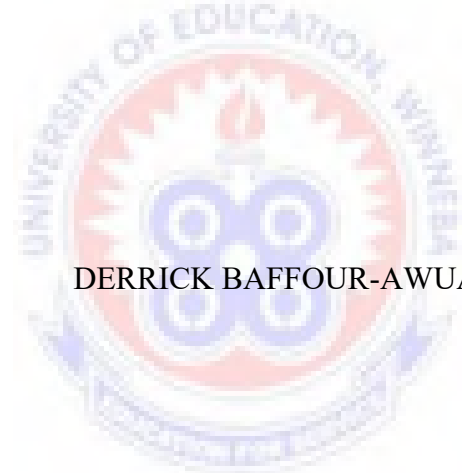UNIVERSITY OF EDUCATION, WINNEBA

THE EFFECTS OF HUMAN RESOURCE PRACTICES ON TEACHER RETENTION

IN BASIC SCHOOLS IN THE BIBIANI-ANHWIASO-BEKWAI MUNICIPALITY IN

THE WESTERN NORTH REGION

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A Dissertation in the Department of Educational Leadership, Faculty of Education

and Communication Sciences, submitted to the School of Graduate Studies,

University of Education, Winneba, in partial fulfilment of the requirements for

award of the Master of Arts (Educational Leadership) degree

DECEMBER, 2020

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DECLARATION

STUDENTS DECLARATION

I, DERRICK BAFFOUR-AWUAH, declare that this dissertation, with the exception of quotations and references contained in published works which have all been identified and acknowledged, is entirely my original research and that no part of it has been presented for another degree in this university or elsewhere.

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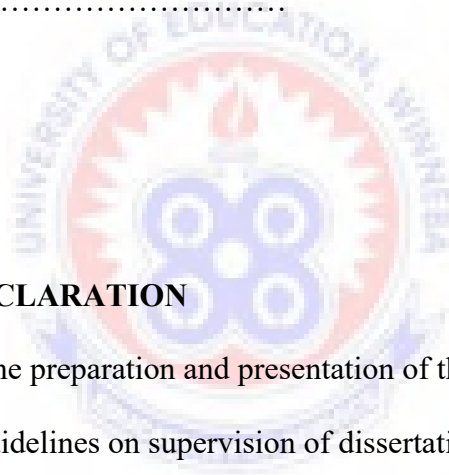
SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: REV. SR. DR. MARY ASSUMPTA AYIKUE,

SIGNATURE: …………………………….

DATE: …………………………………..

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DEDICATION

To my lovely wife Mrs. Beatrice Gyan, my children, Kwasi Baffour Awuah, Nana

Akosua Nkansah Baffour, Nhyiraba K. Nyarko Baffour, Enimonyam Baffour Ababio.
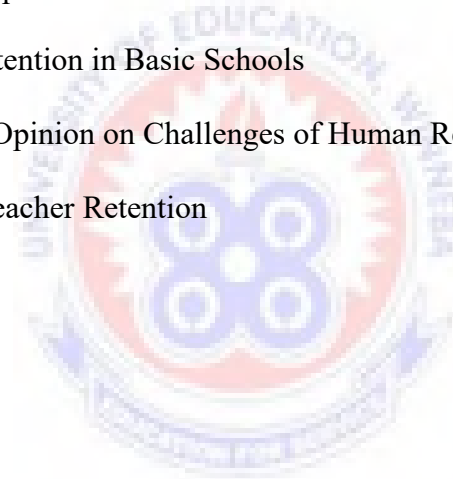
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ABSTRACT

The study was conducted to investigate the effects of human resource practices on teacher retention in basic schools in the Bibiani-Anhwiaso-Bekwai Municipality. The objectives of the study were to find out the human resource practices in basic schools in the Bibiani-Anhwiaso-Bekwai Municipality, to ascertain the effect of human resource practices on teacher retention in basic schools of Bibiani-Anhwiaso-Bekwai Municipality and to identify the challenges of human resource practices on teacher retention. A descriptive cross sectional survey design was used for the study. The researcher used closed-ended questionnaire for the study. The target population for the study was 141. Purposive sampling was used to select all the 28 head teachers in the study area. Simple random sampling was also used to select 113 teachers for the study. The study revealed among others that one of the human resource practices in the study area was that there were opportunities for further career development for school teachers through formal training. The study also revealed that human resource practices in the study area had positive effect on teacher retention. Among the challenges of human resource practices on teacher retention was residential accommodation for teachers. It is recommended based on the findings that teachers should be recognized and rewarded at regular intervals by the Ministry of Education to motivate them to improve on their performance.

CHAPTER ONE

INTRODUCTION

1.1. Background to the Study

Human source management is the most important aspect of every work setting since without it, nothing can go on. Mankoe (2007) noted that since people are the greatest potential asset to any organization, the development of people and the creation of organizational conditions for full utilization of their developed talents should be of the highest priority and concern to the governing body and the top management. This means that, the human resources development process is continuous and there is usually a way for improvement. It also means that circumstances change and therefore there is the need to be abreast with the changes.

Organizations are facing emerging challenges in the form of acquisition and optimization of human resources. Being valuable and scarce capabilities, human resources are considered as a source of sustainable competitive advantage. The success of an organization depends upon several factors but the most crucial factor that affects the organization's performance is its employees. Human resources play an integral role in achieving an innovative and high-quality product/service. If the employees of an organization are satisfied with their jobs, the organization can achieve its goals very straightforwardly.

Regular changes in the work setting mean that human resource managers are faced with regular challenges. Managers should be abreast with these changes that affect human resources management. Basically, the area of management that is concerned with people at work and their relationship within the organization is the human resource management

(HRM). Nakpodia (2010) indicated that HRM was born out of failure of personnel management to manage people effectively. Thus, the concept of human resource management is emphasized more than personnel management in improving the productive contribution of people in organization.

Managing people is concerned with deciding approaches and strategies to find alternatives of how to achieve organization goals. Khan (2010) revealed that in energetic business atmosphere, there is a need of an approach to achieve better performance, to originate and implement human resource management practices. In considerable and in substantial extent the organizations need to invest in such practices to get a competitive advantage.

According to Kusi (2014), Human Resource Management (HRM) is concerned with the nature and regulation of the employment relationship. It is the function within an organization that focuses on recruitment and management of, and providing direction for people who work in an organization. HRM covers many areas of work and employment, including equal opportunities, recruitment and selection, career development, rewards, motivation.

According to Khan (2010), human resources management practices play a very crucial role in achieving the organization's goals and maintain the competitive advantage. Human resource management practices refer to organizational activities directed at managing the pool of human resource and ensuring that the resources are employed towards the fulfillment of organizational goals. Best human resource management practices are advantageous for both employee and employer; it plays an important role in constructive growth of the organization.

Teachers are the main human resource in educational institution. Therefore, the retention of the teachers is paramount in moving the institution forward to achieve its objectives. To retain the best talents, strategies aimed at satisfying teacher needs are implemented. Generally, educational institutions would retain their personnel for a specified period to utilize their skills and competencies to complete certain projects or execute tasks. In other words, we can understand it as teachers' retention where the scope of task, is however, often larger than a simple task and more preferably a job in real world.

According to Schalkwijk (2000), organisations have to develop strategic reward programmes that incorporate pay and employee benefits as well as consideration for the individual employee's personal growth and development. These represent some of the personal needs and career aspirations of employees which must be considered by employers in order to retain and motivate them to help in achieving organisational goals.

Dess, Lumpkin and Eisner (2008) concur that productive employees place professional development and personal enrichment (financial and otherwise) above an organisation's loyalty. These arguments are consistent with the positions of Mengel (2001) who listed critical factors to employee retention to include career growth opportunities, learning and development, exciting and challenging work, a good boss, fair pay and benefits, and recognition for work well done.

Teacher retention is very important in human resource management in making organizations achieve organizational efficiency. Constant efforts are required to take special care to retain teachers. Some of the measures that can be adopted are as follows:

1. Provisions to identify and retain the key employees of the organization.

2. Provision of timely and constant training and development programmes.

3. Provision of sound communication system.

4. Provision of adequate and fair remuneration system.

5. Provision of flexible working hours.

6. Provision of more responsibility and autonomy to the employees.

7. Provision of Job enrichment and job enlargement.

8. Provision of proper grievance handling and building employer-employee relation. These measures, if adopted would go a long way to motivate and retain employees to enhance organizational effectiveness.

Bame (1991) on the other hand, stated that the reasons why the Ghanaian teachers leave the profession include inadequate salary, chronic prestige deprivation for teachers and lack of opportunities for promotion. Cobbold (2006) also emphasized on poor or non-implementation of conditions of service, and deplorable socio-economic conditions in rural areas where most teachers work, as additional factors. In particular, isolation from professional colleagues, and a perceived hostile attitude on the part community members are cited as key demotivating factors. These latter findings raise challenges, which could be addressed through an effective and efficient human resource development and management programmes.

1.2. Statement of the Problem

Teachers as the main human resource who contributes to the success of educational institutions cannot be over emphasized. In every organization, human resource is dear to the management as without it, the organization cannot achieve its target.

Teachers who are the main human resource in our educational institutions have a great impact on students' academic performance. Teacher retention has become an important matter in our educational setting given that they are responsible for imparting knowledge and skills to learners. It is argued that satisfied teachers are generally more productive and can influence students' achievement (Mason, 2001).

The reasons often cited for voluntary turnover by employees revolve around the inability of employers and management to motivate them properly to remain. Thus, according to Ponn-kekana and Golf (2005), some of the reasons include a lack of promotion, insufficient pay, work overload, and some other motivation related issues such as opportunities for training and development, job insecurity, work autonomy and a lack of recognition of good performance. Some newly recruited teachers stay at post for barely one year and schools continue to lose experienced teachers almost every term.

In basic schools in the Bibiani-Anhwiaso-Bekwai Municipality, frequent staff turnover, poor examination results, absenteeism and apathy on the part of the teachers and non-teaching staff indicates that head teachers have some challenges in human resource management, specifically, the retention of teachers. The researcher therefore seeks to investigate the effects of human resource practices on teacher retention in Basic Schools in Bibiani-Anhwiaso-Bekwai Municipality.

1.3 Purpose of the Study

The study was conducted to investigate the effects of human resource practices on teacher retention in basic schools in the Bibiani-Anhwiaso-Bekwai Municipality.

1.4. Objectives of the Study

Specifically, the study sought to:

1. find out the human resource practices in basic schools in the Bibiani-Anhwiaso-Bekwai Municipality

2. ascertain the effects of human resource practices on teacher retention in basic schools of Bibiani-Anhwiaso-Bekwai Municipality

3. identify the challenges of human resource practices on teacher retention.

1.5. Research Questions

1. What are the human resource practices in basic schools in the Bibiani-Anhwiaso-Bekwai Municipality?

2. What are the effects of human resource practices on teacher retention in basic schools of Bibiani-Anhwiaso-Bekwai Municipality?

3. What are the challenges of human resource practices on teacher retention?

1.6. Significance of the Study

This study is significant in the following ways;

It would add to the existing literature on teacher retention in the Ghana Education Service. The study will also provide information to heads of schools on the challenges of managing human resource practices to find amicable solutions to them. Other researchers in similar studies can also use the findings of the study as a guide. Stakeholders of education and policy makers could be guided by the recommendations made at the end of the study to explore appropriate strategies to boost employee retention.

1.7. Delimitation of the Study

The study was conducted to investigate the effects of human resource practices on teacher retention in basic schools which was delimited to only public basic schools in the Bibiani-Anhwiaso-Bekwai Municipality of the Western North Region. Only teachers provided data for the study.

1.8 Limitations of the Study

The outcome of this study may not be generalized as the study was limited to only public basic schools in the Bibiani-Anhwiaso-Bekwai Municipality of the Western North Region. Comparable studies should therefore be conducted in the other metropolis, municipal and districts of the Ashanti Region to overcome this problem. The researcher faced other problems that had direct influence on the outcome. The respondents might have also given socially unaccepted responses which could not be probed further because of the use of only questionnaire. These challenges notwithstanding, the necessary data were collected for the study.

1.8. Organization of the Study

This study was organized into five chapters. Chapter One deals with the introduction, comprising the background to the study, the problem statement, objectives of the study, research questions, significance of the study, delimitation of the study, limitations of the study and organization of the study. Chapter Two deals with the review of available literature related to the topic under study. Chapter Three deals with the research

design, the population, sample and sampling procedure, research instrument, data collection procedure, data analysis and ethical consideration. Chapter Four, deals with data presentation and analysis while Chapter Five deals with the summary, conclusions, recommendations and suggestions for further study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0. Introduction

This chapter reviews existing literature related to the topic under study. The topics covered in this chapter are discussed in the following sections, duties of school heads,

Motivation of Teachers, Human Resource Management, Human Resource Management Practices; Employee Retention; Types of Employee Turnover; Causes of Employee Turnover, and Strategies for Employee Retention

2.1. Duties of School Heads

The duties of school heads are various and challenging. It is the role of a head teacher to ensure that sound policies, goals and objectives formulated by GES are implemented. He must also ensure that the necessary methods are developed for the achievement of these objectives.

Chan (2004) indicated that the functions of educational management are assurance of sound policies, procurement of required resources, organization of and co-ordination activities, integration of the school and its activities into society setup, and evaluation of school activities in accordance with the blueprint.

It behooves on the manager to ensure that the policies and objectives of the school are clearly stipulated and well known to both the school community and society. It is through policies and objectives, that the direction and destination of the school activities can be patterned. According to Chan (2004), human resource management has a key role to play in securing high level of service equality. Chan further stated that a number of studies have reported a positive relationship between high commitment or high performance of human resource management policies and practices and organizational performance (Chan, 2004).

According to Barnes (2003), educational management procures the resources necessary for the achievement of its objectives. The school heads should be able to identify

the sources of funds, the appropriate learning and teaching resources, the appropriate curriculum and above all appropriate and suitable human resources. The manager having then identified these resources must ensure that they are procured in good time for the successful expedition of the objectives.

In the words of Chan (2004), school heads must organize and co-ordinate the activities of the school with the prime function of achieving the objectives of the school with maximum efficiency and effectiveness. The head does this by ensuring that both staff (teaching and non-teaching) and students are allocated duties in accordance with both expertise and abilities.

In a similarly note, Bennett and Anderson (2003) postulates that school heads ensure that material resources are allocated in the most appropriate manner. In co-ordination, it is the duty of the school head to ensure that the various duties allocated to individuals are unified in such a manner that all energies are directed towards achievement of a common goal.

According to Chan (2004), educational management is charged with the integration of the school and its activities into the society. A school is not an island - it is founded within a society for a noble role of serving the society. The idea of integration is to strengthen the school community relationships. This is important because the school derives most of its financial and social support from the community.

Blase and Blase (2001) also asserted that educational management also evaluates the school's activities in accordance with the blueprint in the country. Blase and Blase continues that evaluation enables the school to determine whether it is achieving its predetermined objectives or not. It provides school management with the necessary

feedback for improvement, redesign or complete overhaul of the system for better results. Through appropriate application of the various education techniques, school management ensures maximum efficiency and effectiveness in the school. How well motivated teachers are in ensuring that this role is achieved was of interest in this study.

2.2. Motivation of Teachers

Motivation is concerned with why people do or refrain from doing things to achieve set goals (Chan, 2004). According to Bennell (2004), work motivation refers to the psychological processes that influence individual behaviour with respect to the attainment of workplace goals and tasks. However, measuring the determinants and consequences of work motivation is complex because these psychological processes are not directly observable and there are numerous organizational and environmental obstacles that can affect goal attainment.

Motivation of teachers plays an important role in an institution's efforts to gain a competitive advantage and to achieve its major objectives. Compensation systems should attract and retain the talent an organization needs, encourage employees to develop the skills and abilities they need, motivate teachers, and create the type of team culture in which teachers care about the organization's success. Through motivation individuals willingness engage in some behaviour (Bergley & Leonard, 1999).

On staff retention, linking pay to performance is likely to help improve the work force composition (Chan, 2004). High performers tend to gain a larger share of compensation resources and thus are motivated to stay with the organization. Below to average performers become discouraged and tend to leave the organization. Effect of

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monetary motivation and non-motivational initiatives on the performance and retention of teachers is recommendable.

Rondeau and Wagar (2001) posited that low achievement in many schools especially private secondary schools are as a result of inadequate teacher motivation. In order to manage employees for competitive advantage in an era of globalization, HR personnel must possess competencies relevant for implementing such HRM policies and practices. One of the primary objectives of management in any organization is to coordinate the efforts of the members of the organization towards achievement of the organizational goals. The main objective of management of a school as an institution is to improve on teaching and learning, therefore the activities of the head must be geared towards achieving this objective. The school head is expected to know a great deal about politics, economics and social trends as they provide the climate within which the educational institution operates.

Chan (2004) indicates that the functional role of a school as an industry is a complex one. A school is a unique industry and that its raw materials (the students) are inmates and have to be transformed into an appropriate product. The product of a school is judged by the way its past students perform in the society. In order to perform its role effectively and efficiently a school and by implication the education system, must be able to afford a foresighted educational leadership which is based on sound management principles and techniques. Consequently, the motivation of staff is important to retain them and to achieve organizational goals.

Human resource management of the school is undoubtedly the most challenging and perhaps the most critical task for a school head. Therefore, the success of any school

activity depends on how efficiently and effectively the school head can manage this important human resource for benefit of the use of school.

Chan (2004) indicates that the acknowledgment of personnel management is an important element in the daily activities of the school head and the increasing emphasis on highly qualified teachers has led to an increased interest in the field of staff development. The school head thus, needs to be equipped with the skills associated with Human Resource management to assist him/her in managing the school more efficiently. Teachers are human and therefore have feelings just as strong as in any other person.

Anderson and Kaprianou (1994) on their part stress that the relationship a school head establishes with his staff to achieve the purpose of the school may be the essence of administration. It also determines their level of performance. A recent survey in Ghana also concluded that teacher morale is reasonably high (Acheampong, 2003). Only 13 per cent of teacher respondents indicated that they did not enjoy teaching, although nearly one third stated that they did not intend to remain in the teaching profession.

2.3. Human Resource Management

Human resource management is perceived to be the most important aspect of every organization. According to Price (2003), human resource management consists of the management activities related to investing in human resources: acquiring employees, assessing their performance, providing training and development, and determining the appropriate level and type of compensation.

Most organizations the world over have functional specialist or department which handles human resource management. Regardless of whether an organization has a human

resource manager or not, the head is responsible for assessing needs and for managing his or her own human resources. The school head is responsible for interviewing and selecting job applicants to estimating future needs, appraising performance, identifying training needs, and keep employees who excel, because the organization's competitive advantage is tied so closely to its human resources (Price, 2003).

Human resource activities help organizations obtain and manage employees who have the ability and motivation for high performance. According to Bush and Middlewood (2004), what differentiates between effective and ineffective organizations in this modern world are the quality and commitment of the people who work there. In Education teachers are particularly significant because of the demanding and vital role of developing the potential of children and young people. To ensure that the organization has employees with the needed abilities and skills, human resource management helps plan and implement strategies for acquiring and training human resources (Middlewood, 2004).

To encourage employee motivation, human resource management policies help in the assessment of work, employee compensation, and labor relations. Combined, these practices can enable managers and their employers and their employees to develop into a powerful source of sustainable competitive advantage (Price, 2003).

2.4. Human Resource Management Practices

The twentieth century was marked by increased technology and the increasing complexity and size of organizations, which was multinational. These new arrangements, apart from changes due to the pressures for more flexible production models that would accommodate non-standard products, eventually resulted in work routines that become

more dependent on the skills and knowledge at all levels of the production process enhancing the importance of the human factor to organizations (Rondeau & Wagar, 2001).

According to Robbins (2001), to be abreast with the dynamics of today's world and to achieve a greater commitment from their employees, organizations are changing their internal environment and ways of conducting the work through initiatives like position enrichment, encouragement of semi-autonomous or self-managed groups, minimizing the centralized authority and control of previous models which are more flexible forms of production organization combined with the restructuring that occurred in the 1980s like downsizing and reengineering that, in most cases, implied staff reduction, required new organizational structures and urged the need to overcome work management models based on stability and employee loyalty (Robbins & Coulter, 2008).

Human resource practice, which is the human resource process part of human resource management will be examined in this study. Okpara and Wynn (2008) states that human resource practices have been defined as a set of distinct yet interrelated activities, functions, and processes aimed at attracting, developing, and maintaining a firm's human resources.

Human resource practices are viewed as independent variables in most studies that can have an impact on firm performance, which is the dependent variable. They consist of many activities and policies aimed at carrying out the people or the human resource aspect of a management position (McGrath, 1982). This study focused on three practices, which are compensation and benefits management, reward system, and training and development. These practices are chosen because they are known to have the most impact on teachers' performance.

2.4.1. Compensation and reward system

Compensation refers to all forms of financial returns and tangible rewards that employee receives as part of the employment relationship (Harris, 2010). Benefits are indirect financial and non-financial payments employees receive for continuing their employment with an organization (Harris, 2010). Reward system is anything that is extrinsically or intrinsically reinforced, maintain and improve the employees' behavior in an organization (Carol, 2013). Compensation is one of the main features used by organizations to attract and retain their most valuable and worthy assets. It is known to have a positive relationship with employee retention. Reward system can affect the performance of the employee and their desire to stay with the organization (John Marshall, 2013). Reward system also plays a vital role in employee engagement, which depends on staff feeling that they are fairly rewarded for their skills, knowledge and contribution (Marshall, 2013).

2.4.2. Training and development

Training and development refers to a systematic development of the knowledge, skills and attitudes required by employees to perform adequately in a given task or job (Price, 2003).   It is regarded as the most common human resource practice (Marshall, 2013). When employees feel that training is available at all times, they will have a sense of emotional attachment and commitment to the organizations, and are thus less likely to leave their jobs (Guest, 2001). Harris (2010) also suggested that training is an important determinant of employee retention. This is further supported by (Korman & Kraut, 1999).

Furthermore, when managers provide opportunities for training and support regarding career development, they help create employee development and drive employee engagement (Guest, 2001).

Training and development is related in many ways to employee performance in organizations. Firstly of all, training programmes increase the organizations specificity of employee skills, which, in turn, increases employee productivity and reduces job dissatisfaction that results in employee turnover (Guest, 2001). Secondly, developing internal personnel through training reduces the cost and risk of selecting, hiring, and internalizing people from external labour markets, which thereby increases employee productivity and reduces turnover.

Training and development which strengthens job security requires a certain degree of reciprocity. A company that trains and develops its employees enhances their performance. This increases employees' productivity, commitment, and lowers employee turnover. Companies may also assist their employees in career planning. In doing so, companies encourage employees to take more responsibility for their own development, including the development of skills viewed as significant in the company (Guest, 2001).

Rapid-growth firms depend heavily on the abilities and efforts of their employees to maintain their growth-oriented strategies. The fast-growth firms used training programs to achieve their objectives and emphasized employee development to a significantly greater extent than their slow-growth counterparts. (Marshall, 2013). Therefore, training and employee development practices are more common in rapid-growth firms than slow growth ones.

Guest (2001) examined the growth strategies in the retail sector and suggested that modern retailers should place more emphasis on the policies and practices that could contribute to staff retention, rather than on the immediacy of recruitment and selection.

Appelbaum (2001) reviewed the changes in the area of human resource development in Japan and observed that some companies and industries have shifted towards a more strategic approach that emphasizes the impact of effective learning at both individual and organizational levels on long-term organizational competitiveness.

In the words of Martin (2011), education and development of employees have a significant effect both upon the personnel productivity and the sort-term and long-term indicators of organizational performance.

Guest (2001) investigated the effects of HR practices of firms found out that structural training and development and retention-oriented compensation were related to various measures of firm performance. Appelbaum (2001) in searching the links between human resource practices and organizational performance proposed that career development programmes demonstrate a true interest of the organization for the growth of its personnel, which, in turn, stimulates commitment and devotion, which, subsequently, raises personnel productivity and consequently economic output. Julius (2000) examined the manufacturing industry in Spain and found that quality management practices related to product design and development, together with human resource practices, are the most significant predictors of operational performance.

According to Michie and Daft (2003) they found after their investigation into the relationships between institutions of flexible work practices and corporate performance and that low levels of training are negatively correlated with corporate performance. Training

is perceived to reflect an overall organizational strategy that involves adding increased value, as opposed to reducing costs. Many of the world's most successful institutions are aware that the provisions they make for training and development activities lie at the heart of their ability to attract and retain the best employees for their organization. It is therefore imperative that employers provide an opportunity for their workforce to learn as proactive development schemes will not only improve the capabilities of their team but will also motivate staff and subsequently engender a more loyal employee set (Delaney & Smith, 2006).

Delaney and Smith (2006) opined that investment in training measures and the implementation of development schemes are becoming increasingly acknowledged as vital elements of HRM and studies across a wide range of industries and sectors have all found a positive correlation between investment in training and employee commitment.

Studies completed by Clark (2003) focus on employee commitment among hospital administrators, nurses, service workers, and clerical employees, as well as on scientists and engineers from a research laboratory; both confirm that employees were more committed to their jobs and the achievement of the objectives of the organization when they felt that the company cared about their training and development needs. In a nutshell, suitable training contributes effectively to employee retention because it makes employees feel recognized for their strengths, and it creates possibilities to develop their qualities and potentials (Delaney & Smith, 2006).

1. **Importance of Training and Development of Staff**

Training is not a separate activity that can be limited to the training school. It must be closely connected with the work places of those that are to be trained. Training is one of the most important activities of Human Resource Management in organizations. There are advantages to drawing on outside sources for training, as it provides a range of skills that very few organizations can maintain in – house and means that the training personnel needs only think of what is needed to provide good training. It also provides the opportunity of saving in costs.

According to Marshall (2013), training provision by organizations is largely focused on the development of managerial talent. Training and development have often been confused and therefore loosely used as meaning the same thing. From the human resources management perspective, training means an exploration of job – related skills, while development often denotes the broad scope of training. Thus, development is a follow-up activity to training and is embarked upon at a higher level of management (Delaney & Smith, 2006).

In a related development, Loosemore (2003) reiterated that, training is a process of teaching a worker how to perform tasks. It is a means of altering a worker's behaviour and attitudes in order to increase the opportunities for improved work performance. Training can also be seen as a learning process whereby people acquire skills, concepts, attitudes or knowledge to aid in the achievement of goals. It involves a systematic approach to the teaching of specific and immediate usable skills. The major goals of personnel training is the improvement of worker's performance over time (Loosemore, 2003).

Loosemore (2003) further stated that effective training enables workers to develop better understanding of their work and provide the ability to cope with organizational,

social work and provide the ability to cope with organizational, social and technological changes.

2. **Training Needs of Human Resources in Schools**

Peretomode (2007) posits that employees may become obsolete and rustic if they do not update themselves with new work, methods, skills and knowledge about their work, organization and environment. The entire organization may also become rustic and obsolete if it lacks a systematic means of continually developing and reviewing organization capabilities.

Peretomode (2007) again postulates that employee training and development is as dynamic as the environment itself. This truly has an implication for the staff in service, the need to develop on the job and keep abreast with the continual changes in the job which may be conditioned by changes in the environment in terms of scientific, technological and socio-cultural and economic advancement.

The deficiency in the training programme of most human resources needs to be remedied through a system of staff training (Sims, 1994). Peretomode (2007) highlighted the determinants of training as acquiring more conceptual knowledge, skills and competencies both in teaching areas and non-teaching areas, obtain a high academic or professional qualifications in school organization hierarchy, to meet up with the new changes in the educational system, the new methods, techniques and technological developments, to keep the staff in the system, procure job security. Those who improved themselves on the job have greater chances on the job, and also the presence of aging staff and explosion of knowledge has been noted that with age, human beings suffer from

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diminished validity, creativity and flexibility, staff can be assisted to remain or once again become vibrant, vital, productive and pertinent through staff renewal activity, the declining rate of mobility and high tenure density coupled with less hiring new blood, the increasing heterogeneity of staff in the system (Peretomode, 2007).

Price (2003) indicates that irrespective of the method of training that staff engaged in, the importance is to improve their teaching skills and use of teaching aids, evolve modern methods of evaluating students and above all, make them have a deeper knowledge of their teaching subjects. Equally important is the team work among staff, development of self-confidence in school leadership and effective classroom control. Also, that the training activities equip the trainees to contribute more meaningfully to the realization of educational objectives in the school and in the understanding of how the socio-economic and cultural values of the society influence school work.

Mankoe (2007) in his study endorsed the concept of in-service training for administrative staff at all levels. Mankoe expressed that there is need to upgrade quality of leadership, school system and institutions offering education in order to achieve effective programmes of selecting and preparation.

2.4.3. Recognition

Psychologists have recognized for a long time that satisfaction of needs is the motivation behind all actions (Whawo, 2003). This satisfaction or reward might be money, promotion, recognition, acceptance, receipt of information, or a feeling that comes from doing a good job. People act in a way that perceive to be in their own best interest is irrelevant but what counts is that he or she believes it to be so. Even if an action appears to

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be irrational, such as handing in a resignation because of a minor misunderstanding at work, to the individual resigning, the act may be totally in keeping with what he or she believes to be in his or her best interest.

Viewing from administrative perspectives, managers can develop a exceptional reward system if they understand what their employees believe to be their best interest. Not all individuals value the same type of rewards. Consequently, a rewards program must be flexible enough to meet the expectations of the individual employees (Whawo, 2003). It is very necessary to structure a reward program in such a way that people realize they are acting in his best interest of the organization. This exemplifies the importance of reward in an "expectancy model". Reward must be linked to behaviour that the organization system classifies as desirable. The employee should recognize that good job performance is compatible with its self-interest. Employees should recognize that the rewards system also will satisfy their own needs. Managers must analyze and interpret the needs of the employees Seniority (Whawo, 2003).

2.5 Employee Retention

Some people view employee retention as the result of the implementation of policies and processes that assist employees to remain with the company because of the provision of a work environment that meets their needs (Schalkwijk, 2000; Kochar 1988). Employee retention is the 'converse of turnover being the sum of voluntary and involuntary separations between an employee and his or her organization (Imazaki, 2005). The discussion of employee retention within the context of employee turnover is insufficient;

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instead, focus should be on the way in which employee retention promotes the preservation of a workforce that is able to meet the corporation's needs.

The retention of talented employees is an advantage to an organization because employees' knowledge and skills are central to a company's ability to be economically competitive (Atkinson, 2005). Employee retention becomes increasingly important to organizations because periodic labour shortages can reduce the availability of high performing employees (Anantharaman, 2003); thus, workers are searching for better employment opportunities, and firms are seeking to improve the productivity of their workforce (Leeves, 2000). However, there are challenges in attempting to retain employees (Bach & Sisson, 2000). HR executives can find that attracting and retaining talent is a problem (Armstrong, 2003) because of bounded rationality, particularly of cultural and social norms associated with the country (Hoar, 2004).

According to David (2008) organizations have to tolerate the cost of hiring, and the cost of losing, their employees; therefore, organizations try to keep their existing staff. In fact, this retention of employees and their appreciated skills helps the organization to preserve their investment of employee training, which causes lower loss of human capital and yields higher retention.

Organizations should take steps to retain employees, to avoid unwanted turnover due to stress, low-job satisfaction unsatisfactory working condition, and inadequate benefits. Researchers demonstrate that organizations use different techniques to retain their employees, such as having compensation, training and development, competitive work environment, and other benefits. Employee retention is the main aim and the major concern for most organizations (Imazaki, 2005).

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2.6 Types of Employee Turnover

Heneman and Judge (2006) provided four types of employee turnover that are categorized into two namely, involuntary turnover instigated by the employer, and voluntary turnover prompted by the employee.

2.6.1 Involuntary Turnover

Heneman and Judge's (2006) stated that, categorization of involuntary turnover is either by discharge or downsizing. Discharge turnover concerns the removal of poorly-performing or dishonest employees from an organization, while downsizing turnover is a necessary activity to increase the effectiveness of an organization and its ability to meet shareholder targets (Donoghue & Castle, 2006).

2.6.2 Voluntary Turnover

Donoghue and Castle (2006) indicated that voluntary turnover is separated into two further types: avoidable and unavoidable turnover. Avoidable turnover concerns the exit of an employee from an organization under circumstances that could have been avoided: if the employee had felt more valued, for example. Conversely, unavoidable turnover relates to employee exit that occurs independently of any action that the firm could have taken: such as an employee passing away unexpectedly, or compulsory relocation.

Heneman and Judge's (2006) stated that in categorization there are some elements of employee turnover that are beyond the control of management. In recent years, however, one role of HRM has been to identify elements of turnover that were traditionally classified

as unavoidable and find methods of counteracting them. For example, historically many people would have viewed an individual's decision to leave work in order to raise a child as unavoidable turnover. Today however, pressure is placed on HRM to develop policies that no longer render this unavoidable, by putting provisions in place to allow the individual to continue to work while also meeting family commitments (Ongori, 2007).

Dess and Shaw (2001) define involuntary turnover as 'an employer's decision to terminate the employment relationship' and voluntary turnover as 'an employee's decision to terminate the employment relationship'.

2.7. Causes of Employee Turnover

2.7.1 Attitude of the Employee and Personal Factors

There is a need to consider both organizational and personal factors in considering employee retention (Kyndt, Dochy, Michielsen & Moeyaert, 2009). Employees' work-related attitudes predict turnover rates. Employee turnover rates and job satisfaction are factors that have been extensively researched. Shawn (2011) examined the relationship between job satisfaction and turnover and found it to be negative which means that the turnover rate is high when employees do not feel satisfied in their job and intend to leave their organization

2.7.2 Performance Appraisal and Feedback

Performance appraisal is an important HR practice (Kuvaas, 2006). According to Poon (2004) honest feedback about an employee may rebound unfavourably within organizations. Furthermore, performance appraisal is about increasing insight of being appreciated and being part of the team in organization (Levy & Williams, 2004). It has

been argued that dissatisfaction with performance appraisals affects job satisfaction, and in turn affects employee retention (Poon, 2004).

2.7.3 Lack of Recognition and Reward

Poon, (2004), opines that employee satisfaction and job retention can be achieved through recognition. Employee turnover is also due to a lack of recognition and reward, and that recognition helps in retaining the sincere employee and saves time and money to recruit new people and it also encourages other workers to do a good job. Recognition and reward are differentiated by Hansen, Smith and Hansen (2002), who noted that intrinsic motivation is driven by the particular behaviour of extrinsic motivation and strategic recognition needed by an organization while implementing the reward strategy.

Lack of recognition is a major cause of employee turnover (Apker, Propp, & Zabava, 2009). They found out that one barrier to productivity, and a cause of turnover, is lack of recognition. Younies, Barhem and Younis (2008) found that recognition and reward play an important role as stimulating factors in medical sectors, both non-private and private.

In recent times financial incentives and recognition programs in organizations remains a retention tool, although these strategies still do not address work environment factors such as poor communication, or problematic employee relationships, which are considered to be factors that affect employees' intention to stay (Apker, Propp, & Zabava, 2009).

2.7.4 Lack of Professional and Personal Advancement

This is one of the most common reasons an employee gives for leaving an organization, according to McCabe, Feiock, Clingermayer and Stream (2008). Employees may change jobs for reasons of professional and personal advancement, or to join an employer who provides more attractive pay packages as well as career growth.

Shaw, Duffy and Stark (2000) reveal that frustration and a desire to quit have relevance to low positive affectivity, and are related strongly and negatively to job satisfaction. Commitment towards the organization is degraded if there is a perception of underhanded methods in promotion activities (Mosadeghrad, Ferlie, & Rosenberg, 2008).

2.7.5 Ineffective Communication

Improved team communication in any organization can support and increase employees' attachment to their organizations and teams and in turn increases the level of retention (Apker, Propp & Zabava, 2009). It has been argued that a lack of communication is the main barrier to employees' motivation, and may affect the intention of employees to stay with their organisation (Khan, Farooq, & Imran Ullah, 2010).

Ongori (2007) states that to have lower employee turnover, organizations should make sure they have good lines of communication among staff. Branham (2005) emphasizes that inadequate communication between management and employees, and between departments, is the prime reason a worker quits an organization. Ongori (2007) further identifies a lack of communication between management and workers as resulting in low morale among employees and increases in turnover.

2.8. Strategies for Employee Retention

In order to retain teachers their level of satisfaction have to be increased, but this will only be effective if performed properly (Denisi & Griffin, 2008). The challenge lies in tackling different employee needs, as these are varied (Mello, 2010). Retention programs should be worked out that addresses the needs of employees who seem likely to resign.

Landy (1989) insists that strategies that minimize rates of turnover are relevant to the problem. For example, turnover resulting from ineffective selection practices is not susceptible to improvement. Management is faced with the task of identifying the reasons why employees quit, and taking corrective action. Another strategy is to assess problems of retention by means of exit interviews. These provide an unbiased view of management in the workplace, and pinpoint the reasons for an employee quitting, which cannot be obtained in on-going modes of employee relationships. Offering potential defectors existing, internal job opportunities is another tool for retention (Morris, 2004).

Retaining qualified teachers in the school system has become a nagging issue in several jurisdictions. One would have thought that teacher retention should not be a problem at all in developed countries. If schools in America and other developed countries have challenges in retaining teachers in their basic schools then it would not be a surprise if a developing country like Ghana has problems or challenges in her teacher retention.

Ingersoll (2001) stated that studies in Boston and Dallas give a clearer picture of why teachers leave the teaching field in search of greener pastures. Ingersoll intimated that the implication of rampant teacher changes is that teaching quality matters a lot. Students are the unfortunate victims because they face several bad teachers in a row and these results in devastating odds against their success. Another scholar also indicated that at every level

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of education delivery, the churning staff turnover in schools has high costs. As a result, too many of the schools are riding a downward spiral that diminishes the dreams of both the teachers and their students.

The way forward is for stakeholders to balance the teacher preparation and recruitment efforts with stronger efforts to retain and reward the good teachers who are in the system. Simply replacing those who leave with short-term quick fixes serves only to keep the revolving door spinning (Goodlad, 1994).

In proffering answers to the nagging question of teacher retention in schools, another pertinent question can be posed, thus, how can we reduce high teacher turnover in our schools? Suggestions by Ingersoll (2001), alludes to the situational critical strategies that could be tapped. In the view of Ingersoll, to fix the problem we need to understand the cause. Ingersoll consequently intimated that four major factors are especially prominent influences on whether and when teachers leave specific schools or the profession entirely. These measures are: salaries, working conditions, preparation and mentoring support in the early years of teaching.

Berry and Hirsch (2005) in their research findings took note of the reasons for teacher dissatisfaction and their impact on teacher turnover. They maintained that working conditions and salaries are both significant reasons for leaving, but the relative importance of these features varies depending on the specific teachers' experiences. Poor administrative supports are mentioned more often by teachers leaving low-income schools where working conditions are often more stressful, while salaries are mentioned somewhat more often by teachers leaving more affluent schools.

On the issue of salaries as a basis for teacher retention or teacher turnover, Ingersoll (2001) indicated that there is substantial evidence that wages are at least as important to teachers in their decision to quit teaching as they are to workers in other occupations. Teachers are more likely to quit when they work in districts with lower wages and when their salaries are low relative to alternative wage opportunities. The effects of wage differentials are strongest at the start of the teaching career, but the effects of wages on retention persist at higher levels of experience as well.

According to Ingersoll (2001), teachers in high demand fields like mathematics and science are especially vulnerable to salary differences in their decisions to remain in teaching. Such fields have especially high opportunity costs for remaining in teaching given much higher salaries in alternative occupations; the attrition rates in these fields are significantly higher than in other fields. Higher salaries also appear to attract better-prepared and higher-quality teachers.

Ingersoll (2001) maintained that working conditions, including professional teaching conditions, play a substantial role in decisions to leave teaching in a particular school or district, and they contribute to decisions to leave the profession altogether. Ben-Peretz (2000) showed that teachers' plans to remain in teaching are highly sensitive to their perceptions of their working conditions. The proportion of teachers who report that they plan to remain in teaching as long as they are able are strongly associated with how teachers feel about the administrative support, resources, and teacher voice and influence over policy in their schools There are large differences in working conditions that affect teachers in high- and low-wealth schools.

Teachers in more advantaged communities experience much easier working conditions, including smaller class sizes and pupil loads, and much more control over decision making in their schools.

According to Brewer (1996) some studies have found that teacher attrition seems related to the demographic characteristics of schools' student populations. Specifically, teachers' transfer from high-minority schools into schools with fewer minority students. However, other data suggest that much of this flight is due to the difficulties posed by the kinds of working conditions that often pertain in high-minority, low-income schools. For example, a California survey found that teachers in high-minority, low-income schools report significantly worse working conditions – including poorer facilities, less availability of textbooks and supplies, fewer administrative supports, and larger class sizes, and that teachers are significantly more likely to say they plan to leave a school soon because of these poor working conditions. A subsequent analysis of these data confirmed that turnover problems are more strongly influenced by school working conditions and salary levels than by student characteristics in these schools.

Another factor that influences teacher attrition and retention from/in schools is 'beginning teacher mentoring' which is advocated by Lewis and London (2009). There is also clear evidence that beginning teachers who have access to intensive mentoring by expert colleagues are much less likely to leave teaching in the early years.

Ben-Peretz (2000) also posited that teachers often leave when they encounter environments that lack professional support. Ongoing encouragement from school leadership, teacher unions and school districts is essential, especially with regard to financial incentives that promote teacher retention. With the growing influence of

standardized testing to measure a child's progress, teachers feel less able to teach to anything but the test, causing dissatisfaction among these professionals.

2.8.1. Leadership

The effect of leaders' influence on workers' work-related experience cannot be underestimated. The role of the leader has become vital, especially in an environment that is constantly changing (Cope & Waddell, 2001). In many cases, the caliber of the relationship between the worker and his or her immediate director is the most powerful indicator of job satisfaction. This connection between management performance, leadership, and satisfied workers is easiest seen in new workers, who generally equate their feelings about their work with the quality of their leaders. An inaccessible or insensitive management style costs an organization both directly and indirectly. Low productivity, frustrated workers, loss of time, and money spent to enhance the confidence of the staff are reflections of workers' attitudes.

There is no doubt that leadership styles are at the heart of the success of every organization and strongly influence the firm's overall performance (Rowe, Cannella, Rankin, & Gorman, 2005). Different managers adopt different styles, and experts have argued that style of leadership is inextricably linked to the achievement of management goals and the ability of managers to motivate their team (Barling & Kelloway, 2000).

Nevertheless, the literature reveals little agreement on the role of leadership. Management literature clouds the definition of leadership work and fails to create a clear-cut distinction between, for example leaders and non-leaders, or effective and weak leaders, neglecting the characterization levels of the management. Regardless of this problem, it is

widely thought that leadership is a vital element in the ethos of an organisation and people's perceptions of its management (Heller, & Mount, 2002). Many researchers investigate the effectiveness of leadership configurations and the behaviours of leaders (Avery, 2004) but there are many questions still to answer.

2.8.2. Job Satisfaction

Job satisfaction refers to 'the attitudes and feelings people have about their work (Armstrong, 2003). Armstrong stated further that it is simply how people feel about their jobs and different aspects of their jobs, it has also been defined as an individual's affective reaction to his work environment (Dole & Schroeder, 2001). Job satisfaction may be divided into two elements: intrinsic and extrinsic (Clark, 2003). Intrinsic job satisfaction refers to the internal state associated with characteristics inherent in a job, such as utilization of skills, the amount of job complexity and opportunity for control (Cowin, Johnson, Craven, & Marsh, 2008). Extrinsic job satisfaction refers to tangible aspects such as wages, work, and benefits.

The level of job satisfaction is affected by a range of intrinsic and extrinsic motivating factors, including the quality of supervision, social relationships with the work group and the degree to which individuals succeed or fail in their work (Armstrong, 2003). Armstrong (2003) see job satisfaction as having a significant effect on organizational performance in that the discretionary behaviour that helps firms be successful is most likely to occur when employees are well-motivated and feel committed to the organisation, and when the job gives them a high level of satisfaction. They find that key factors affecting

job satisfaction include career opportunities, job influence, teamwork, and the degree to which the job is challenging.

Job satisfaction has a number of facets such as satisfaction with work, pay, supervision, quality of work life, participation, organizational commitment, and organizational climate. Researchers have verified the importance of pay, work organisation and work conditions in shaping job satisfaction (Maertz & Griffeth, 2004; Taplin & Winterton, 2007). Although these facets are correlated, satisfaction with one facet does not guarantee satisfaction with all other facets (Kavanaugh, Duffy & Lilly, 2006).

2.8.3. Organizational Commitment

Organizational commitment is multidimensional, involving employees' loyalty to the organisation and their willingness to achieve its goals, maintain its values and nurture its membership. Organization commitment is also defined as the degree of identification and involvement that individuals have with their organization's mission, values and goals (Price, 2003). It has been argued that this commitment is influenced by the organization's norms and practices (Kyndt, et al., 2009), and especially by the organizational climate (Kaliprasad, 2006). Offering another point of view, Foote, Seipel, Johnson and Duffy (2005) identified organizational commitment as both an antecedent and a consequence of any number of work-related variables.

The need for more complex, scholarly demanding procedures to teaching emphasis that teacher commitment will continue to be pertinent for excellent education. Teacher commitment is nourished by conditions that serve as key elements in the workplace without which, the commitment level of teacher will not be fully realized. They are; job design characteristics, feedback, autonomy, participation, collaboration, learning opportunities,

resources and security. Organizational commitment is seen as the pivot around which the success of every daring organization evolves. Kyndt, et al. (2009) indicated that organizational commitment is seen as an organizational members' psychological attachment to the organization. Organizational commitment plays a vital role in determining whether or not a member will stay with the organization and contribute zealously towards the achievement of the organizational goals for the total success of every established and ready to succeed organization of which the school is not an exception.

Organizational commitment entails an individual's sense of belonging and positive contributions towards the realization of an organizational target (Ketchand & Strawer, 2001). Similarly, teachers' varied personalities and beliefs also enrich collegiality when yoked positively at the working environment. Teachers have their own ideas regarding effective teaching and learning, however, collaboration requires all faculty members to come to a consensus regarding their beliefs and goals.

Tschannen-Moran (2001) also suggested that teachers must sacrifice some of the autonomy they value so high in order to reap the potential benefits of greater collegiality and collaboration. Diez and Blackwell (2002) state that as teachers are trained to work independently in their classrooms, they are unwilling to relinquish some of their autonomy for successful collaboration.

Organizational commitment is as a strong belief in and acceptance of the organization's goals and values; a willingness to exert considerable effort on behalf of the organization; and a strong desire to maintain membership in the organization. Bezzina (2006) proposed a three-component model of organizational commitment according to the nature of the bond that exists between an employee and employer.

1. **Affective commitment:** is defined as the employee's positive emotional attachment to the organization. Affective commitment is the "desire" component of organizational commitment. An employee who is effectively committed strongly identifies with the goals of the organization and desires to remain a part of the organization. This employee commits to the organization because he/she "wants to". This commitment can be influenced by many different demographic characteristics: age, tenure, sex and education but these influences are neither strong nor consistent. The problems associated with these characteristics are that while they can be seen, they cannot be clearly defined. Positive relationship between tenure and commitment may be due to tenure related differences in job status and quality (Bezzina, 2006).

2. **Continuance commitment:** According to Bezzina (2006), the continuance commitment is the "need" component or the gains verses losses of working in an organization. "side bets", or investments are the gains and losses that may occur should an individual stay or leave an organization. An individual may commit to the organization because he/she perceives a high cost of losing organizational membership. Things like economic cost (such as pension accruals) and social costs (friendship ties with co-workers) would be cost of losing organizational membership. But an individual does not see the positive cost as enough to stay with an organization they must also take into account the availability of alternatives (such as another organization), disrupt personal relationship and other side bets" that would be incurred from leaving their organization. The problem with this is that these "side bets" do not occur at once but that they "accumulate with age and tenure".

In a whole the continuance commitment is seen as the degree with which you believe that leaving the organization would be costly. If you have a high level of continuance commitment, you will stay with an organization because you feel that you must stay. For instance, you may fear leaving your job may lead to an unacceptable length of unemployment. On the other hand you may feel you will lose a certain degree of status if you quit a well-respected organization.

Bezzina (2006) stated that an individual commits to and remains with an organization because of feelings of obligation, the last components of organizational commitment. These feelings may derive from a strain on an individual before and after joining an organization. For example, the organization may have invested resources in training an employee who then feels a "moral" obligation to put forth efforts on the job and stay with the organization to "repay the debt". It may also reflect an internalized norm, developed before the person joins the organization through family or other socialization processes, that one should be loyal to one's organization.

The employee stays with the organization because he/she "ought to". But generally if an individual invest a great deal they will receive "advanced rewards". Normative commitment is higher in organizations that value loyalty and systematically communicate the fact to employees with rewards, incentives and other strategies.

3. **Normative commitment**: is also high where employees regularly see visible examples of the employers being committed to employees' well-being. An employee with greater organizational commitment has a greater chance of contributing to organizational success and will also experience higher level of job satisfaction. High levels of job satisfaction, in turn, reduces employees turnover and increases the organization's

ability to recruit and retain talent. Bezzina (2006), based the research in this area more on theoretical evidence rather than empirical, which may explain the lack of depth in this section of their study compared to others. They drew off Wiener's (2005) research for this commitment component. Normative commitment is the degree to which one feel obligated to the organization or believe that staying is the right thing to do. Here you believe you ought to stay.

A commitment profile is the interaction between these three commitment components. The three components can have a significant effect on retention, work performance and member well-being. There is a negative relationship between affective, normative and continuance commitment and member's intention to voluntarily leave an organization. In other words, low affective, continuance and normative commitment increases the likelihood that a member will leave the organization while high levels of affective, continuance and normative commitment are related to high retention rates.

It is believed that through enhancing jobs, increasing rewards, and empowering employees employers can increase the organizational commitment of their workforce (Ongori, 2007). Retention demands listening to, and also working with employees. The first two years' work in any organisation is a challenging and critically important time that requires employees to have a special perspective and use special strategies to survive (Laroche & Rutherford, 2007).

CHAPTER THREE

METHODOLOGY

3.0. Introduction

This chapter discusses the research design, population of the study, sample and sampling techniques, data collection instruments, piloting, data collection procedure, data analysis and ethical considerations.

3.1. Research Design

The descriptive cross sectional survey design was used for the study. According to Patton (2002), descriptive cross sectional design interprets, synthesizes, integrates data and points to implications of the study. The researcher chose this design as the study was conducted in the natural setting, and explained phenomena from the perspective of the person being studied and produce descriptive data from the respondents own written or spoken words (Creswell, 2003).

The descriptive cross sectional survey design enabled the researcher to obtain information from sample of teachers' representative of the entire population. The descriptive cross sectional survey design was adopted because it had the advantage of providing useful information from a large group of people and also enabled the researcher

to get a broad and accurate responses on issues on the influence of human resource management practices on teachers' retention. The design provides a meaningful picture of events and seeks to explain people's behaviour on the basis of data gathered.

3.2 Population for the Study

According to Bernard (2001) population in research refers to the aggregate or totality of objects or individuals regarding which inferences are to be made. The target population for the study involved all the head teachers and teachers of the 14 basic schools in the Bibiani-Anhwiaso-Bekwai municipality in the Western Region.

3.3 Sample and Sampling Techniques

Sample is the number of items to be selected from the universe to constitute a sample (Kothari, 2004). Kothari again describes a sampling design as a definite plan for obtaining a sample from a given population. In order to obtain a suitable sample size for the study, an updated list of all the head teachers and teachers of basic schools of the Bibiani-Anhwiaso-Bekwai was gotten from the Municipal Director of Education. In all there were 14 JHS headteachers, 14 Primary school headteachers and 226 teachers.

Purposive sampling was first used to select all the 28 Primary and JHS head teachers of the 14 JHS and Primary schools in the study area, due to their position as administrators of the schools. According to Tongco (2007), purposive sampling technique is a deliberate choice of an informant due to the qualities pertaining to the knowledge and experience. Sekaran (1992) postulated that, sample sizes larger than 30 and less than 500

are appropriate for most research. Therefore, simple random sampling was also used to select 50% of the 226 teachers in the 28 JHS and Primary schools in the study area, totaling 141 respondents for the study.

3.4 Research Instrument

A research tool is a specific mechanism or strategy, the researcher uses to collect, manipulate, or interpret data (Leedy & Ormrod, 2005). The researcher used questionnaire with closed ended questions, as the research instrument to collect data from the respondents for the study. The researcher used closed ended questionnaires because it has the advantage of being easy to administer on a large population. Questionnaires also require less time and money compared to other methods like focus group discussions (Merriam, 1998). However, they are limited to only the areas indicated in the questionnaires, and do not give room for self-expression.

3.5. Data Collection Procedure

The researcher sought permission from the Bibiani-Anhwiaso-Bekwai Director of Education before embarking on the study to collect data from the respondents. The researcher formally paid a courtesy call on the respondents to brief them on the purpose of the study first before administering the questionnaire to them. This procedure was followed in order to conform to pre field work ethics. The researcher gave the respondents ample time (two weeks) to fill the questionnaire after which they were collected.

3.6. Data Analysis

The data collected through the questionnaire were cleaned with the aim of identifying mistakes and errors which might have been made. A codebook for the questionnaire was prepared to record all the responses. The data were then computed and processed using the Statistical Package for Social Sciences (SPSS) version 16.0. The statistical analysis was presented in tables with frequencies and percentages in accordance with the research questions of the study. That is to say quantitative analysis was used.

3.7. Ethical Considerations

The study did not in any way use force to gather data from the respondents. The various respondents were given the opportunity to respond freely with no salient intimidation or force or promise of reward or any compromise. The researcher further ensured that the research process and its purpose were adequately explained to the respondents. They were also made aware that any information that they would give out would be used for the purposes of the study and would be treated with the confidentiality that it deserved.

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CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

The chapter presents and analyzes the result of the study. The findings are then discussed with reference to the literature reviewed. The chapter consists of two major sections. Section one provides the demographic characteristics of the respondents. Section two presents the answers to the study research questions.

4.1. Demographic Characteristics of Respondents

The demographic characteristics of the respondents are presented in Table 4.1- 4.4.

Table 4.1: Respondents Gender

Gender	Frequency	Percentage
Male	86	61
Female	55	39
Total	141	100

Table 4.1 shows that majority of the respondents (61%) were males while 39% of the respondents were females.

Table 4.2: Respondents Age

Age	Frequency	Percentage
Less than 31years	21	15
31-40 years	38	27
41-50 years	42	30
51-60 years	40	28
Total	141	100

Again, 15% of the respondents were less than 31 years of age, 27% of the respondents were aged between 31-40 years, 30% of the respondents were aged 41-50 years while 28% of the respondents were aged 51-60 years.

Table 4.3: Educational Background of Respondents

Educational Background	Frequency	Percentage
Diploma in Education	54	38
Bachelor's Degree	52	37
Masters' Degree	35	25
Total	141	100

On respondents educational background, 38% of the respondents were holders of the Diploma in Education, 37% of the respondents were holders of the Bachelor's Degree while 25% of the respondents were holders of the Master's Degree.

Table 4.4: Length of service

Length of Service	Frequency	Percentage
1-5 years	19	13
6-10 years	32	23
11-15 years	44	31
16 years +	46	33
Total	141	100

On respondents' length of service, 13% of the respondents had been in the teaching service for between 1-5 years, 23% of the respondents had been in the teaching service for between 6-10 years, 31% of the respondents had been in the teaching service for between 11-15 years while 33% of the respondents had been in the teaching service for 16 years and above. The analysis of the demographic data indicates that the views of both males and females were adequately represented. Besides, it shows that participants were mostly experienced professional teachers who could provide authentic information on the topic.

4.2 Answers to the Research Questions

Research Question 1: What are the human resource practices in basic schools in the Bibiani-Anhwiaso-Bekwai Municipality?

Human Resource Management Practices

The history of HRM in organizations clearly shows how such practices are connected to the social, political, economic and technological context. The late twentieth century was marked by the technology boom and the increasing complexity and size of organizations, which became transnational. These new arrangements, apart from changes due to the pressures for more flexible production models that would accommodate non-standard products, eventually resulted in work routines "that become more dependent on the skills and knowledge at all levels of the production process" (Rondeau & Wagar, 2001), enhancing the importance of the human factor to organizations. The respondents were therefore asked to indicate the human resource practices in basic schools in the study area. The result in presented in Table 4.5.

Table 4.5 Respondents Opinion on Human Resource Practices in Basic Schools

Statements	Strongly Disagree N (%)	Disagree N (%)	Agree N(%)	Strongly Agree N (%)
There are opportunities for further career development for school teachers through formal training	66(47)	69(49)	6(4)	-
Training needs assessment is carried out every year in relation to school goals and employee competence gaps	73(52)	54(38)	14(10)	-
Teachers are given support in further training endeavors	58(41)	67(48)	9(6)	7(5)
Individual career development plans are placed to achieve school goals	45(32)	77(55)	19(13)	-
Teachers are given salaries and allowance	49(35)	69(49)	17(12)	6(4)
Teachers are given the opportunity to contribute to decisions making.	76(54)	53(38)	12(8)	-
Teachers are recognized and compensated for good work done	64(45)	53(38)	24(17)	

Table 4.5 shows that 47% of the respondents strongly agreed that as part of the human resource practices in the study area, there were opportunities for further career development for school teachers through formal training, 49% of the respondents agreed while 4% of the respondents disagreed. It is gratifying to note that there were opportunities for professional development because in order to achieve the goals and objectives of educational systems, particularly in post-primary education, there is the need for staff professional development. Peretomode (2007) stated that employees may become obsolete and rustic if they do not update themselves with new work, methods, skills and knowledge about their work, organization and environment. The entire organization may also become rustic and obsolete if it lacks a systematic means of continually developing and reviewing the organization's capabilities (Peretomode, 2007).

Again, 52% of the respondents strongly agreed that as part of the human resource management in the study area, training needs assessment was carried out every year in relation to school goals and employee competence gaps, 38% of the respondents agreed while 10% of the respondents disagreed. The result shows that training needs assessment is very paramount in human resource management. In many organizations, a functional specialist or department handles many human resource management responsibilities. But regardless of whether the organization has a human resource manager department, each manager is responsible for assessing needs and for managing his or her own human resources- from interviewing and selecting job applicants to estimating future needs, appraising performance, identifying training needs, and keep employees who excel,

because the organization's competitive advantage is tied so closely to its human resources. In the case of this study, head teachers serve as the institutional human resource manager (Price, 2003).

Also, 41% of the respondents strongly agreed that as part of the human resource practices in the study area, teachers were given support in further training endeavors, 48% of the respondents agreed, 6% of the respondents disagreed while 5% of the respondents strongly disagreed. The cost of education is high and for teachers to receive support in further education as the result depicts is encouraging.

Additionally, 32% of the respondents strongly agreed that as part of the human resource management in the study area, individual career development plans were placed to achieve school goals, 55% of the respondents agreed while 13% of the respondents disagreed. In line with the result, Price (2003) indicated that human resource management consists of the management activities related to investing in human resources: acquiring employees, assessing their performance, providing training and development, and determining the appropriate level and type of compensation so that they can work effectively to achieve set institutional goals.

Moreover, 35% of the respondents strongly agreed that as part of the human resource practices in the study area, teachers were given salaries and allowance, 49% of the respondents agreed, 12% of the respondents disagreed while 4% of the respondents strongly disagreed. Salaries and allowances are the main emolument of human resource in every organization and no matter the circumstances, teachers are always paid at the end of the month.

Moreso, 45% of the respondents strongly agreed that as part of the human resource management in the study area, teachers were given the opportunity to contribute to decisions making, 38% of the respondents agreed while 17% of the respondents disagreed. Decision making is vital in human resource management, therefore if teachers are involved in decision making, it would boost their morale and strengthen cooperation in the teaching and learning process.

Finally, 54% of the respondents strongly agreed that as part of the human resources in the study area, teachers were recognized and compensated for good work done, 38% of the respondents agreed while 8% of the respondents disagreed. The result supports Allen and Helms (2002) assertion that when employees are compensated commensurately with their contribution, their perception of equity and overall individual commitment to job performance increases. If that was the case then it was expected that the teachers would be motivated to work hard to improve their performance.

Dessler (2008) indicates that employees tend to improve their performance when their compensation is related to the actual work that they do. He further claimed that employees need to be recognized and appreciated accordingly in relation to their achievements and accomplishments by the immediate supervisors. Effective employee recognition leads to increased productivity as a resultant of enhanced satisfaction as seen in their commitment and devotion.

Research Question 2: What is the effect of human resource practices on teacher retention in basic schools of Bibiani-Anhwiaso-Bekwai Municipality**?**

Human resource activities help organizations obtain and manage employees who have the ability and motivation for high performance. To ensure that the organization has employees

with the needed abilities, Human Resource Management helps plan and implement strategies for acquiring and training human resources to encourage employee motivation.

Human Resource Management strategies assist in assessment of work, employee compensation, and labor relations. Combined, these practices can enable managers and their employers and their employees to develop into a powerful source of sustainable competitive advantage (Price, 2003). The respondents were therefore asked to indicate the effect human resource practices had on teacher retention in basic schools in the study area. The result in presented in Table 4.6.

Table 4.6 Respondents Opinion on the Effect of Human Resource Practices on Teacher Retention in Basic Schools

Statements	Strongly Disagree N(%)	Disagree N (%)	Agree N(%)	Strongly Agree N(%)
Teachers are assessed on the basis of their performance appraisal for training and promotion	76(54)	59(42)	6(4)	-
Study leave with pay given to teachers to motivate and to retained them	52(37)	81(57)	8(6)	-
Improvement in the salaries of teachers due to continuous professional development	68(48)	65(46)	8(6)	-
Existence of reward and incentive systems to motivate teachers	45(32)	76(54)	12(8)	8(6)
Recognition of teachers' career growth needs	38(27)	84(60)	14(10)	5(3)
Improvement in academic performance of the school due to teacher collegiality	72(51)	69(49)	-	-
Congenial atmosphere for teaching and learning in the school	65(46)	60(43)	16(11)	-

Table 4.6 shows that 54% of the respondents strongly agreed that the assessment of teachers on the basis of their performance appraisal for training and promotion was an effect of human resource practices on teacher retention in basic schools, 42% of the respondents agreed while 4% of the respondents disagreed. Also, 37% of the respondents strongly agreed that study leave with pay given to teachers to motivate them to retain was an effect of human resource practices on teacher retention in basic schools, 57% of the respondents agreed while 6% of the respondents disagreed. Again, 48% of the respondents strongly agreed that improvement in the salaries of teachers due to continuous professional development is an effect of human resource practices on teacher retention in basic schools, 46% of the respondents agreed while 6% of the respondents disagreed.

Likewise, 32% of the respondents strongly agreed that the existence of reward and incentive systems to motivate teachers was an effect of human resource practices on teacher retention in basic schools, 54% of them agreed, 8% of them disagreed while 6% of them strongly disagreed. Similarly, 27% of the respondents strongly agreed that recognition of teachers' career growth needs was an effect of human resource practices on teacher retention in basic schools, 60% of them agreed, 10% of the respondents disagreed while 3% of them strongly disagreed

As well, the entire respondents of 141 were in agreement that improvement in academic performance of the school due to teacher collegiality was an effect of human resource practices on teacher retention in basic schools. Finally, 46% of the respondents strongly agreed that congenial atmosphere for teaching and learning in the school was an effect of human resource practices on teacher retention in basic schools, 43% of the respondents agreed while 11% of the respondents disagreed.

All these results in Table 4.3 supports the outcome of a survey by Chan (2004) that in retention, linking pay to performance is likely to help improve the work force composition. High performers tend to gain a larger share of compensation resources and thus are motivated to stay with the organization. Below to average performers become discouraged and tend to leave the organization. Effect of monetary and non-motivational initiatives on the performance and retention of teachers is recommendable. Martin (2011) in support also found that the education and development of employees have a significant effect both upon the personnel productivity and the short-term and long-term indicators of organizational performance.

Wood (1999) investigated the effects of HR practices of firms found out that structural training and development and retention-oriented compensation were related to various measures of firm performance. Appelbaum (2001) in searching the links between human resource practices and organizational performance proposed that career development programmes demonstrate a true interest of the organization for the growth of its personnel, which, in turn, stimulates commitment and devotion, which, subsequently, raises personnel productivity and consequently economic output.

Research Question 3: What are the Effects of the challenges of human resource practices on teacher retention?

There are challenges in every human endeavor and human resource management in schools is not an exception. In lieu of this the researcher asked the respondents to rate their opinion on the effects of the challenges of human resource practices on teacher retention. The result is presented in Table 4.7.

Table 4.7 Respondents' Opinion on Challenges of Human Resource Practices on Teacher Retention

Statements	Strongly Disagree N(%)	Disagree N (%)	Agree N(%)	Strongly Agree N(%)
Residential accommodation for teachers	64(45)	72(51)	5(4)	-
Low salaries, compensations and reward system.	82(58)	48(34)	11(8)	-
Late payment of salaries to newly recruited teachers posted to the district	34(24)	75(53)	22(16)	10(7)
High work loads of teachers	56(40)	79(56)	6(4)	-
Teachers commuting far from school	65(46)	76(54)	-	-
Inadequate Training and Development for teachers	58(41)	68(48)	9(6)	6(4)
Lack of recognition for high performance	67(48)	69(49)	5(3)	-

Table 4.7 shows that 45% of the respondents strongly agreed that residential accommodation for teachers was a challenges of human resource practices that affect teacher retention, 51% of the respondents agreed while 4% disagreed. Accommodation for teachers was actually a great challenge of human resource practices in the country as there is deficit in housing accommodation. If teachers are given accommodation, it improves their accessibility, regularity, punctuality and their comfort in the service which motivate them to perform and hold on to their job. Also 58% of the respondents strongly agreed that low salaries, compensations and rewards were challenges of human resource practices

which affected teacher retention, 34% of the respondents agreed while 8% disagreed. The result is in line with McGrath's (1982) claim that compensation refers to all forms of financial returns and tangible benefits that an employee receives as part of the employment relationship. Reward system is anything that when extrinsically or intrinsically reinforced, maintain and improve the employees' behavior in an organization (McEvoy, 1997). Reward system can affect the performance of employees and their desire to stay with the organization (Kissler, 1994). Reward system also plays a vital role in employee engagement, which depends on staff feeling that they are fairly rewarded for their skills, knowledge and contribution (Kissler, 1994). Compensation is one of the main features used by organizations to attract and retain their most valuable and worthy assets (Huselid, 1995). It is known to have a positive relationship with employee retention (Kissler, 1994).

This result also agrees with Price (2003) that the way people are paid affects the quality of their work, their attitude towards clients, and their willingness to be flexible and learn new skills (Rynes & Gerhart, 2000). Price (2003) further indicates that a high level of pay and/or benefit relative to that of competitors can ensure that a company attracts and retains high-quality employees.

Again, 24% of the respondents strongly agreed that late payment of salaries to newly recruited teachers posted to the district was also a challenge of human resource practices on teacher retention, 53% of the respondents agreed, 16% of the respondents disagreed while 7% disagreed. Late payment of salaries discourages employees to leave an organization for another while prompt payment of salaries motivates teachers to remain in the service. Table 4.4 again recorded that 40% of the respondents strongly agreed that high work loads of teachers was a challenge of human resource practices on teacher retention,

56% of the respondents agreed while 4% disagreed. High work loads of teachers demotivate teachers and encourage them to leave in search of greener pastures as they may be tired of doing more work that does not commensurate with the salary earned. Ryan and Sagas, (2009) indicated that employees will feel satisfied with their pay if what they are receiving equates to the time, energy, and effort they contribute, with relation to what other workers receive. If they feel that their efforts and contributions exceed the rewards from the organization and job, especially in pay, dissatisfaction may occur that lead to leaving the work.

The entire 141 respondents were in agreement that teachers' commuting far from school was a challenge of human resource practices that affect teacher retention. Teachers who stay far away from school have to pay their own travel expenses to and from school which erodes part of their salary and bringing untold hardship to them. To avoid this situation, teachers should be accommodated in the school premises.

Also 41% of the respondents strongly agreed that inadequate training and development for teachers was a challenge of human resource practices which affect teacher retention, 48% of the respondents agreed, 6% of the respondents disagreed while 4% strongly disagreed. According to Price (2003), training and development refers to a systematic development of the knowledge, skills and attitudes required by employees to perform adequately a given task or job. It is regarded as the most common human resource practice (Korman & Kraut, 1999). When employees feel that training is available at all times, they will have a sense of emotional attachment and commitment to the organizations, and are thus less likely to leave their jobs (Guest, 2001). McEvoy (1997) also suggested that training is an important determinant of employee retention. This is further supported

by Korman and Kraut (1999). Furthermore, when managers provide opportunities for training and support regarding career development, they help create employee development and drive employee engagement (Guest, 2001).

Furthermore, 48% of the respondents strongly agreed that lack of recognition for high performance was a challenge of human resource practices which affect teacher retention, 49% of the respondents agreed while 3% disagreed. Blinder (1990) emphasized that employees want the opportunity for advancement and involvement in the organization and recognition program can help them meet their organizational goals by helping attract and retain high-performing employees.

This revelation supports Allen and Helms (2002) assertion that when employees are compensated commensurately with their contribution, their perception of equity and overall individual commitment to job performance increases. Dessler (2008) also stated that employees tend to improve their performance when their compensation is related to the actual work that they do. He further claimed that employees need to be recognized and appreciated accordingly in relation to their achievements and accomplishments by the immediate supervisors. Jimenez, (1999) argues that effective employee recognition leads to increased productivity as a resultant of enhanced satisfaction as seen in their commitment and devotion.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0. Introduction

This chapter presents the summary of major findings of the study. It also presents the conclusions drawn from the findings as well as recommendations derived from the findings and conclusions of the study. The first section of the chapter summarises the entire study and also presents the key findings. This is followed by the conclusions and recommendations drawn from the findings and then suggestions for further research.

5.1. Summary

The study was conducted to investigate the effects of human resource practices and how they affect teacher retention in basic schools in the Bibiani-Anhwiaso-Bekwai Municipality. The objectives of the study were to find out the human resource practices in basic schools in the Bibiani-Anhwiaso-Bekwai Municipality, to ascertain the effect of human resource practices on teacher retention in basic schools of Bibiani-Anhwiaso-Bekwai Municipality and to identify the challenges of human resource practices and how they affect teacher retention.

A descriptive cross sectional survey design was used for the study. The researcher used closed ended questionnaire to collect quantitative data for the study. The target population for the study involved all the head teachers and teachers of the Basic schools in the Bibiani-Anhwiaso-Bekwai Municipality of the Western North Region of Ghana. Purposive sampling was used to select all the 28 head teachers of the 14 basic schools in the study area, due to their position as administrators of the school. Simple random

sampling was also used to select 50% of the 226 Teachers in the 14 basic schools, totaling 141 respondents for the study. The data collected was analyzed using descriptive statistics, notably, frequencies and percentages.

5.1.1 Key findings

The study revealed that the five most important human resource practices in the study area were: opportunities for further career development for school teachers through formal training; training needs assessment carried out every year in relation to school goals and employee competence gaps; teachers given support in further training endeavors, individual career development plans placed to achieve school goals; and that teachers are given salaries and allowances at the end of the month.

The study also revealed that human resource practices in the study area had positive effect on teacher retention. Notable among them were that teachers were promoted based on their performance appraisal teachers were given study leave with pay to motivate them to stay, salaries of teachers were improved due to continuous professional development, there is a reward and incentive system to motivate teachers to stay, teachers' career growth needs were recognized and were given training to improve their competencies and that there is improvement in academic performance of the school due to teacher collegiality.

The study further revealed that the challenges in human resource practices which affected teacher retention were: residential accommodation for teachers; low salaries; compensations and reward system; late payment of salaries; high work loads of teachers, teachers commuting far from school, lack of training and development; and non-recognition of high performance.

5.2. Conclusions

It is concluded based on the findings of the study that positive human resource management practices promotes teacher retention. Prominent among them were that teachers are assessed on the basis of their performance appraisal for training and thereafter given promotion, teachers are given study leave with pay to motivate them to stay, salaries of teachers are improved due to continuous professional development and that there is a reward and incentive system to motivate teachers to stay.

The negative or challenges associated with human resource practices could serve as a push factor that would cause teachers to leave a particular school or the service entirely. Significant among them were residential accommodation for teachers, low salaries, compensations and reward system, late payment of salaries and high work loads of teachers, teachers commuting far from school, lack of training and development. It is also concluded that good and effective human resource practices lead to teacher commitment, productivity and retention.

5.3. Recommendations

It is recommended based on the findings that:

1. Teachers should be recognized and awarded at regular intervals by the Ministry of Education to motivate them to improve on their performance.

2. The Ghana Education Service should increase the salaries of teachers to commensurate with their heavy workload to boost their morale and confidence in the teaching profession.

3. Residential accommodation should be provided employees in all educational institutions to facilitate teaching and learning to improve students' academic performance.

4. The Ghana Education Service should ensure prompt payment of salaries to its employees to motivate them to be committed to their job and help retain them in the teaching profession.

5.4. Suggestions for Further Study

It is suggested for further study to be conducted to investigate the effect of human resource practices on teacher retention in the remaining basic schools of the Bibiani-Anhwiaso-Bekwai Municipality

It is also suggested for further study to be conducted to investigate the effect of human resource practices on teacher retention in the senior high schools of the Bibiani-Anhwiaso-Bekwai Municipality.

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UNIVERSITY OF EDUCATION, WINNEBA

QUESTIONNAIRE FOR TEACHERS

SECTION A: RESPONDENTS INFORMATION

1. Indicate your gender by ticking the appropriate box.

Male ( ) Female ( )

2. Indicate your age in the appropriate box

(a) Less than 31 years (   )

(b) 31 – 40 ( )

 (c) 41 –50 ( )

(d) 51 – 60 ( )

3. What is your highest Academic qualification?

(a) Diploma in education

(b) Bachelor's Degree ( )

(c) Master's Degree ( )

4. How long have you been in the teaching service?

1 - 5 years   ( )

11- 10 years   ( )

11- 16 years ( )

16 years +   ( )

SECTION B: HUMAN RESOURCE PRACTICES IN BASIC SCHOOLS

The following relates to the human resource practices undertaken by the district. Please, respond to the statements by ticking [√] the number on the 4-point likert scale using the following keys: 1=**Strongly Agree, 2= Agree, 3=Disagree, 4=strongly Disagree**, as sincere as possibly.

	Statements	Strongly Disagree	Disagree	Agree	Strongly Agree

5	There are opportunities for further career development for school teachers through formal training				
6	Training needs assessment is carried out every year in relation to school goals and employee competence gaps				
7	Teachers are given support in further training endeavors				
8	Individual career development plans are placed to achieve school goals				
9	Teachers are given salaries and allowance				
10	Teachers are recognized and praised for good work done				
11	Opportunity for teachers to contribute to decisions making.				

SECTION C: EFFECT OF HUMAN RESOURCE MANAGEMENT PRACTICES ON TEACHER RETENTION

The following relates to the effects of human resource management practices on teacher retention. Please, respond to the statements by ticking [√] the number on the 4-point likert

scale using the following keys: 1=**Strongly Agree, 2= Agree, 3=Disagree, 4=strongly Disagree**, as sincere as possibly.

	Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
12	Teachers are assessed on the basis of their performance appraisal for training and promotion				
13	Study leave with pay given to teachers to motivate them to be retained				
14	Improvement in the salaries of teachers due to continuous professional development				
15	Existence of reward and incentive systems to motivate teachers				
16	Recognition of teachers' career growth needs				
17	Improvement in academic performance of the school due to teacher collegiality				
18	Congenial atmosphere for teaching and learning				

SECTION D: CHALLENGES OF HUMAN RESOURCE MANAGEMENT PRACTICES IN BASIC SCHOOLS

The following relates to the challenges facing teachers. Please, respond to the statements by ticking [√] the number on the 4-point likert scale using the following keys: 1=**Strongly Agree, 2= Agree, 3=Disagree, 4=strongly Disagree**, as sincere as possibly.

	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
19	Residential accommodation for teachers				
20	Low salaries, compensations and reward systems				
21	Late payment of salaries of newly recruited teachers posted				
22	High work loads of teachers				
23	Teachers commuting far from school				
24	Inadequate Training and Development for teachers				
25	Recognition of high performance				