2023). The absence of sustained professional growth and retention of capable teachers can perpetuate these challenges for future generations, compromising the long-term success of Ghana's education system (Takyi et al., 2023; Yu et al., 2024).

Although the concept of professional capital has attracted increasing scholarly attention in recent years, much of the existing research has focused on its influence on other outcome variables rather than directly examining its relationship with job satisfaction. For instance, professional capital has been linked to technology-enhanced teaching innovation (Liu & Zhang, 2024), teacher confidence (Nolan & Molla, 2017), teacher collaboration influenced by policy and values (Lee, 2022), and professional learning and leadership development (Campbell et al., 2016; Zhang et al., 2025).

In the African, Belay et al. (2022) examined how engagement in professional learning contributes to professional capital and subsequently affects job satisfaction, but did not treat professional capital as an independent variable. Other studies have explored professional capital in the context of responding to student diversity (Sanders et al., 2021) and in post-pandemic teaching practice (Hargreaves & Fullan, 2020). These studies underline the importance of professional capital in influencing teacher practices and school improvement but it appears that there remains a limited body of research that directly investigates how professional capital influences teacher job satisfaction of public senior high schools' teachers in Ghana. Therefore, this study seeks to examine the influence of professional capital on senior high school teachers' job satisfaction using Shama District as a case study.

Purpose of the Study

The purpose of the study was to examine the influence of professional capital on senior high school teachers' job satisfaction in Shama District.

Research Objectives

The following research objectives guided the study:

1. to assess the level of senior high school teachers' professional capital in Shama District.
2. to examine the level of senior high school teachers' job satisfaction in Shama District.
3. to determine the influence of professional capital on senior high school teachers' job satisfaction in Shama District.

Research Questions

The following research questions were formulated to guide the study:

1. What is the level of senior high school teachers' professional capital in Shamas District?
2. What is the level of senior high school teachers' job satisfaction in Shama District?
3. What is the influence of professional capital on senior high school teachers' job satisfaction in Shama District?

Research Hypotheses

H_0: There is no statistically significant influence of professional capital on senior high school teachers' job satisfaction in Shama District.

H_1: There is a statistically significant influence of professional capital on senior high school teachers' job satisfaction in Shama District.

Significance of the Study

This study is important to a variety of stakeholders within the educational sector, including teachers, school administrators, educational policymakers, teacher training institutions, and researchers in the field of education. Teachers will benefit from the findings as the study sheds light on the dimensions of professional capital that are most closely linked to their job satisfaction. Teachers can advocate more effectively for support structures that enhance collaboration, continuous learning, and professional autonomy by understanding how professional capital influences their work environment and well-being. School administrators will also gain understandings into how to foster supportive professional environments that promote collegiality, shared decision-making, and staff development. This can guide leadership practices toward creating school cultures that sustain teacher morale, reduce turnover, and improve instructional quality.

For educational policymakers, the study provides empirical evidence to inform the design and implementation of teacher support policies that move beyond salary and recruitment toward professional capacity-building. It highpoints the need for investments in collaborative structures, leadership development, and decision-making frameworks that empower teachers. Teacher training institutions can also use the findings to review and strengthen their curricula, ensuring that teacher preparation programmes place adequate emphasis on developing all facets of professional capital. This would help to better equip future teachers with the competencies and dispositions needed to thrive in the profession. Finally, the study contributes to academic discourse by offering a localized perspective on the relationship between professional capital and job satisfaction within the Ghanaian context. It serves as a resource for educational researchers, especially those interested in teacher motivation, school improvement, and the sustainability of educational reforms in sub-Saharan Africa.

Delimitations

This study is delimited to full-time teachers in the public Senior High Schools within the Shama District of the Western Region of Ghana. The district was selected due to its unique socio-educational characteristics, manageable scope, and accessibility for data collection. Part-time teachers, headteachers, and other administrative staff are excluded, as the focus is on classroom teachers directly impacted by professional development opportunities, collegial interactions, and decision-making processes. The study specifically examines the relationship between professional capital defined in terms of human, social, and decisional capital (Hargreaves & Fullan, 2012) and teacher job satisfaction, conceptualized as teachers' sense of fulfilment and motivation in their professional roles. Other possible determinants of job satisfaction, such as salary, infrastructure, and political conditions, are acknowledged but not explored. Additionally, the study employs a quantitative research design, thereby excluding qualitative elements such as personal narratives or lived experiences. These delimitations are intended to maintain clarity and focus in addressing the core research objectives.

Limitations

One key limitation of this study is its exclusive use of a quantitative research design, which, although effective for identifying patterns and relationships between professional capital and job satisfaction, does not capture the deeper personal experiences and contextual factors that may influence teachers' perceptions. The structured nature of the questionnaire limited participants' ability to elaborate on their responses. Future studies could adopt mixed-methods or qualitative approaches, such as interviews or focus groups, to gain more insights.

Additionally, the study's focus on public Senior High Schools within the Shama District may limit the generalizability of the findings to other regions or educational settings in Ghana. Differences in administrative structures, resource availability, and institutional culture across districts and between public and private schools could lead to varying outcomes. To address this, future research could expand the scope to include multiple districts and compare different types of schools to enhance the broader applicability of the findings.

Organisation of the Study

The study is organized into five chapters. Chapter One was the introductory chapter which focused on the background to the study, statement of the problem, purpose of the study, research objectives, research questions, research hypotheses, significance of the study, delimitations, limitations and organization of the study. Chapter Two reviewed relevant literature related to the topic under study which comprises the conceptual review, theoretical review, and empirical review. Chapter Three focused on the research methods employed in the study, which comprised of the research design, population, sampling procedures, data collection instruments; data collection procedures, and data processing and analysis. Chapter Four involved the discussion of the results and findings of the study, and the final chapter which is Chapter Five, summarized, concluded, made recommendations based on the findings of the study, and suggestions for further research.

LITERATURE REVIEW

Introduction

The purpose of the study was to examine the influence of professional capital on senior high school teachers' job satisfaction in Shama District. This chapter reviewed literature that is relevant to the current study. The chapter comprised of theoretical review, conceptual review, and empirical review.

Theoretical Review

The theoretical review anchors on the Professional Capital Theory (PCT), which provides a theoretical ground for understanding how teachers' human, social, and decisional capital influence teachers' job satisfaction.

Professional Capital Theory (PCT)

The theory of Professional Capital, introduced by Hargreaves and Fullan (2012), emerged as a strategic response to concerns about teacher effectiveness, school reform, and sustainable educational improvement. It emphasizes that transforming teaching requires collective development in three interrelated forms of capital: human, social, and decisional capital. Human capital refers to teachers' knowledge, qualifications, and capabilities; social capital is concerned with collegial relationships, collaboration, and trust; and decisional capital reflects teachers' ability to make sound judgments based on experience and reflective practice (Hargreaves & Fullan, 2012, 2013). When integrated, these capitals enable schools to function as professional learning communities where teachers grow both individually and collectively, thereby strengthening instructional quality and student outcomes (Hargreaves & Fullan, 2012; Fullan, 2016).

Cole and Duffy (2024) further demonstrate that professional capital evolves through structured learning environments that encourage collaboration, feedback, and reflective practice. Their findings highlight that deliberate cultivation of these capitals not only enhances teacher competence and collective efficacy but also strengthens professional identity and commitment. For example, dialogic feedback, mentoring, and collaborative inquiry can reinforce decisional and social capital while developing human capital through professional expertise (Cole & Duffy, 2024). Such evidence aligns with the PCT's proposition that professional growth is most effective when grounded in supportive school cultures and collaborative practices (Hargreaves & Fullan, 2012; OECD, 2020). Scholars caution that professional capital cannot be developed in isolation from structural realities. High-stakes accountability systems, policy-driven curriculum mandates, and inequities in resources often constrain teachers' agency, limiting opportunities for meaningful professional growth (Cole & Duffy, 2024; Day & Gu, 2014; Fullan, 2016). These challenges are particularly relevant in the Ghanaian setting, where teachers' access to professional development, mentorship opportunities, and decision-making authority often remains limited. Such constraints risk undermining the development of all three forms of capital and, consequently, teachers' job satisfaction (Skaalvik & Skaalvik, 2011; Dreer, 2024).

PCT provides a useful lens for analyzing the relationship between professional capital and job satisfaction among senior high school teachers in the Shama District. The study assumes that teachers with stronger human capital (knowledge, skills, and training) will feel more competent and effective in their roles, which enhances their job satisfaction. Likewise, strong social capital (peer collaboration, trust, and supportive professional networks) is expected to foster a sense of belonging and shared purpose, contributing to higher satisfaction. Finally, greater

decisional capital (autonomy, professional judgment, and involvement in decision-making) is likely to empower teachers, increasing their motivation and commitment to the profession (Hargreaves & Fullan, 2012; Skaalvik & Skaalvik, 2011). Therefore, this study posits that professional capital is a critical determinant of teacher job satisfaction. Schools can strengthen teacher retention and effectiveness through targeted investments in these three capitals (Hargreaves & Fullan, 2012; Fullan, 2016; OECD, 2020; Dreer, 2024).

Conceptual Review

This section reviews the concepts in relation to the study by focusing on professional capital and teacher job satisfaction.

Concept of Professional Capital

The concept of "capital" is often unfamiliar and challenging for many teachers, primarily because it is traditionally associated with the economic sector rather than the field of education (Hargreaves & Fullan, 2013), where the term originally emerged. Conceptually, capital refers to anything that contributes value to one's net worth (Hargreaves & Fullan, 2013) and is considered an asset that should be invested in, accumulated, and circulated to ensure continuous growth and substantial returns (Fullan & Hargreaves, 2012). Applying this economic analogy to education implies that meaningful investment is essential for achieving positive outcomes. Specifically, if a country aims to nurture competent citizens, it must first invest in developing the competence of its teachers. This rationale indicates the importance of professional capital in the teaching profession. Professional capital is a relatively new concept in education, introduced by Hargreaves and Fullan (2012) in their influential book, *Professional Capital: Transforming Teaching in Every School*. They were the pioneers in defining and articulating the concept within the teaching context. According to them, professional capital is the "systematic development and integration of three kinds of capital namely human, social, and decisional into the teaching profession" (p. 15). They argue that this new perspective has the potential to transform public perceptions of teaching, elevate its quality, and inform strategies for achieving that quality. Their conceptualization of professional capital stems from a strong conviction that the teaching profession is currently at a critical crossroads. In this light, they assert that "instead of taking false roads and blind alleys, we need to head in a radically new direction" (Hargreaves & Fullan, 2012, p. xv). As Hargreaves and Fullan (2012) pinpointed,

> *Professional capital is about collective responsibility, not individual autonomy; about scientific evidence as well as personal judgment; about being open to one's clients rather than standing on a pedestal above them; and ultimately about being tough on those colleagues who, after every effort and encouragement, fall short of their professional mission and let their peers as well as their students down*. (pp. 15-16)

The concept of professional capital stresses that investing in teachers' professional development has the power to create a dynamic and revitalized profession capable of transforming education in every school and across all nations. Defined by Hargreaves and Fullan (2012), professional capital involves establishing and nurturing a system that aspires to excellence, pushing the boundaries of what teachers can accomplish for every student. This perspective invites a rethinking of the profession itself, its purpose, practices, and potential by viewing teaching as a process of creating, circulating, investing in, and reinvesting professional capital. Hargreaves and Fullan argue that this approach can dispel widespread misconceptions about teaching and illuminate a more productive path forward for teachers. Central to this idea is the belief that strengthening professional capital can help redefine teachers' professional identity and reposition teaching as a respected and transformative force in society. Furthermore, Hargreaves and Fullan (2013) contend that professional capital serves as a lever for scaling up educational change from the level of individual teachers to whole schools and entire districts. As an integrated construct, professional capital comprises three core elements: human capital, social capital, and decisional capital (Fullan, 2016; Hargreaves & Fullan, 2012, 2013). Importantly, Fullan (2016) stresses that to effectively develop teachers' professional capital both within and beyond schools, these three components must be addressed explicitly and in a coordinated manner.

As Hargreaves and Fullan (2012) observed, countries with advanced economies and high-performing education systems have already embraced the concept of professional capital as a strategic framework for educational improvement. A substantial portion of these nations' educational investments is directed toward ensuring high-

quality teaching and the development of effective teachers. Hargreaves and Fullan (2013) argue that teachers' professional capital is intrinsically linked to transforming teaching practice on a daily basis, reinforcing its importance for enhancing professional work, building professional capacity, and improving instructional effectiveness. These authors also underline those systems which prioritize professional capital view educational expenditure not merely as a cost but as a long-term investment in cultivating human capital from early childhood through adulthood yielding future dividends in economic productivity and social cohesion. In this regard, Hargreaves and Fullan (2013) stress that developing professional capital requires deliberate attention to political will, societal support, strategic leadership, and the evolving needs and contributions of teachers throughout their careers. Accordingly, building professional capital emerges not only as an opportunity but also as a shared responsibility among all educational stakeholders to achieve meaningful and sustainable system transformation. However, such transformation demands a coordinated commitment both individual and collective toward a compelling vision and a unified course of action that enhances teachers' capabilities and promotes continuous learning at every level (Hargreaves & Fullan, 2012). This idea is also supported by Herzog (2016), who underlines the essential role of professional capital in educational reform.

In light of the foregoing discussion, it is imperative that teachers themselves take the lead in acquiring, sharing, and reinvesting professional capital both individually and collectively (Hargreaves & Fullan, 2012). Without such proactive engagement, meaningful investment in professional capital cannot be achieved, as no external entity can effectively invest in an individual who is unwilling to invest in themselves. Educational authorities also play a vital role in influencing the conditions for such investment while teachers bear a central responsibility. These authorities can foster or hinder professional capital development by either affirming and supporting teachers or by undermining them through criticism, underfunding, or excessive control. As Hargreaves and Fullan (2012) indicate, political leaders carry a greater burden in this regard: they must create an enabling environment that expects, supports, and actively invests in the growth of professional capital. Similarly, Herzog (2016) argues that adopting a professional capital perspective entails a long-term orientation, aimed at systematically cultivating human, social, and decisional capital across the educational organization. High-performing education systems, Herzog notes, distinguish themselves by focusing on enhancing the professional capital of all teachers, rather than simply rewarding the top performers while marginalizing the rest. Building on Hargreaves and Fullan's (2012) theoretical framework, this study conceptualizes professional capital as a multidimensional latent construct encompassing three interrelated components: human capital, social capital, and decisional capital. Each of these dimensions is explored in greater detail in the sections that follow.

Human Capital

The concept of human capital in this study is grounded in the work of Hargreaves and Fullan (2012), particularly their influential publication *Professional Capital: Transforming Teaching in Every School*. Although Hargreaves and Fullan popularized the term within the teaching profession, the conceptual roots of human capital extend much further back. According to the United Nations (2016), the notion of human capital as an individual's intangible asset defined in terms of their knowledge and abilities can be traced to the work of Adam Smith in the 18th century. Since that time, human capital has been widely understood as the economically valuable knowledge and skills that individuals acquire primarily through education and training (Hargreaves & Fullan, 2012, 2013). In modern organizational contexts, including educational institutions, the development of human capital is often viewed as a strategic approach to enhancing employees' personal competencies and organizational effectiveness (Healthfield, 2011).

Hargreaves and Fullan (2012) identified human capital as a fundamental component of teachers' professional capital. It encompasses the knowledge, skills, competencies, and experiences that teachers bring to their practice (Hargreaves & Fullan, 2012; Reichenberg & Andreassen, 2018; Uba & Chinonyerem, 2017). From this perspective, the development of in-service teachers' human capital is essential, as their professional capabilities can be progressively enhanced throughout their careers through deliberate professional learning and development initiatives. Healthfield (2011) defines human capital development as the process of providing opportunities for employees to enhance their competencies, including activities such as training, career development, coaching, mentoring, and performance management. This perspective indicates a positive relationship between teachers' participation in both individualized professional learning activities (e.g., workshops and formal training) and collaborative learning experiences (e.g., coaching and mentoring), and the enhancement of their human capital.

From an economic perspective, human capital in industries and business organizations is primarily conceptualized as an input measured by economic returns or profits generated (Crocker, 2006; Hargreaves & Fullan, 2012; Healthfield, 2011). In contrast, within the educational sector, human capital is regarded both as an input and an outcome, defined by the cumulative knowledge, skills, and abilities developed across the education system through sustained investments in education and training. In the teaching profession, human capital refers specifically to teachers' possession and continual development of the essential knowledge and skills required for effective practice (Hargreaves & Fullan, 2012). According to Hargreaves and Fullan, this includes subject matter expertise, pedagogical knowledge, a deep understanding of students' learning needs and styles, and emotional and social competencies to support learners from diverse backgrounds. Similarly, Leana (2011) defines human capital as "a teacher's cumulative abilities, knowledge, and skills developed through formal education and on-the-job experience" (p. 32). Traditionally, teacher human capital has been associated with formal education and certification obtained prior to and during one's teaching career while recent discourse has emphasized the importance of continuous professional development as a core strategy for its enhancement (Leana, 2011). In this context, it is not sufficient for organizations to recruit highly qualified individuals; rather, they must also invest in nurturing their staff's capabilities through fostering individual and organizational learning, and by creating a supportive environment in which knowledge is actively created, shared, and applied (Stiles & Kulvisaechana, n.d.).

Similarly, Crocker (2006) asserted that human capital theory positions education and training as central strategies for enhancing individuals' knowledge and skills. Within this framework, continuous professional learning and development (CPLD) is considered a critical approach to advancing in-service teachers' professional competencies and, by extension, strengthening their human capital. Uba and Chinonyerem (2017) further articulate that human capital development in schools entails the deliberate provision of learning, training, and development opportunities aimed at improving teachers' individual performance, team collaboration, and overall school effectiveness. They indicate the recognition of teacher growth and development as valuable assets in achieving school success. Drawing from this evidence, it can be argued that schools must foster a professional climate that actively supports and encourages teachers to engage in professional learning. In turn, teachers are expected to take ownership of their learning by participating meaningfully in both individual and collaborative professional development activities. Investing in teachers' human capital development, therefore, requires not only structural support but also teachers' intrinsic motivation and commitment. As Fullan and Hargreaves (2012) maintain, professional capital represents a long-term investment aimed at cultivating human capital from early education through adulthood. Achieving high-quality teaching demands sustained investment in developing teachers who are "highly committed, thoroughly prepared, continuously developed, properly paid, well networked with each other to maximize their own improvement, and able to make effective judgments together using all their capabilities and experience" (Fullan & Hargreaves, 2012, pp. 1–2).

Fullan and Hargreaves (2012) assert that developing teachers' human capital cannot be achieved solely through individual learning efforts. Instead, they advocate for structured, collaborative learning experiences where teachers work together purposefully and with commitment to foster meaningful growth in professional competencies. Supporting this view, Sell (2015) links in-service teachers' human capital not only to their expertise, academic qualifications, and professional knowledge but also to their empathy toward students and colleagues, as well as the quality of their interpersonal relationships. While human capital is inherently individual, focusing on it in isolation is insufficient. Hargreaves and Fullan (2012) argue that the most effective strategy for enhancing human capital lies in collective efforts, particularly through teamwork. This collaborative approach offers teachers opportunities to learn from one another within and across schools, enabling the formation of "cultures and networks of communication, learning, trust, and collaboration around the team" (p. 89). In essence, human capital in the teaching profession encompasses the accumulated knowledge, skills, competencies, and experiences that teachers bring to their work (Hargreaves & Fullan, 2012; Reichenberg & Andreassen, 2018; Stiles & Kulvisaechana, n.d.; Uba & Chinonyerem, 2017). Therefore, sustained participation in professional learning and development programmes is recognized as a deliberate and vital means of strengthening teachers' human capital (Fullan & Hargreaves, 2016; Hargreaves & Fullan, 2012, 2013; Nolan & Molla, 2017).

The International Labour Organization (ILO, 2012) stresses that a key rationale for investing in continuous professional learning and development (CPLD) is to enhance teachers' professional knowledge and skills, both individually and collectively, thereby contributing to the growth of their human capital. However, the

effectiveness of such investments is often shaped by institutional conditions within schools. Research has identified several school climates factors that influence teachers' professional learning efforts. These include school leadership (Cohen et al., 2009; Dary & Pickeral, 2013; Hughes & Pickeral, 2013), perceptions of institutional safety (Cohen et al., 2009; Payne, 2018; Thapa et al., 2013), and a positive teaching and learning climate (Cohen et al., 2009; Dary & Pickeral, 2013; DeWitt & Slade, 2014; Payne, 2018). These elements are consistently linked to teachers' participation in and commitment to professional development activities. Furthermore, studies have shown that aspects of the school climate can either enhance or hinder teachers' capacity to learn and perform effectively (Alqahtani, 2015; NSCC, 2015; Voight & Nation, 2016).

Social Capital

In addition to human capital, teachers' social capital plays a vital role in the education system. As discussed earlier, social capital constitutes a core component of teachers' professional capital. Scholarly literature recognizes Pierre Bourdieu and James Coleman as the pioneering theorists who independently introduced and developed the concept of social capital. Although both scholars used the term concurrently, their conceptualizations stem from different theoretical foundations. Bourdieu's notion of social capital is grounded in his theory of praxis, emphasizing the importance of stable interpersonal relationships within organizations, which can enhance individuals' social standing, trust, and recognition (Häuberer, 2011). In contrast, Coleman's interpretation is rooted in rational choice theory, focusing on the utility of social structures for facilitating individual and collective action. Overall, social capital refers to the value derived from social relationships, providing a network of support and trust that contributes to the development of professional capital within educational institutions (Häuberer, 2011). Coleman (1990) further explained the concept of social capital as follows.

> *Social capital is defined by its function. It is not a single entity, but a variety of different entities having two characteristics in common: they all consist of some aspect of social structure, and they facilitate certain actions of individuals who are within the structure* (as cited in Häuberer, 2011, p. 40).

Building on this definition, social capital can be understood as a visible and functional element within school organizations that enhances the collaborative efforts of teachers and the wider school community. It serves as a productive force that facilitates the attainment of institutional goals that would be difficult to realize in the absence of strong social networks (Häuberer, 2011). Coleman (1988) conceptualized social capital as a resource embedded within social structures, serving as a bridge between individual actions and collective outcomes. In his influential work *Social Capital in the Creation of Human Capital*, Coleman identified three fundamental forms of social capital: obligations and expectations, information channels, and social norms. Häuberer (2011) further emphasized that social capital should be regarded as both an individual and public good, which can be theorized at both micro (individual) and macro (institutional) levels. According to Häuberer, social capital emerges in both open and closed organizational systems and is sustained through either stable or unstable interpersonal relationships. Coleman's perspective frames social capital as a structural feature encompassing trust, authority, effective norms, sanctions, and the capacity for information exchange within appropriable social organizations. Collectively, these viewpoints suggest that social capital thrives in schools or other institutions with strong, trusting relationships. Although intangible, it can be deliberately cultivated by enhancing interpersonal connections within the school environment. Supporting this, the social capital theory posits that "social capital resources are embedded within, available through, and derived from social networks of interconnected people, groups, organizations, or nations" (Miles, 2012, p. 254).

According to Fullan (2016), social capital is manifested through the interactions and relationships among school staff that are aligned toward a shared purpose. Within this framework, interpersonal trust and individual expertise operate synergistically to foster the growth of social capital. A teacher's social capital, therefore, is enhanced through access to the knowledge and skills, that is the human capital of their colleagues (Fullan, 2016). Since social capital is inherently relational, it serves as a vital resource that contributes to the professional productivity of teachers (Hargreaves & Fullan, 2012). Hargreaves and Fullan further emphasized that a teaching community characterized by high levels of mutual trust and dependability is more effective than one lacking these attributes. They define social capital as the extent to which the quantity and quality of social interactions among members of the school community influence their access to knowledge and information, as well as their shared expectations, obligations, and trust, and their adherence to common norms or behavioural codes (Hargreaves &

Fullan, 2012). From this perspective, social capital not only enhances teachers' access to professional knowledge but also broadens their networks of influence and opportunity. As such, the quality and strength of interpersonal relationships within a school directly impact teachers' professional growth, their commitment to collective goals, and their ability to collaborate effectively (Fullan, 2016).

Hargreaves and Fullan (2012) identified a causal link between the presence of social capital in schools and reduced student dropout rates. They emphasized that trust (as an element of social capital) and professional expertise (as human capital) must function together to yield improved educational outcomes. Although the strategic development of social capital has yet to gain widespread traction within the teaching profession, the authors advocate for its deliberate use as a transformative tool. They argue that social dynamics have a stronger influence on individual behaviour than personal traits, noting, "If you want positive change, then get the group to do the positive things that will achieve it" (Hargreaves & Fullan, 2012, p. 91). Despite this clear potential, the application of social capital to enhance teacher performance and success remains underutilized, even though the relationship between them is well established and intuitively understood. According to Hargreaves and Fullan (2012), increased opportunities for teachers to engage in purposeful collaborative learning lead not only to immediate improvements but also to lasting professional growth. These interactions help teachers recognize the value of their peers and foster appreciation for constructive disagreement. For example, participation in critical friends' networks allows teachers to exchange both supportive and challenging feedback within structured and safe environments. Such practices contribute to a secure school climate where collaborative professional learning can flourish, highlighting the close link between institutional safety and the development of social capital.

Generally, cohesive groups characterized by high levels of social capital and moderate individual talent often outperform those composed of highly skilled individuals (human capital) who lack teamwork and collaboration (Hargreaves & Fullan, 2012). This observation underlines the role of group learning and collective effort rooted in social capital over isolated individual excellence in enhancing school performance. Hargreaves and Fullan's emphasis on cohesive groups indicates the central importance of positive communication and strong interpersonal relationships among school members in fostering social capital. In alignment with this perspective, Herzog (2016) emphasized that the emerging educational discourse has increasingly recognized professional capital, professional communication, civic engagement, and community as essential attributes of teachers as agents of social change. Herzog explored how professional communication and collaborative relationships contribute to the development of professional capital in today's educational landscape. According to Herzog (2016), effective communication and collaboration foster networks of interaction and reciprocal relationships, which are the foundation of social capital. Highlighting the importance of culturally responsive communication, Herzog (2016) posited that today's diverse educational environments offer teachers ample opportunities to engage in culturally sensitive dialogues that build relationships and enhance job performance. An effective communicator, as Herzog argued, is better equipped to manage conflict, cultivate meaningful professional relationships, and experience a more rewarding teaching career.

Sell (2015) links social capital in the teaching profession to the collective capacity of teachers to collaborate effectively and share accountability for the outcomes of their decisions and actions. According to Sell, strong teacher social capital emerges from high-quality interpersonal interactions that foster collaborative practices and trust across multiple dimensions within the school environment. In a similar vein, Leana (2011) argues that teachers' social capital is embedded in the relational dynamics among teachers, suggesting that it is not an individual attribute but a product of collegial interactions. Expanding on this notion, Ikoma (2016) operationalized social capital as a component of teachers' professional capital by emphasizing teacher cooperation and a collaborative school culture. Ikoma posited that teachers' collaborative networks which are key expressions of social capital serve as a vehicle for the long-term development of their knowledge and skills (human capital), ultimately contributing to the broader goal of professionalizing teaching. A school climate grounded in a strong professional community fosters an environment where principals, teachers, and staff actively exchange ideas, engage in dialogue about instructional practices, learn from one another, and continuously refine their teaching strategies (Ikoma, 2016).

Ikoma's (2016) study revealed significant variation in teacher cooperation, a key element of social capital across different schools. Specifically, the study found that "the frequency of teachers' exchange and coordination for teaching and their professional collaboration significantly varies across schools" (p. 80). In this context, teacher collaboration was defined as the structural interactions among teachers in joint instructional activities, while

collaborative school culture referred to the broader, school-wide ethos of cooperation and mutual support. Ikoma's findings suggest that certain organizational structures of teacher cooperation may, at times, limit individual teachers' ability to pursue excellence in classroom instruction. Interestingly, the study reported a statistically non-significant relationship between teacher cooperation and their perception of the school as a favorable work environment. However, it identified a statistically significant positive relationship between teachers' perceptions of a collaborative school culture that is marked by mutual support and their individual teaching excellence (human capital) in Finland, Japan, and Singapore, though this correlation was not observed in the U.S. According to Ikoma (2016), efforts to promote teacher excellence through competitive, rewards-based evaluation systems may unintentionally hinder the growth of social capital, which is essential for elevating teaching as a profession. Furthermore, the study highlighted a statistically significant link between teachers' perception of their school as a good workplace and the presence of a collaborative school culture.

Ikoma's (2016) study highlighted that most teachers acknowledged the significant value of collaboration in cultivating a strong, highly qualified teaching workforce over the long term, thereby contributing to the development of professional capital. Ikoma stressed the enhancement of professional capital as a vital strategy for empowering the existing teaching workforce and promoting the professionalization of teaching. However, a major limitation of the study was its failure to apply Hargreaves and Fullan's (2012) theoretical framework, which originally conceptualized social capital within the teaching profession and proposed specific tools for measuring it as a component of professional capital. According to Leana (2011), teachers build social capital by exchanging valuable instructional advice and strategies with colleagues, which helps them teach more effectively. This exchange fosters ongoing learning through collegial dialogue, enabling teachers to continually improve their practice. Leana (2011) further emphasized that strong social capital is nurtured in school environments where teacher relationships are marked by high levels of trust and frequent interaction. Such environments not only strengthen professional networks but also lead to improved student academic outcomes. In fact, Leana found that teacher social capital significantly predicted student achievement gains beyond what could be attributed to teacher experience or individual classroom ability (human capital), showing its powerful impact on educational success. Building social capital in schools requires

> *…Reorientation away from a Teacher of the Year model and toward a system that rewards mentoring and collaboration among teachers. It also asks school principals and district administrators to become more external in their focus spending less time looking over teachers' shoulders and more time on collaboration with potential outside supporters of teachers' efforts*. (Leana, 2011, p.35)

Overall, Siegel (2012) underlines the value of intimate, elaborative dialogues that explore thoughts, feelings, intentions, beliefs, and perceptions which are key elements of mental states essential for human development. This perspective shows the importance of collaborative professional learning in schools as a driver of professional capital development, particularly in fostering social capital. Teachers not only enhance their individual growth but also build stronger professional relationships, trust, and shared understanding, which are foundational to effective collaboration and collective efficacy by engaging in deep, meaningful conversations.

Decisional Capital

Although human capital and social capital are fundamental components of teacher professional capital, they alone are insufficient without the presence of decisional capital (Hargreaves & Fullan, 2012). Decisional capital is considered a critical dimension of professional capital because, as Hargreaves and Fullan (2012) assert, "the essence of professionalism is the ability to make discretionary judgments" (p. 95). Conceptually, decisional capital encompasses the knowledge, intelligence, and energy required to effectively mobilize human and social capital (Fullan, 2016). It reflects teachers' capacity to make sound and beneficial judgments, both individually through personal expertise and collectively through shared professional deliberation (Fullan, 2016; Hargreaves & Fullan, 2012). This perspective links the development of in-service teachers' decisional capital to their participation in professional learning opportunities, such as collaborative discussions, staff meetings, and mentoring activities. Furthermore, as Fullan (2016) stresses, school leaders must possess strong decisional capital themselves in order to foster it among teachers.

Decisional capital, in essence, refers to the knowledge and judgment that teachers gain and refine through structured and unstructured experiences, ongoing practice, and reflective thinking (Hargreaves & Fullan, 2012).

This form of capital empowers teachers to make sound decisions in complex situations where standardized rules or guidelines may not exist. Teachers can strengthen their decisional capital by drawing on the insights and experiences of their colleagues, reinforcing the idea that social capital is not only integral to but also enhances decisional capital (Hargreaves & Fullan, 2012). Fullan (2016) further defines decisional capital as the collective expertise developed through practice and decision-making that may be distributed across individuals or groups within a school community. Accordingly, decisional capital cannot be built through individual effort alone; rather, it requires the collaborative engagement of both teachers and school leaders working toward shared goals. In addition, Fullan (2016) explained that:

> *Decisional capital refers to resources of knowledge, intelligence, and energy that are required to put human and social capital to effective use. It is basically the capacity to choose well and make good decisions. It is best thought of as expertise that grows over time. It should be thought of at both the individual (i.e. a given teacher's expertise) and group levels (i.e. the collective judgment of two or more teachers)* (p. 47).

Sell (2015) links teachers' decisional capital to their ability to make thoughtful and informed choices, particularly in complex or unfamiliar situations. This form of capital encompasses reflective practice, the application of research-based evidence to instructional decisions, and the use of shared frameworks and values to guide school-wide decision-making processes. Similarly, Fullan (2016) notes that teachers are most likely to enhance their decisional capital by engaging in decision-making alongside experienced mentors and colleagues. Through such collaborative learning experiences, teachers can refine their judgment and accelerate their capacity for sound decision-making.

The literature connects teachers' decision-making capacity, referred to as decisional capital with their professional empowerment, stressing the importance of professional autonomy as a foundation for sound judgment (Ikoma, 2016; OECD, 2016a). While autonomy refers to teachers' ability to make critical decisions regarding curriculum content, pedagogical methods, and assessment strategies, it plays a pivotal role in fostering decisional capital (OECD, 2016a). However, the OECD (2016a) also posits that teacher empowerment has a stronger correlation with professionalism than autonomy alone. Within the school setting, engaging in school-based decision-making processes enhances teachers' professionalism by building their decisional capital. This shows the importance of providing teachers with autonomy in professional matters and involving them in collaborative, school-level decision-making. Achieving this requires a supportive, inclusive, and empowering leadership approach. Shared leadership and active teacher participation are essential to cultivating decisional capital (Ikoma, 2016). According to Ikoma, collective teacher initiatives that promote technical autonomy and discretionary judgment are vital for sustaining decisional capital. Research has also shown that teachers' opportunities to exercise autonomy and participate in school governance vary across schools and national contexts (Ikoma, 2016; OECD, 2016a). Nolan and Molla (2017) further discovered the role of teacher self-confidence in strengthening professional agency, which they equated with decisional capital. They argued that empowerment, voice, and autonomy are central to fostering this professional agency, with self-efficacy influencing how decisional capital is enacted in daily practice.

Profiling Teachers' Values through the Lens of Professional Capital

Webs and Holtappels (2018) argue that examining professional capital at the individual level complements macro-level comparisons of school systems, enabling a deeper understanding of how teachers operate within various institutional and cultural contexts. Whereas systemic studies often indicate broad national characteristics such as "activist" teachers driving transformation in the U.S. or compliant implementers of policy in Singapore, teacher-level studies reveal that such roles exist across systems irrespective of cultural stereotypes (Lee & Lee, 2018; Philpott & Oates, 2017; Shirley, 2016). These findings stress the need to move beyond East–West dichotomies by acknowledging the diversity of values that teachers bring to their profession. For instance, some Western teachers prefer expert support to independent reform implementation (Twyford et al., 2017), while others resist facilitation when it challenges their established practices (Prenger et al., 2020).

In this context, professional capital serves as a useful framework for categorizing teacher values. According to Lee and Lee (2018), teachers with high professional capital value equity in collegial relationships, welcome uncertainty, and embrace risk-taking. These teachers often embody collaborative ideals, contributing to transformational outcomes such as shared leadership, respectful engagement with dissenting opinions, and shifts

in both instructional practices and professional beliefs (Lieberman et al., 2017; Vangrieken et al., 2017; Tam, 2015). In contrast, medium professional capital teachers tend to prefer pre-defined collaborative agendas, prioritize stability over autonomy, and may adopt changes in practice without corresponding shifts in beliefs (Qiao et al., 2018). These teachers see collaboration as necessary but burdensome, often trading autonomy for structure and certainty (Vangrieken et al., 2017). On the other end, low professional capital may emerge in contexts where trust in leadership is weak and collaboration is perceived as forced or ineffective (Daly et al., 2020; Shengnan & Hallinger, 2020). Teachers in such settings might engage in surface-level compliance, exhibit change resistance, or adopt risk-avoidant behaviors that hinder professional growth (Twyford et al., 2017; Hirsh & Segolsson, 2019).

In Ghanaian senior high school system where teacher collaboration, autonomy, and institutional support are often constrained, these global insights are particularly relevant. Teachers may exhibit a spectrum of professional capital based on their exposure to professional learning, their leadership's supportiveness, and their school culture. Some may thrive in collaborative environments, while others become passive, disillusioned, or resistant to change due to systemic barriers. Profiling teacher values through professional capital not only helps identify those at risk of low job satisfaction but also offers a framework for school leaders to nurture high professional capital traits that contribute to teacher retention and effectiveness. This study, therefore, considers these value-based distinctions as central to understanding how human, social, and decisional capital interact to influence teachers' overall job satisfaction.

Teacher Job Satisfaction

Teacher job satisfaction (TJS) has emerged as a vital subject of inquiry in occupational psychology, organizational behaviour, and human resource management, especially as it relates to employee productivity and organizational effectiveness (Fisher, 2003). With the advancement of humanistic thinking and the emphasis on lifelong education, researchers have increasingly turned their attention to the emotional experiences of professionals like teachers. Generally, TJS refers to teachers' emotional and cognitive evaluations of their profession, work environment, and overall occupational experience. As an emotional attitude variable, TJS encompasses multiple dimensions and has been shown to directly affect teachers' enthusiasm, dedication to teaching, and professional commitment. It is also a strong predictor of teaching effectiveness and student achievement. Improving TJS plays a vital role in strengthening teachers' sense of identity and belonging within the school community and in enhancing the professional appeal of the teaching career. In this respect, job satisfaction is not only a key factor in organizational performance but also a central concern for building a motivated and resilient teaching workforce.

Defined as an emotional response to a job that reflects how well outcomes meet or exceed expectations, job satisfaction results from a blend of job features and affective elements (Ma & MacMillan, 1999). It is considered essential for organizational success (Hee et al., 2018) because it contributes to increased teacher retention, enhanced productivity, stronger organizational commitment, and reduced costs related to turnover, recruitment, training, and work disruptions (Singh & Jain, 2013). In the context of education, seven core components of teacher job satisfaction are frequently identified: supervision, recognition, work itself, working conditions, responsibility, advancement, and colleagues. Advancement refers to promotion to positions with higher status, salary, and responsibility (Kosteas, 2011); supervision involves guidance and relationship-building between supervisors and teachers (Tepper, 2000); colleagues are peers who provide daily professional support (Singh & Slack, 2016); and work itself includes stimulating tasks and opportunities for personal growth and accountability (Robbins, 2009). Additionally, working conditions relate to the physical environment and available resources (Waters, 2013); recognition is an important motivational factor that validates teachers' efforts and boosts respect for the profession (Grote, 2002); and responsibility is associated with increased control over tasks or new assignments (Cano, 1999).

Recent studies further conceptualize TJS as teachers' affective responses to their teaching roles (Skaalvik & Skaalvik, 2010, 2011; Ingusci et al., 2016). These investigations often distinguish between (a) facet-specific job satisfaction, which assesses satisfaction with specific job elements, and (b) overall job satisfaction, which evaluates the general sense of contentment with the job (Moè et al., 2010; Sargent & Hannum, 2005). Instruments like the Minnesota Satisfaction Questionnaire (MSQ), in both long (100-item) and short (20-item) forms, are widely used to measure TJS, offering both composite and subscale scores that reflect intrinsic and extrinsic

satisfaction factors (Barbaranelli et al., 2010; Callea et al., 2016). While some researchers favor comprehensive, multidimensional assessments, others argue that a single global measure of satisfaction provides more reliable insights (Ciavolino & Nitti, 2013a, b; Ciavolino & Carpita, 2015; Ciavolino et al., 2015; Ingusci et al., 2016). Altogether, these perspectives highlight the complex and multi-layered nature of teacher job satisfaction, which is critical for enhancing professional engagement, school effectiveness, and the broader educational experience.

Empirical Review

This section reviews previous studies on the level of professional capital, teachers job satisfaction, and the influence of professional capital on teacher job satisfaction.

Level of Professional Capital among Senior High School Teachers

Floyd (2023) conducted a study on how the components of professional capital influence teacher adaptability and, subsequently, job satisfaction. Employing a quantitative multiple regression analysis design, the research aimed to determine the extent to which teacher adaptability impacts job satisfaction. The study sampled Grade 6–12 science teachers across the United States using a random sampling method. Data were collected through a Likert-scale questionnaire developed using a compilation of previously validated instruments and administered via Google Forms through teacher forums on Facebook. Autonomy was measured using the Teacher-Work Autonomy Scale (TWA), though it was not treated as a standalone variable; rather, items from this scale contributed to assessing the relationship between decisional capital and teacher adaptability. Job satisfaction was measured using the Teaching and Learning International Survey (TALIS). The internal consistency of the instruments was high, with Cronbach's Alpha values of .86 for human capital, .81 for social capital, and .86 for decisional capital. Descriptive statistics were used to compute the mean and standard deviation for each survey item, and multiple regression analysis was conducted using SPSS to examine the relationships among variables. The findings revealed that teachers reported high levels of professional capital, with mean scores of 4.10 (SD = .53) for human capital, 3.70 (SD = .69) for social capital, and 4.00 (SD = .69) for decisional capital.

Özbilen and Çekiç (2022) explored the relationship between teachers' perceived levels of social capital within their schools and their attitudes toward professional collaboration. The study employed a quantitative approach, using a relational survey model to guide the research design. The sample consisted of 456 teachers working in the Esenyurt district of Istanbul during the second semester of the 2020–2021 academic year. Participants were selected through simple random sampling. Data were collected using two instruments: the Scale of Social Capital in Schools (SSCS), developed by Polatcan (2018), and the Scale of Attitude toward Professional Collaboration among Teachers, developed by Yılmaz and Çelik (2020). The SSCS, consisting of 31 items, uses a five-point Likert scale ranging from 1 (completely disagree) to 5 (completely agree), with total scores ranging from 31 to 155. While the original scale reported a Cronbach's Alpha reliability coefficient of .94, the reliability in this particular study was recalculated and found to be .97, indicating a high level of internal consistency. Data analysis was carried out using SPSS version 22, employing descriptive statistics, Pearson's correlation analysis, and multiple linear regression analysis to assess the extent to which perceived social capital predicts professional collaboration. The findings revealed that teachers generally perceived a moderate level of social capital in their schools (M = 3.29).

Level of Job Satisfaction among Senior High School Teachers

Dreer (2024) conducted a study to examine the relationship between job-related well-being and job satisfaction among teachers. Specifically, the study explored how various well-being domains: positive emotions, engagement, relationships, meaning, and achievement were associated with levels of job satisfaction. Using both a systematic and differential research approach, the study sought to address specific research questions and test corresponding hypotheses. In September 2020, an online survey was distributed to schoolteachers across Germany, inviting them to participate in a study on teacher job satisfaction and its underlying causes. Out of 511 respondents, 457 teachers completed the questionnaire in full. The instruments used included a job satisfaction scale adapted from Ho and Au (2006) and a well-being measure based on the work of Wammerl et al. (2019), both of which were translated into German. The reliability of the job satisfaction scale was confirmed with a Cronbach's Alpha of .83. Data were analyzed using multivariate analysis of variance and multiple linear regression through SPSS. The findings revealed that the participating teachers demonstrated a moderate level of

job satisfaction, with a mean score of 3.54 (SD = .75), which was consistent with previous research in similar educational contexts.

Aktan and Toraman (2022) investigated the levels of technostress experienced by teachers during distance education amid the COVID-19 pandemic and explored the relationship between technostress and job satisfaction. The study adopted a relational comparison design and involved 525 teachers from various educational levels, selected using purposive sampling. Data were gathered through a structured questionnaire administered online via Google Forms due to pandemic-related restrictions. The instruments included the Technostress Scale developed by Tarafdar et al. (2007) and adapted into Turkish by Ilgaz et al. (2016), the Job Satisfaction Scale originally developed by Brayfield and Rothe (1951), later shortened by Judge et al. (1998), and adapted into Turkish by Başol and Çömlekçi (2020), as well as an open-ended question form. The reliability of the job satisfaction scale was confirmed with a high Cronbach's Alpha coefficient of .93. Data analysis was conducted using SPSS, using descriptive statistics (mean, standard deviation, median, minimum, and maximum) and backward hierarchical multiple regression. The findings revealed that teachers generally reported high levels of job satisfaction, with item means ranging from 3.37 (SD = 1.20) to 4.37 (SD = .90), indicating a strong affinity for their profession despite the challenges posed by technostress during remote teaching.

Influence of Professional Capital on Senior High School Teachers' Job Satisfaction

Aye and Than (2023) conducted a study to examine the relationship between principals' practices in building professional capital and teacher job satisfaction in selected Basic Education High Schools within Sagaing Township. Using a mixed-methods research design, the study collected data from 108 teachers across seven high schools for the quantitative phase using a census sampling method, while 12 teachers from two schools participated in qualitative interviews. The quantitative data were gathered using two primary instruments: the "Teachers' Perception of Principals' Practice of Building Professional Capital Questionnaire," developed by Adams (2016), and the "Teacher Job Satisfaction Questionnaire (TJSQ)" by Lester (1987, as cited in Waters, 2013). The reliability of the professional capital questionnaire, measured by Cronbach's Alpha, with an overall coefficient of .898 while the TJSQ demonstrated reliability coefficient of .811. Descriptive statistics (means and standard deviations), independent samples t-tests, ANOVA, multiple comparison analyses, and correlation analyses were conducted using SPSS. The results revealed that human capital was moderately and positively correlated with job satisfaction ($r = .625$, $p < .01$); social capital showed a strong positive correlation ($r = .701$, $p < .01$); and decisional capital also had a significant positive correlation ($r = .631$, $p < .01$). Overall, professional capital was highly and positively associated with job satisfaction ($r = .738$, $p < .01$).

Adams (2016) conducted a study to examine the relationship between teachers' perceptions of their principal's practices in building professional capital and their levels of job satisfaction, as well as to understand teachers' experiences. The study employed an explanatory sequential mixed-methods correlational design, beginning with quantitative data collection from 105 teachers working in both traditional public and charter schools across a selected region in Southern California. To gather data, a self-developed survey titled "Teachers' Perception of Principal Practice and Job Satisfaction" (TPPPJS) was used. The instrument demonstrated high internal consistency, with Cronbach's Alpha values of .878 for human capital, .896 for social capital, .918 for decisional capital, and .865 for job satisfaction. Quantitative data were analyzed using SPSS, where frequency distributions were generated, and Pearson correlation analyses were performed to determine the relationships between the dimensions. The results revealed that there was no statistically significant correlation between teachers' perceptions of their principal's professional capital practices and their job satisfaction. Specifically, the correlation coefficients were $r = .976$ ($p < .01$) for human capital, $r = .545$($p > .01$) for social capital, $r = .928$($p > .01$) for decisional capital, and $r = .793$($p > .01$) for overall professional capital, indicating weak or negligible relationships in all cases.

Conceptual Framework

The conceptual framework for this study was developed based on an extensive review of the relevant literature, which provided both theoretical guidance and empirical evidence concerning the relationship between teachers' professional capital and their job satisfaction.

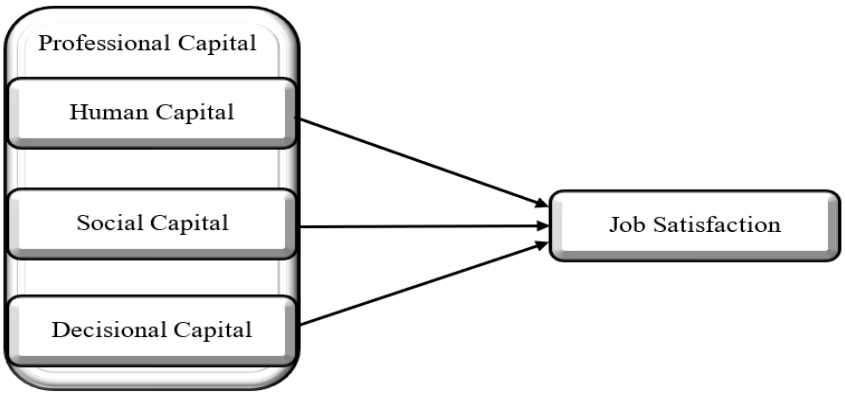

Figure 1: Teacher Professional Capital and Job Satisfaction

Source: Researchers' Construct (2025)

Figure 1 presents the conceptual framework of the study, which demonstrates the assumed relationship between professional capital and teacher job satisfaction. The framework proposes that professional capital, made up of human, social, and decisional capital, collectively influences how teachers experience and perceive their work.

Chapter Summary

This chapter provided a comprehensive review of relevant literature that underpins the study on the influence of professional capital on senior high school teachers' job satisfaction in the Shama District. The theoretical review was anchored on Professional Capital Theory, introduced by Hargreaves and Fullan (2012), which highlights the integrated roles of human, social, and decisional capital in shaping teacher professionalism and effectiveness. The chapter critically examined each dimension of professional capital, elaborating on how teacher knowledge and competencies (human capital), collegial collaboration and trust (social capital), and sound professional judgment (decisional capital) contribute to teacher job satisfaction. It also acknowledged the limitations of the theory, particularly in accounting for contextual and systemic constraints. Additionally, the conceptual review clarified the meaning of professional capital and teacher job satisfaction, identifying key indicators and the interplay between these constructs. Finally, the empirical review synthesized findings from both global and local studies, showing evidence on the levels of professional capital and job satisfaction among teachers, as well as the nature of their relationship. Altogether, the chapter established a solid foundation for the study's conceptual framework and justified the need for empirical investigation in the Ghanaian setting.

RESEARCH METHODS

Introduction

The purpose of the study was to examine the influence of professional capital on senior high school teachers' job satisfaction in Shama District. This chapter described the study's research methods, provided a list of the techniques used to meet the specified objectives, and justified each action taken. The chapter was divided into the following sections: research design, research approach, population, sampling procedures, data collection instrument, data collection procedures, and data analysis and processing. It also ended with a chapter summary.

Research Design

This study employed a descriptive cross-sectional survey design to examine the influence of professional capital on job satisfaction among Senior High School teachers in the Shama District. This design was appropriate because it enabled the researcher to capture, at a single point in time, the current state of teachers' professional capital comprising human, social, and decisional capital and examine how these dimensions relate to their job satisfaction. Asenahabi (2019) notes that descriptive cross-sectional surveys are suited for studying phenomena without manipulating variables, while Pandey and Pandey (2021) emphasize their usefulness in testing relationships among variables within a defined population. In line with this, the design provided a systematic

way to gather quantitative data from a large pool of teachers, allowing the study to identify patterns and associations between professional capital and teachers' professional fulfillment.

Furthermore, the descriptive cross-sectional design was especially relevant to the context of Senior High Schools in Shama District, where teachers' job satisfaction is influenced by factors such as collaboration, decision-making autonomy, and access to professional development (Asenahabi, 2019). Habib et al. (2014) indicates that the design supports the analysis of real-world issues by producing reliable data that can inform practical decision-making and policy. The study was able to generate insights that are both context-specific and generalizable, making the findings useful for educational managers, policymakers, and stakeholders by capturing the perspectives of diverse teachers across the district. Thus, the choice of this design not only strengthened the methodological rigor of the study but also aligned with its purpose of understanding how professional capital contributes to teacher satisfaction and retention in Ghanaian Senior High Schools.

Research Approach

A quantitative approach was deemed most appropriate as it stresses objectivity, measurement, and the testing of hypotheses. As Cohen et al. (2007) observe, quantitative research approach focuses on the empirical measurement of variables and applies statistical tools such as correlation, regression, and frequency analysis to explore relationships among constructs and assess the strength of theoretical frameworks. In this context, variables related to professional capital (human, social, and decisional) and job satisfaction were quantified, enabling the researcher to examine their interrelationships in a systematic and objective manner. Leedy and Ormrod (2010) also support this view, arguing that quantitative research relies on the collection and analysis of data in numerical form, often using tools such as surveys and questionnaires to yield measurable results that can be generalized to larger populations.

In the domain of educational and social science research, the quantitative research approach adopts a linear and structured process to test hypotheses and derive generalizations from observed phenomena (Neuman, 2004). This method is particularly valuable in large-scale studies that seek to identify patterns, trends, and relationships between measurable variables. Bell et al. (2018) report that the quantitative approach has gained widespread acceptance in disciplines such as education, management, and social sciences due to its ability to produce objective, replicable, and statistically valid findings. For the purpose of this study which aimed to assess how different forms of professional capital influence job satisfaction among Senior High School teachers in the Shama District, the quantitative approach offered a practical and rigorous pathway. This approach ensured the use of standardized data collection procedures, clearly defined variables, and reliable analysis methods by using structured research instruments. Thus, the quantitative research approach was not only logically sound but also provided a robust empirical foundation for addressing the study's objectives and testing its hypotheses.

Population

The population comprised all 86 teachers at Shama Senior High School, the only public Senior High School in the Shama District (personal communication with the headteacher, August 2025). This population was considered appropriate because these teachers are at the center of curriculum delivery and daily instructional activities, which makes them directly affected by issues of professional capital and job satisfaction. Compared to teachers in other Senior High Schools across Ghana, those at Shama SHS share similar characteristics in terms of workload, professional development opportunities, and administrative structures, thereby making them comparable to wider teacher populations while still providing a manageable and context-specific unit for study. The choice of this population was also guided by the need to generate understandings that reflect the lived experiences of teachers within the district, whose perspectives are key for understanding how professional capital influences teacher job satisfaction in Ghanaian Senior High Schools.

Sample and Sampling Technique

The census method was used in the study involving all 86 teachers of Shama Senior High School in the Shama District as the sample. This method was deemed appropriate because the population size of the study was relatively manageable. Using the census method ensured that all relevant voices were captured, allowing for a more accurate, comprehensive, and inclusive understanding of the influence of professional capital on teacher

job satisfaction in the district. The use of the census method aligns with the assertion by Baffour et al. (2013) that this method is particularly useful for achieving high levels of accuracy when studying homogenous populations. Although it may be considered time-consuming and sometimes costly, the census method is preferable in contexts where the population is small and accessible. In this study, the total number of teachers was limited, and the researchers had adequate time and resources to administer questionnaires to the entire population. This method also reduces the margin of sampling error and enhances the generalizability of the findings. Moreover, Wiley (2004) affirms that when the population is sufficiently small and accessible, using the entire group for data collection ensures reliable statistical inferences. Therefore, the sample size for this study was 86 teachers as the same as the population making the census method not only feasible but also ideal for achieving the research objectives.

Data Collection Instrument

The main data collection instrument used in this study was an adapted structured questionnaire titled "Questionnaire for Teachers". Questionnaires are a widely accepted and efficient method for gathering information from a large population within a limited timeframe. Questionnaires allow for the systematic collection of data and are especially useful in quantitative research, where the objective is to examine relationships between variables and test theoretical assumptions (Opoku et al., 2016). Mann (2003) asserts that questionnaires serve as written interviews that can be administered in person or remotely, providing cost-effective and scalable means for data collection. Notwithstanding the risk of social desirability bias where respondents may answer in a manner, they believe is socially acceptable rather than truthful (Safdar et al., 2016), questionnaires remain a highly effective method for producing valid and reliable data when designed and administered properly. Given the scope and nature of the present study, which involved numerous Senior High School (SHS) teachers in the Shama District, the use of a self-administered questionnaire was deemed appropriate, enabling respondents to provide honest answers in a non-threatening and confidential setting.

The questionnaire used in this study consisted of three main sections and contained a total of 59 items. Section A captured background information of the respondents (3 items). Section B, titled Teachers' Professional Capital, was divided into three dimensions: human capital, social capital, and decisional capital, adapted from Hargreaves and Fullan's (2012) Teacher Professional Capital Survey Inventory. Each dimension contained 12 items, making up 36 items in total. These items were measured using a five-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5). The statements under this section explored the teachers' professional development, collegial interactions, decision-making capacity, and reflective teaching practices. Section C measured Teacher Job Satisfaction using 20 items adapted from Lester's (1987) Teacher Job Satisfaction Questionnaire (TJSQ), as cited in Waters (2013). The items were also rated on a five-point Likert scale and covered various domains of job satisfaction including supervision, recognition, work environment, career advancement, autonomy, peer collaboration, and personal fulfillment. The structure of the instrument ensured clarity, logical flow, and contextual relevance. All items were designed to solicit authentic experiences of SHS teachers regarding their professional capital and satisfaction levels within their teaching environments.

Data Collection Procedure

Data was personally collected by the researchers and they followed a structured and ethical procedure to ensure credibility and clarity in the process. Prior to the commencement of data collection, the researchers obtained an official letter of introduction from the Head of Department, Department of Business and Social Sciences Education, University of Cape Coast. This letter was formally presented to the heads of the selected Senior High Schools within the Shama District where the study was conducted. The primary purpose of this introductory letter was to request institutional permission to administer the research instrument within each school. This step was important in establishing trust, gaining access, and facilitating cooperation from school authorities. Following the granting of permission, the researchers proceeded to administer the questionnaires in person.

A self-administered questionnaire format was adopted, which allowed the researchers to remain available on-site to provide necessary guidance and clarification to the respondents. This approach proved beneficial in helping respondents understand the intent of each item and resolving any confusion regarding the questionnaire's content. Prior to responding, participants were encouraged to read all instructions carefully and were further reminded of the importance of providing honest and accurate responses, as the success of the research hinged on

the authenticity of their input. Moreover, respondents were assured of the confidentiality and anonymity of their responses, and were given adequate time to thoughtfully complete the questionnaire. Upon completion, the researchers reviewed each returned questionnaire for completeness, ensuring that no essential items were left unanswered. This procedure not only facilitated smooth data collection but also contributed to the overall quality and reliability of the data obtained for the study.

Data Processing and Analysis

Upon completion of the data collection, the researchers carefully processed the questionnaires to ensure completeness, accuracy, and relevance. Each questionnaire was serially numbered to allow for easy identification and tracking. The data gathered were then thoroughly sorted, not to alter or manipulate the responses, but to ensure consistency, eliminate ambiguities, and identify and discard invalid or incomplete entries. This initial step helped to enhance the quality of the data by removing responses that lacked coherence or were not properly completed. Following this, the valid questionnaires were coded systematically to facilitate efficient entry into the Statistical Package for the Social Sciences (SPSS, version 27) software for analysis. The data analysis was conducted using both descriptive and inferential statistical techniques. Descriptive statistics were used to summarize and present the basic features of the data in a clear and concise manner. Specifically, the demographic characteristics of the respondents such as age, gender, and years of teaching experience were analyzed using frequency counts and percentages because these variables are categorical in nature. For Research Questions 1 and 2, which sought to explore the levels of professional capital and job satisfaction among Senior High School teachers, descriptive statistics, including means and standard deviations, were used to assess central tendencies and variability in responses.

Research Question 3 and the corresponding hypotheses, which examined the influence of professional capital on teacher job satisfaction, were analyzed using inferential statistical methods, particularly multiple linear regression analysis. This approach was appropriate to determine the predictive relationship between the independent variable (professional capital) and the dependent variable (teacher job satisfaction). The results derived from the analysis were interpreted in light of the research objectives and existing literature. Comparisons were made to indicate key findings and the relationships between variables. The conclusions drawn from these findings provided a foundation for formulating practical recommendations to inform policy direction, guide educational leadership practices, and contribute to theoretical understanding within the field of teacher professional development and satisfaction. The overall analytical process ensured that the study outcomes were valid, reliable, and capable of providing meaningful understandings into the influence of professional capital on teacher job satisfaction in the Senior High Schools in the Shama District. Table 1 provides a summary of the data analysis.

Table 1: Summary of Data Analysis

Research Objective	Type of Data	Type of Analytical Tool
1. To assess the level of senior high school teachers' professional capital in Shama District	Quantitative	Mean and Standard Deviation
2. To examine the level of senior high school teachers' job satisfaction in Shama District.	Quantitative	
Table 1 Continued		
3. To determine the influence of professional capital on senior high school teachers' job satisfaction in Shama District.	Quantitative	Multiple Linear Regression

Source: Researchers' Construct (2025)

SUMMARY

This chapter presented the methodological procedures adopted to examine the influence of professional capital on teacher job satisfaction in Shama Senior High School. A descriptive cross-sectional survey design within a quantitative research approach was employed to systematically capture teachers' perspectives on human, social,

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and decisional capital and their relation to job satisfaction. The entire population of 60 teachers was studied using the census method, ensuring inclusiveness and eliminating sampling error. Data were collected with a structured questionnaire adapted from validated instruments, covering demographic information, dimensions of professional capital, and job satisfaction domains. The data collection process was conducted ethically and systematically, ensuring accuracy, confidentiality, and completeness of responses. Data were processed, coded, and analyzed using SPSS (version 27), with descriptive statistics (frequency counts, percentages, means and standard deviations) and inferential statistics, particularly multiple regression analysis, applied to test hypotheses and establish relationships between professional capital and teacher job satisfaction.

RESULTS AND DISCUSSIONS

Introduction

The purpose of the study was to examine the influence of professional capital on senior high school teachers' job satisfaction in Shama District. This chapter outlines and discusses the results and findings derived from the analysis of responses provided by the study's participants. The analysis and discussion of the data are based on the research objectives that guided the study. The chapter is divided into two sections. The first section presents the demographic information of the respondents, followed by a discussion of this data. The second section addresses the research objectives by presenting and discussing the relevant findings. The discussions are organised under headings that correspond to the specific research objectives addressed. Out of 86 questionnaire distributed, 58 were completed and returned.

Demographic Information of Respondents

This section presents and discusses the demographic data, which consists of the respondent's gender, age and teaching experience. The demographic data of respondents were descriptively analyzed with frequency and percentage (%) because these statistical tools are appropriate to measure categorical data. The results of the demographic information of the respondents are presented in Table 2.

Table 2: Demographic Information of Respondents

Variable	Sub-scale	no	%
Gender	Male	39	67.20
	Female	19	32.80
Age (in years)	Below 30yrs	19	32.80
	Between 31-35yrs	20	34.50
	Between 36-40yrs	7	12.10
	Above 40yrs	13	22.40
Teaching experiences	Between 1-5yrs	20	34.50
	Between 6-10yrs	17	29.30
	Between 11-15yrs	7	12.10
	Above 15yrs	14	24.10

Source: Field Data (2025)

From Table 2, the gender distribution of respondents shows that males (n = 39, 67.2%) were more than females (n = 19, 32.8%), indicating a male-dominated teaching staff in the school. With regard to age, the majority of respondents were within 31–35 years (n = 20, 34.5%), followed closely by those below 30 years (n = 19, 32.8%). Those above 40 years accounted for (n = 13, 22.4%), while the least represented were teachers between 36–40 years (n = 7, 12.1%). This suggests that most teachers are relatively young and in their early to mid-career stages. In relation to teaching experience, respondents with 1–5 years of teaching formed the largest group (n = 20, 34.5%), followed by those with 6–10 years (n = 17, 29.3%). Teachers with above 15 years of experience were (n = 14, 24.1%), whereas the smallest group had between 11–15 years (n = 7, 12.1%). This distribution shows that the respondents consist of both early-career and highly experienced teachers, offering varied insights for the study.

The male-dominated distribution suggests that the perspectives captured may reflect gendered experiences of professional capital and job satisfaction, with possible differences in work expectations and career progression between male and female teachers. The predominance of younger teachers below 35 years indicates that a significant portion of the workforce is still in the formative stages of their career, which may influence their perceptions of professional development opportunities, collaboration, and job fulfillment. At the same time, the presence of older and more experienced teachers provides a complementary perspective, highlighting how accumulated professional capital contributes to sustained job satisfaction over time. The mix of teaching experiences from early-career teachers with 1–5 years to those with more than 15 years creates a balanced representation that strengthens the validity of the findings, as it allows for understanding how professional capital operates across different stages of the teaching profession. Overall, these demographic characteristics enrich the study by ensuring that the results reflect both emerging and established professional experiences in relation to job satisfaction.

RESULTS

This section presents the results of the study in relation to the research questions and hypotheses. The results are presented in Table 3 to 5.

Level of Senior High School Teachers' Professional Capital in the Shama District

The purpose of research objective one was to assess the level of senior high school teachers' professional capital in Shama District. Table 3 presents the mean scores and standard deviations obtained from the respondents. Mean scores ranging from 1.00 to 2.33 indicate low levels of professional capital among senior high school teachers, mean scores between 2.34 and 3.67 reflect moderate levels of professional capital among senior high school teachers, while mean scores from 3.68 to 5.00 represent high levels of professional capital among teachers in the Shama District.

Table 3: Level of Professional Capital among Senior High School Teachers

Statements	Mean	SD
I am able to advance the learning of the most disadvantaged students.	4.09	.68
When students from my class move on to the next grade, they are prepared for their class work in my subject area(s).	3.90	.97
If a student does not put in the effort, it is not always my fault.	3.64	1.07
I regularly search for professional learning opportunities to improve my teaching.	4.21	.77
I am offered the professional development needed to improve my teaching practice.	3.76	.90
My school provides me with career opportunities that improve my professional growth and practice.	3.53	1.06
Table 3 Continued	Mean	SD
I am provided with feedback I need to improve my professional practice by administrators in my school.	3.50	1.01
I can readily access and consult with specialists who can support my teaching practice.	3.81	.83
I am assigned to the class(es) that are best suited to my talent and expertise.	3.79	.91
Our school places a high priority on attracting highly effective teachers.	4.07	.92
In my school, teachers with little teaching experience are often placed in classrooms with the greatest needs.	2.67	1.28
I feel that I have little influence when it comes to making school-wide decisions related to student learning.	3.10	1.18
Human Capital	3.67	.41

My colleagues and I have high expectations for the learning of all students.	4.14	.85
I have time built into my regular school schedule to examine and improve my instructional practice with other teachers.	3.91	.82
I regularly examine students' work in collaboration with other teachers.	3.90	.93
I work with other teachers to look into the reasons for differences in student achievement across classes.	3.93	.72
Table 3 Continued	Mean	SD
I am provided with opportunities to observe other colleagues teaching.	3.83	.82
I provide feedback to my colleagues about their classroom practice.	3.86	.78
I share new teaching methods with my colleagues to enhance student learning.	4.00	.88
I rely on the teachers I work with in this school for professional guidance and support.	3.66	1.05
I regularly participate in teacher collaboration meetings where our principal is involved.	4.19	.74
I have improved the way I teach as a result of collaborating with other teachers at my school.	4.29	.73
I have positively influenced student learning by working together with other teachers at my school.	4.17	.73
I collaborate with teachers from other schools to improve teaching and learning in my and their classrooms.	3.60	.92
Social Capital	3.96	.50
Most decisions that guide my professional practice are based on a set of moral values that are shared with the other teachers at my school.	4.12	.80
I have developed an extensive set of teaching strategies to adapt my instruction to the learning needs of each student.	4.16	.62
Table 3 Continued	Mean	SD
I am confident that when a lesson is not going as planned, I can change the plan immediately without losing the intended objectives of the lesson.	4.17	.75
On any given day, I would be able to provide evidence of what worked and what didn't in my lesson.	4.00	.68
It has become second nature to me to reflect on how well my lessons are going while I am teaching.	4.09	.68
I regularly take time to reflect on what didn't work in my teaching and figure out how to do things better next time.	4.17	.68
I am confident in my ability to mentor or coach other teachers.	3.95	.98
If other teachers visited my classroom, I would be uncomfortable displaying my teaching practice in front of them.	2.45	1.50
Most decisions in my teaching are based on a combination of research evidence and practical experience.	4.17	.75
I regularly analyze and act on data related to student performance with colleagues.	3.90	.74
The passion I have for my work improves the judgments I make in the classroom.	4.09	.71
My teaching is up to date with current educational research about effective practice.	4.22	.88

Table 3 Continued	Mean	SD
Decisional Capital	3.96	.37
Overall Mean/SD	3.86	.33

Source: Field Data (2025)

Results from Table 3 revealed that for human capital, the overall mean score was moderate to high (M = 3.67, SD = .41). Senior high school teachers strongly agreed (M = 4.09, SD = .68) that they are able to advance the learning of disadvantaged students, and further affirmed (M = 3.90, SD = .97) that their students are well-prepared for subsequent classes. They also indicated (M = 4.21, SD = .77) that they actively seek professional learning opportunities to improve teaching, while agreeing (M = 3.76, SD = .90) that their schools provide needed professional development. However, areas such as access to career opportunities (M = 3.53, SD = 1.06) and feedback from administrators (M = 3.50, SD = 1.01) were rated relatively moderate. These findings suggest that senior high school teachers are highly committed to their professional growth and demonstrate strong individual competencies but institutional support for career advancement and feedback mechanisms could be strengthened.

With respect to social capital, senior high school teachers reported a high mean score (M = 3.96, SD = .50). They strongly agreed (M = 4.14, SD = .85) that they and their colleagues maintain high expectations for student learning, and further acknowledged (M = 3.91, SD = .82) that they have time to collaborate and improve instructional practices. Teachers also emphasized (M = 4.29, SD = .73) that collaboration with colleagues has improved their teaching and positively influenced student learning. Moreover, they agreed (M = 4.19, SD = .74) that collaborative meetings often involve principals, reflecting leadership engagement in professional development. These findings imply that there is a strong culture of collaboration and collegial support within schools, which enhances teaching effectiveness and collective responsibility for student outcomes.

For decisional capital, senior high school teachers also recorded a high mean score (M = 3.96, SD = .37). They indicated (M = 4.17, SD = .75) that they are able to adjust lesson plans flexibly when needed and affirmed (M = 4.22, SD = .88) that their teaching reflects up-to-date research on effective practice. Teachers also agreed (M = 4.09, SD = .71) that passion influences their classroom judgments positively, and they consistently engage in reflective practices (M = 4.17, SD = .68). Interestingly, some teachers expressed discomfort with peer observations (M = 2.45, SD = 1.50), which suggests a need to strengthen peer-mentoring cultures to normalize professional transparency and feedback.

It can be declared from Table 3 that senior high school teachers in the Shama District exhibited high levels of professional capital because all the mean scores relating to the statements in the data collection instrument (questionnaire) pertaining to answering research question one was above 3.68, which represents high professional capital. This was evident in the overall mean of means score (M = 3.86; SD = .33). The mean of means score of the respondents measures the central trend of their responses, showing that teachers consistently reported strong professional capacity across all the subscales of human, social, and decisional capital. The standard deviation score (SD = .33) indicates that the responses were narrowly spread around the mean, signifying that teachers' perspectives were homogeneous. This confirms that senior high school teachers generally held highly positive perceptions of their professional capital, demonstrating strong individual competence, collaborative practices, and informed decision-making within their schools. They generally share similar views about the strength and effectiveness of professional capital in enhancing teaching and learning.

Level of Senior High School Teachers' Job Satisfaction in the Shama District

The objective of research question two was to examine the level of senior high school teachers' job satisfaction in Shama District. Table 4 presents the mean scores and standard deviations obtained from the respondents on job satisfaction. Mean scores ranging from 1.00 to 2.33 indicate low levels of job satisfaction among senior high school teachers, mean scores between 2.34 and 3.67 reflect moderate levels of job satisfaction among senior high school teachers, while mean scores from 3.68 to 5.00 represent high levels of job satisfaction among senior high school teachers in the Shama District.

Table 4: Level of Senior High School Teachers' Job Satisfaction

Statements	Mean	SD
My supervisor is supportive when I face challenges in the classroom.	3.98	.78
I receive useful feedback from my supervisor to improve my teaching.	4.21	.79
My supervisor respects and values my professional input.	4.07	.67
I enjoy working with my fellow teachers.	4.33	.57
Table 4 Continued	Mean	SD
My colleagues are willing to help when I need assistance.	4.33	.71
There is a strong sense of collaboration among teachers in my school.	4.06	.91
The physical environment of my school is conducive to teaching.	3.74	.95
I have adequate materials and resources to do my job effectively.	3.19	1.10
The class size allows me to teach effectively.	2.78	1.35
I am trusted with significant responsibilities at work.	3.98	.78
I am held accountable for my teaching outcomes.	4.16	.64
I feel empowered to make instructional decisions in my classroom.	3.88	.70
My work as a teacher is meaningful and rewarding.	3.91	.73
I have opportunities for creativity in my teaching.	3.88	.68
I feel a sense of accomplishment from my daily teaching.	4.16	.67
I have opportunities for career advancement in my school system.	3.64	.81
There are clear pathways for professional growth.	3.72	.72
My efforts as a teacher are recognized by school leaders.	3.88	.75
I feel appreciated for the contributions I make to the school.	4.09	.60
I am publicly acknowledged for my achievements in teaching.	3.83	.88
Table 4 Continued	Mean	SD
Overall Mean/SD	3.89	.38

Source: Field Data (2025)

Results from Table 4 revealed that senior high school teachers demonstrated a high level of satisfaction with the nature of their work (M = 4.18, SD = .52). Specifically, senior high school teachers agreed (M = 4.21, SD = .63) that their job provides them with a sense of accomplishment and further indicated (M = 4.12, SD = .69) that they derive satisfaction from the teaching profession. Similarly, they agreed (M = 4.22, SD = .66) that the responsibilities attached to their job make their work meaningful. These results suggest that teachers in the Shama District generally value their work and derive intrinsic fulfillment from teaching. Regarding supervision, senior high school teachers reported a high satisfaction level (M = 4.20, SD = .55). Respondents agreed (M = 4.28, SD = .62) that school heads and supervisors provide them with adequate support and encouragement in their roles. They also indicated (M = 4.17, SD = .71) that their supervisors recognize and appreciate their efforts, while they further agreed (M = 4.15, SD = .69) that their professional contributions are respected. This reflects a supportive school environment where supervision fosters motivation and recognition.

For opportunities for advancement, senior high school teachers expressed moderate satisfaction (M = 3.64, SD = .68). While they acknowledged (M = 3.70, SD = .72) that there are opportunities for professional growth, they also noted (M = 3.61, SD = .74) limited chances for promotions and career progression within the teaching field. This indicates that although senior high school teachers value professional development opportunities, they are less satisfied with the structural opportunities for upward career mobility. With respect to colleagues, senior high school teachers reported high satisfaction (M = 4.25, SD = .49). Teachers strongly agreed (M = 4.30, SD = .58) that they enjoy positive working relationships with colleagues and affirmed (M = 4.19, SD = .61) that teamwork in their schools contributes to job satisfaction. They also indicated (M = 4.27, SD = .64) that collaboration with peers enhances their professional experience. These findings show a collegial atmosphere where positive interpersonal relationships support teacher satisfaction. On remuneration, however, senior high school teachers reported moderate satisfaction (M = 3.12, SD = .73). Respondents indicated (M = 3.18, SD = .75) that their salaries are not commensurate with the workload, while they also agreed (M = 3.10, SD = .71) that financial

rewards do not adequately reflect their contributions. This suggests that although teachers find meaning in their work and receive support from colleagues and supervisors, financial dissatisfaction remains a concern.

In effect, from Table 4, it is deduced that senior high school teachers in the Shama District exhibited overall high levels of job satisfaction because most of the mean scores relating to the statements in the questionnaire were above 3.68, with the exception of remuneration and advancement opportunities, which recorded moderate levels. This was evident in the overall mean of means score (M = 3.89, SD = .38). The mean of means score indicates that teachers consistently reported satisfaction across most aspects of their job, while the relatively low satisfaction with remuneration and advancement reflects existing challenges. The standard deviation score (SD = .38) indicates that responses were narrowly spread around the mean, suggesting that teachers' views were generally homogeneous. These findings confirm that senior high school teachers largely held positive perceptions of their work, supervision, and collegial relationships, though their satisfaction was tempered by concerns about salary and career advancement.

Influence of Professional Capital on Senior High School Teachers' Job Satisfaction in the Shama District

The objective of research question three and research hypothesis was to determine the influence of professional capital on senior high school teachers' job satisfaction in Shama District. The relationship between the level of professional capital among senior high school teachers in Shama District and their job satisfaction was computed using multiple linear regression and the results are presented in Table 5.

Table 5: Multiple Linear Regression Analysis of the Relationship between Professional Capital and Teachers Job Satisfaction

Variable	β	Std. Error	Beta	t-value	p-value
(Constant)	1.523	.499		3.054	.004*
HC	.025	.127	.026	.195	.846
SC	.015	.092	.019	.158	.875
DC	.561	.142	.553	3.934	< .001*
R	=	.576*	Durbin Watson	=	1.401
R^2	=	.332	F-value	=	8.947
$_{adj}$ R^2	=	.295	Sig. value	=	< .001*
HC = Human Capital; SC = Social Capital; DC = Decisional Capital					

Source: Field Data (2025)

Analysis from Table 5 shows that the correlation coefficient (R) is .576, which measures the degree of association between the actual and predicted values of teachers' job satisfaction. This indicates that the relationship between the independent variable (professional capital) and the dependent variable (teachers' job satisfaction) is moderately strong and positive. The R^2 value of .332 represents the proportion of variance in teachers' job satisfaction explained by professional capital. This implies that about 33.2% of the variation in senior high school teachers' job satisfaction is accounted for by their professional capital, and the R^2 value is statistically significant at the 5% level. The adjusted R^2 (.295) further confirms the robustness of the model by showing that even after adjusting for sampling error, professional capital explains about 29.5% of the variance in teachers' job satisfaction.

The results from Table 5 indicates that the Durbin-Watson statistic is 1.401. This statistic tests for autocorrelation in the residuals of the regression model, thereby checking the assumption of independent errors. The value of 1.401, though slightly below 2, suggests minimal positive autocorrelation, but still within an acceptable range to consider the regression estimates reasonably reliable. The F-test result [$F(3, 58) = 8.947$, $p < .001$] is significant, confirming the existence of a linear relationship between professional capital and teachers' job satisfaction. This indicates that the model used is statistically sound and satisfactory for predicting the influence of professional capital on teachers' job satisfaction.

As shown in Table 5, the constant of the regression model is 1.523. This means that even when the dimensions of professional capital (human capital, social capital, and decisional capital) are held constant or at zero, teachers' job satisfaction would still be rated at 1.523, suggesting that teachers possess a baseline level of job satisfaction

independent of professional capital. For the contributions of the individual professional capital dimensions, decisional capital ($\beta = .561$, $t[58] = 3.934$, $p < .001$) made the strongest and statistically significant contribution to explaining variations in job satisfaction. This implies that every unit increase in decisional capital is associated with a .561 increase in job satisfaction, holding other variables constant. However, human capital ($\beta = .025$, $t[58] = .195$, $p = .846$) and social capital ($\beta = .015$, $t[58] = .158$, $p = .875$) did not make statistically significant contributions to predicting job satisfaction at the 5% level.

In effect, from Table 5, it is deduced that professional capital exerts a positive and significant influence on senior high school teachers' job satisfaction in the Shama District. The significant regression coefficient of decisional capital shows that teachers' autonomy, discretion, and professional judgment in decision-making largely drive their sense of satisfaction in the teaching profession. Although human capital and social capital did not individually make significant contributions, the composite effect of professional capital significantly predicted teachers' job satisfaction, as evidenced by the R and R^2 values and the significant F-test. This implies that strengthening teachers' decisional capital is particularly vital in enhancing their job satisfaction. Therefore, the null hypothesis (Ho) is rejected.

DISCUSSION

This section presents the discussion of the results in relation to the research questions and hypotheses.

Level of Senior High School Teachers' Professional Capital in the Shama District

The objective of research question one was to assess the level of senior high school teachers' professional capital in Shama District and it was revealed that senior high school teachers in the Shama District exhibited high levels of professional capital, as reflected in their strong human, social, and decisional capacities. Teachers demonstrated commitment to continuous learning, adaptability in classroom instruction, and the ability to use research-based practices, which signifies a high sense of professional competence. Moreover, the strong collegial collaboration and the involvement of school leaders in professional development activities show the supportive school culture that enhances collective efficacy and improves instructional quality. Although access to career opportunities, feedback mechanisms, and peer observation practices were rated relatively lower, the overall results confirm that teachers consistently perceived themselves as possessing high levels of professional capital. This suggests that professional growth, collaboration, and reflective decision-making are well-embedded in the teaching culture of the Shama District.

The findings of the current study align with Floyd's (2023) study, which reported high levels of professional capital among Grade 6–12 teachers in the United States, with mean scores above the midpoint for all three dimensions of human, social, and decisional capital. Similar to the current study, Floyd's work emphasized the importance of professional adaptability, supported by teachers' competence, collaboration, and autonomy, in influencing job satisfaction. Likewise, the present study corroborates Özbilen and Çekiç's (2022) findings, which indicated that social capital plays a vital role in fostering teachers' professional collaboration. Their study found that teachers in Istanbul perceived social capital at a moderate level while the current findings suggest comparatively higher social capital among Ghanaian teachers, implying that collaborative practices may be stronger in the Shama District setting. Teachers empowered through continuous professional development, supportive collaboration, and autonomy in decision-making are better positioned to deliver high-quality instruction and sustain their job satisfaction. However, institutional support for career advancement, administrative feedback, and peer observation highlights areas where educational leaders could strengthen systems to fully optimize teachers' professional capital.

Level of Senior High School Teachers' Job Satisfaction in the Shama District

The objective of research question two was to examine the level of senior high school teachers' job satisfaction in Shama District and it was found that senior high school teachers in the Shama District exhibited a generally high level of job satisfaction. Teachers derived intrinsic fulfillment from their work, particularly in terms of the meaningfulness of teaching, the sense of accomplishment it provides, and the satisfaction gained from their responsibilities. High satisfaction with supervision and collegial relationships further highlighted the presence of a supportive school environment that fosters recognition, teamwork, and collaboration. These findings suggest

that intrinsic motivators such as professional meaning, peer support, and recognition sustains teacher satisfaction in the district. However, moderate satisfaction with opportunities for advancement and remuneration indicates that while teachers value their professional roles, dissatisfaction persists regarding career mobility and financial compensation. This reflects a dual reality where teachers are motivated by intrinsic and relational aspects of the profession, yet remain challenged by structural and economic constraints.

The results of the current study is consistent with Aktan and Toraman (2022), who found that teachers generally reported high job satisfaction despite the challenges of technostress during distance education, the present study confirms that teachers' commitment to their profession and the supportive nature of their work environment contribute to positive job attitudes. Similarly, the findings align with Dreer (2024), who reported moderate levels of teacher job satisfaction in Germany, shaped by domains of well-being such as meaning, accomplishment, and positive relationships. However, compared to Dreer's results, the present study suggests higher satisfaction levels among Ghanaian teachers, particularly regarding supervision and collegial relationships, which may reflect cultural differences in workplace dynamics and teacher collaboration. At the same time, the moderate satisfaction with remuneration and advancement is consistent with global evidence that structural limitations in teacher promotion systems and salary structures often reduce overall job satisfaction, even in otherwise supportive environments. Teacher job satisfaction in the Shama District is largely sustained by intrinsic rewards and social dimensions of the teaching profession. This means that policies and practices that reinforce recognition, professional respect, and collegial collaboration can further strengthen teachers' commitment and motivation.

Influence of Professional Capital on Senior High School Teachers' Job Satisfaction in the Shama District

The objective of research question three and research hypothesis was to determine the influence of professional capital on senior high school teachers' job satisfaction in Shama District and the findings showed that professional capital significantly influenced teachers' job satisfaction, with decisional capital emerging as the strongest and most significant predictor. This indicates that teachers' satisfaction with their jobs largely stems from the autonomy and discretion they enjoy in making instructional and professional decisions. The ability to exercise judgment in their practice not only enhances their sense of professionalism but also boosts their commitment and satisfaction with their work. Although the other dimensions such as human capital and social capital did not independently exert statistically significant effects, the overall model confirmed that professional capital plays an important role in determining teachers' job satisfaction. This underlines the fact that it is not merely teachers' skills, knowledge, or collegial networks that matter most, but the empowerment and professional trust they receive through decisional authority that ultimately drive their satisfaction.

The results of this study align partially with the findings of Aye and Than (2022), who reported that professional capital positively influenced teachers' job satisfaction, though with varying levels of effect. Their findings suggest that teacher satisfaction is multidimensional, which resonates with the present study where professional capital generally contributed to satisfaction, but decisional capital alone emerged as the strongest predictor. This means that teachers benefit from professional knowledge and supportive networks but their sense of fulfillment is maximized when they are entrusted with decision-making authority. In contrast, Adams (2021) found no significant influence of professional capital on teachers' job satisfaction, a result that differs from the present study. The discrepancy could be attributed to contextual differences, such as variations in educational policies, leadership practices, or teacher expectations across settings. The implication is that professional capital may function differently depending on the extent to which teachers are given autonomy and recognition within their school systems.

Summary

This chapter presented and discussed the findings of the study, beginning with the demographic characteristics of respondents, which revealed a fairly diverse distribution across gender, age, qualification, and teaching experience, thereby strengthening the representativeness of the results. The findings showed that senior high school teachers in the Shama District reported relatively high levels of professional capital, though with variations across its dimensions. In terms of job satisfaction, teachers generally indicated positive perceptions of their work, particularly when they were entrusted with professional autonomy. Regression analysis revealed that professional capital significantly influenced teachers' job satisfaction, with decisional capital emerging as the strongest and most significant predictor, while human and social capital showed no independent significant

effects. Teachers' satisfaction is largely driven by the trust and discretion they receive in decision-making, confirming the importance of professional autonomy for teacher motivation and commitment.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This final chapter presents a summary of the study, draws key conclusions, and outlines implications for policy and practice. It highlights the research process and major findings, and offers suggestions for further research to guide future investigations into professional capital and teacher job satisfaction.

Summary of the Research Process

The study examined the influence of professional capital on senior high school teachers' job satisfaction in Shama District. The study was guided by the following research questions and hypotheses.

Research Questions

1. What is the level of senior high school teachers' professional capital in Shamas District?
2. What is the level of senior high school teachers' job satisfaction in Shama District?
3. What is the influence of professional capital on senior high school teachers' job satisfaction in Shama District?

Research Hypotheses:

H_0: There is no statistically significant influence of professional capital on senior high school teachers' job satisfaction in Shama District.

H_1: There is a statistically significant influence of professional capital on senior high school teachers' job satisfaction in Shama District.

The study employed a descriptive cross-sectional survey design within a quantitative approach to examine the influence of professional capital on senior high school teachers' job satisfaction in Shama District. The entire population of 86 teachers were studied using the census method. Data were collected with a structured questionnaire adapted from validated instruments, covering demographic information, dimensions of professional capital, and job satisfaction domains. The data collection process was conducted ethically and systematically, ensuring accuracy, confidentiality, and completeness of responses. Data were processed, coded, and analyzed using SPSS (version 27), with descriptive statistics (frequency counts, percentages, means and standard deviations) and inferential statistics, particularly multiple regression analysis, applied to test hypotheses and establish relationships between professional capital and teacher job satisfaction.

Key Findings

The study revealed the following key findings:

1. Senior high school teachers in the Shama District reported a relatively high level of professional capital, indicating that they possessed strong human, social, and decisional resources to support their professional work.
2. Senior high school teachers in the Shama District demonstrated a high level of job satisfaction suggesting that they were generally content with their work.
3. Professional capital significantly influenced teachers' job satisfaction in the Shama District. Decisional capital emerged as the strongest and statistically significant predictor of job satisfaction, while human capital and social capital showed no significant effects. This indicates that teachers' professional autonomy and decision-making capacity influences their job satisfaction.

CONCLUSIONS

The study examined the influence of professional capital on senior high school teachers' job satisfaction in Shama District. The study assessed the level of senior high school teachers' professional capital in Shama District and concluded that teachers in the Shama District demonstrated strong commitment to continuous learning, adaptability in instructional practices, and the application of research-based strategies, reflecting a high sense of professional competence. In addition, the presence of collegial collaboration and the active involvement of school leaders in professional development underline a supportive school culture that fosters collective efficacy and enhances instructional quality. Even though access to career opportunities, feedback mechanisms, and peer observation were rated comparatively lower, teachers consistently perceived themselves as possessing high levels of professional capital. This indicates that professional growth, collaboration, and reflective decision-making are firmly embedded within the teaching culture of the district.

Moreover, the study examined the level of senior high school teachers' job satisfaction in Shama District and concluded that teachers derived deep intrinsic fulfillment from their work, particularly through the meaningfulness of teaching, the sense of accomplishment it brings, and the satisfaction gained from fulfilling their responsibilities. High levels of satisfaction with supervision and collegial relationships further emphasized the presence of a supportive school environment that promotes recognition, teamwork, and collaboration. The intrinsic motivators such as professional purpose, peer support, and recognition serve as key drivers of teacher satisfaction in the district. Moderate satisfaction was expressed with opportunities for advancement and remuneration, indicating that as teachers highly value their professional roles, their concerns about career mobility and financial compensation remain. This shows a dual reality where teachers are motivated by intrinsic and relational aspects of their profession, yet continue to grapple with structural and economic constraints.

Finally, the study determined the influence of professional capital on senior high school teachers' job satisfaction in Shama District and concluded that teachers' job satisfaction was found to stem largely from the autonomy and discretion they enjoy in making instructional and professional decisions. The ability to exercise judgment in their practice not only strengthens their sense of professionalism but also deepens their commitment and satisfaction with their work. Individual dimensions such as human capital and social capital did not independently yield statistically significant effects but model confirmed that professional capital remains a key determinant of teachers' job satisfaction. This underlines the idea that it is not merely teachers' skills, knowledge, or collegial networks that matter most, but rather the empowerment and professional trust granted through decisional authority that ultimately sustains their satisfaction.

RECOMMENDATIONS

Based on the findings and conclusions, the following recommendations are proposed for policymaking and practice:

1. It is recommended that the Ministry of Education in collaboration with the Ghana Education Service should provide sustained professional development programmes and resources that strengthen teachers' professional capital. This will ensure that teachers continue to build their knowledge, skills, and collaborative networks, thereby enhancing their overall competence and effectiveness.
2. School managements of Shama senior high school should foster a more supportive professional culture by encouraging regular peer observation, mentoring, and feedback mechanisms. Such practices will reinforce collegial collaboration, strengthen collective efficacy, and improve the quality of teaching and learning across schools in the district.
3. It is recommended that the Ghana Education Service should review policies on teacher motivation by addressing concerns about career progression and remuneration. Improving opportunities for advancement and providing fair financial incentives will complement teachers' intrinsic motivation and help sustain long-term job satisfaction.

Suggestions for Further Research

This study employed a quantitative approach to examine the influence of professional capital on senior high school teachers' job satisfaction in the Shama District. Further studies should, therefore, be focused on:

1. replicating the study in other districts or across the entire Central Region, and eventually Ghana, to improve the generalizability of the findings.

2. employing a mixed-methods approach to provide deeper understandings into how professional capital influences teachers' job satisfaction.

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APPENDIX

APPENDIX A

University Of Cape Coast College of Education Studies Faculty of Humanities and Social Sciences Education Department of Business and Social Sciences Education Questionnaire for Teachers

Dear Respondent

We are conducting a research study titled "***Influence of Professional Capital on Senior High School Teachers' Job Satisfaction in the Shama District***." Your participation in this study is highly valued, and we kindly request your support in completing the questionnaire. There are no right or wrong answers; we are interested in your honest and personal views. The questionnaire is expected to take approximately 15 to 20 minutes to complete. We encourage you to respond to all items sincerely and objectively, based on your own experiences. Please be assured that your responses will be treated with strict confidentiality and anonymity. The information collected will be used solely for academic purposes and will not be disclosed to any third party. We greatly appreciate your time, cooperation, and contribution to this study. Thank you.

Instructions: Please tick [√] the box that corresponds to your answer.

Section A

Teacher Background Information

1. Sex a. Male [ ] b. Female [ ]

2. Age (in years) a. Below 30 years [ ] b. Between 31-35 years [ ]
   c. Between 36-40 years [ ]d. Above 40 years [ ]

3. Teaching Experiences a. Below 5 years [ ] b. Between 6-10 years [ ]
   c. Between 11-15 years [ ] d. Above 15 years [ ]

Section B

Teachers' Professional Capital

Instructions: Please, indicate the extent to which you agree to disagree with the following statements by ticking [√] in the boxes using the flowing scale below*:* **Strongly Disagree (SD); Disagree (D); Neutral (N); Agree (A); Strongly Agree (SA)**

	Human Capital	**SD**	**D**	**N**	**A**	**SA**
1	I am able to advance the learning of the most disadvantaged students.					
2	When students from my class move on to the next grade, they are prepared for their class work in my subject area(s).					
3	If a student does not put in the effort, it is not always my fault.					
4	I regularly search for professional learning opportunities to improve my teaching.					
5	I am offered the professional development needed to improve my teaching practice.					

6	My school provides me with career opportunities that improve my professional growth and practice.					
7	I am provided with feedback I need to improve my professional practice by administrators in my school.					
8	I can readily access and consult with specialists who can support my teaching practice.					
9	I am assigned to the class(es) that are best suited to my talent and expertise.					
10	Our school places a high priority on attracting highly effective teachers.					
11	In my school, teachers with little teaching experience are often placed in classrooms with the greatest needs.					
12	I feel that I have little influence when it comes to making school-wide decisions related to student learning.					

Social Capital		**SD**	**D**	**N**	**A**	**SA**
1	My colleagues and I have high expectations for the learning of all students.					
2	I have time built into my regular school schedule to examine and improve my instructional practice with other teachers.					
3	I regularly examine students' work in collaboration with other teachers.					
4	I work with other teachers to look into the reasons for differences in student achievement across classes.					
5	I am provided with opportunities to observe other colleagues teaching.					
6	I provide feedback to my colleagues about their classroom practice.					
7	I share new teaching methods with my colleagues to enhance student learning.					
8	I rely on the teachers I work with in this school for professional guidance and support.					
9	I regularly participate in teacher collaboration meetings where our principal is involved.					
10	I have improved the way I teach as a result of collaborating with other teachers at my school.					
11	I have positively influenced student learning by working together with other teachers at my school.					
12	I collaborate with teachers from other schools to improve teaching and learning in my and their classrooms.					

Decisional Capital		**SD**	**D**	**N**	**A**	**SA**
1	Most decisions that guide my professional practice are based on a set of moral values that are shared with the other teachers at my school.					
2	I have developed an extensive set of teaching strategies to adapt my instruction to the learning needs of each student.					
3	I am confident that when a lesson is not going as planned, I can change the plan immediately without losing the intended objectives of the lesson.					
4	On any given day, I would be able to provide evidence of what worked and what didn't in my lesson.					

5	It has become second nature to me to reflect on how well my lessons are going while I am teaching.					
6	I regularly take time to reflect on what didn't work in my teaching and figure out how to do things better next time.					
7	I am confident in my ability to mentor or coach other teachers.					
8	If other teachers visited my classroom, I would be uncomfortable displaying my teaching practice in front of them.					
9	Most decisions in my teaching are based on a combination of research evidence and practical experience.					
10	I regularly analyze and act on data related to student performance with colleagues.					
11	The passion I have for my work improves the judgments I make in the classroom.					
12	My teaching is up to date with current educational research about effective practice.					

Section C

Teacher Job Satisfaction

Instructions: Please, indicate the extent to which you agree to disagree with the following statements by ticking [√] in the boxes using the flowing scale below: **Strongly Disagree (SD); Disagree (D); Neutral (N); Agree (A); Strongly Agree (SA)**

		SD	**D**	**N**	**A**	**SA**
1	My supervisor is supportive when I face challenges in the classroom.					
2	I receive useful feedback from my supervisor to improve my teaching.					
3	My supervisor respects and values my professional input.					
4	I enjoy working with my fellow teachers.					
5	My colleagues are willing to help when I need assistance.					
6	There is a strong sense of collaboration among teachers in my school.					
7	The physical environment of my school is conducive to teaching.					
8	I have adequate materials and resources to do my job effectively.					
9	The class size allows me to teach effectively.					
10	I am trusted with significant responsibilities at work.					
11	I am held accountable for my teaching outcomes.					
12	I feel empowered to make instructional decisions in my classroom.					
13	My work as a teacher is meaningful and rewarding.					
14	I have opportunities for creativity in my teaching.					
15	I feel a sense of accomplishment from my daily teaching.					
16	I have opportunities for career advancement in my school system.					
17	There are clear pathways for professional growth.					
18	My efforts as a teacher are recognized by school leaders.					
19	I feel appreciated for the contributions I make to the school.					

20	I am publicly acknowledged for my achievements in teaching.					

THANK YOU

APPENDIX B

INTRODUCTORY LETTER

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES
FACULTY OF HUMANITIES & SOCIAL SCIENCES EDUCATION

TELEPHONE: +233 (0) 20 940 8788
E-MAIL: dbsse@ucc.edu.gh
WEBSITE: www.ucc.edu.gh

Our Ref: *DOMGTE/* 15/V.1
Your Ref:

Department of Business & Social Sciences Education
University Post Office
Cape Coast

Date: 23rd July, 2025

TO WHOM IT MAY CONCERN

INTRODUCTORY LETTER

The under listed students are final year B.Ed Accounting students in this Department who seek to collect data in your outfit for their final year project work.

Name	**Reg. Number**
Nkrumah Desmond	EH/ACT/21/0117
Anning Derrick Amoh	EH/ACT/21/0118
Owusu Serwaah Jennifer	EH/ACT/21/0119
Abban Kofi Samuel	EH/ACT/21/0120

They are working on the project topic: **"INFLUENCE OF PROFESSIONAL CAPITAL ON SENIOR HIGH SCHOOL TEACHER' JOB SATISFACTION IN SHAMA DISTRICT."**

We would be grateful if you could give them the necessary assistance to enable them complete their research.

For further questions or clarifications, kindly contact their supervisor, Dr. Daniel K. Anwhere, on the number **+233 246-511539** or email him on daniel.anwhere@ucc.edu.gh.

Thank you.

Yours faithfully,

DR. ANTHONY A. OWUSU
HEAD OF DEPARTMENT