

**UNIVERSITY OF EDUCATION, WINNEBA**

**FACTORS THAT INFLUENCE THE RECRUITMENT AND  
RETENTION OF BASIC SCHOOL TEACHERS: A CASE STUDY  
OF ABLEKUMA NORTH SUB METRO**



**FAAKYEWAA MENSAH**

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**A DISSERTATION IN CENTRE FOR TEACHER DEVELOPMENT AND  
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(MENTORSHIP) DEGREE**

**JANUARY, 2019**

## DECLARATION

I, Faakyewaa Mensah declare that this Dissertation, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been presented for any other degree elsewhere.

**SIGNATURE**.....

**DATE**.....

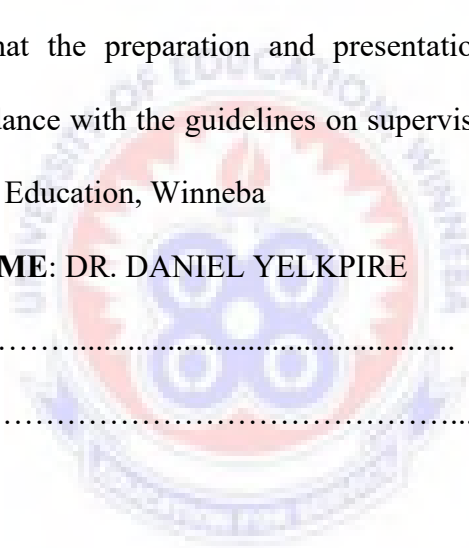
## SUPERVISOR DECLARATION

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

**SUPERVISOR NAME:** DR. DANIEL YELKPIRE

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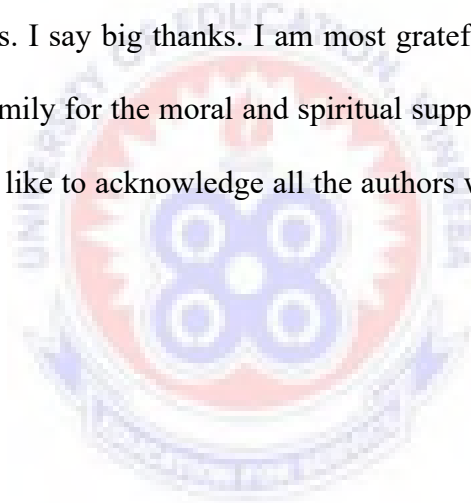
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## **DEDICATION**

This work is dedicated to my husband and my lovely kids



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## ABSTRACT

The purpose of this study is to find out the factors affecting teacher recruitment procedures and retention in the basic schools in Ablekuma North Sub Metro Education Directorate. Descriptive survey design was adopted to collect data to answer research questions concerning the status of the subject of the study. The population for the study comprised all the teachers of the 105 public schools. Stratified random sampling method was employed by the researcher in selecting the schools for his study. Five circuits with an average of 20 teachers per circuit were randomly selected for the study. Questionnaire was the main instrument used in the collection of data for the study. The major finding of the study was that there is a problem with quality of teachers, because the non-professional ones in the district form about 30% of the teacher population. Two major factors that made teachers to stay for long periods of time in the district were that most teachers were indigenes of the district and the low cost of living in the district. Finally, teachers suggested that there should be improved conditions of service for them. Based on the findings, some recommendations were made among which are that, more professional teachers should be posted or transferred to the district. Besides, more indigenous teachers should be sponsored into the Colleges of Education.



## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the study

The Educational Review Committee of 1966 reported a noticeable fall in educational standards in the country since Independence. They therefore called for plans to increase the supply of trained teachers in order to eliminate pupil teachers in the shortest possible time and also meet the demands of the population of children of school-going age of 5 to 15 years which was expected to be growing from 2-3 million between 1960 and 1985 (McWilliam & Kwamena-Poh 1978). To raise the standard of the teachers, the committee recommended raising the academic and professional levels of teacher education, and offering the teachers conditions of service that compare favourably with other types of employment (Seidu, 2007).

According to McWilliam & Kwamena-Poh (1978) the imbalances in staffing, high teacher turnover rate, inadequate number and quality of teachers and poor teacher performance were some of the main constraints to the provision of quality education in Ghana as identified by the Ghana Education Service and its education development partners. Awokoya (as cited in Adesina, 1990) pointed out that if universal primary education is to become a reality, the number of teachers required must be available. He observed that the quality of education depends on the quality of teachers trained since they can only teach what they know.

Above all, steps must be taken to improve the conditions of service of teachers if they must be retained during the period of rapid expansion. To address the issues of teacher recruitment, performance and retention in recent years certain activities and programmes have been put in place by the Ghana Education Service (Sekyere 2008).

These include improving teacher morale and motivation through incentive programmes and improving teacher-community relationships. Significantly, there have been increases in the supply of inputs to the educational sector in the form of teaching and learning materials, increases in the student intake in teacher training colleges in the country, regular and intensive in-service training for headteachers and teachers in basic schools, tactful sensitization of stakeholders to participate fully in educational services within their localities with its resultant increases in the number of schools and enrolment (Kwamena-Poh 1998). To entice and retain teachers in the classrooms, unceasing efforts have been made by the Ghana National Association of Teachers and the Ghana Education Service to improve the conditions of service for teachers in terms of remuneration, fringe benefits and working conditions; yet, trained teachers woefully leave the service (Antwi, 2002).

Teachers' unwillingness to accept postings to the rural areas has been an area of great concern to the Ghana Education Service. This situation creates imbalances in staffing in the country and consequent teacher shortages in the peri-urban areas of the Ablekuma North Sub Metro (Baffour-Awuah, 2004).

The Ablekuma North Sub Metro is well known for its commercial activities. Many of the schools in the Sub Metro have good classroom blocks, most of which were provided by non-governmental organizations. Some of these factors could attract teachers to and retain them into the Sub Metro. As a teacher within the Sub Metro I have come to observe that, the remoteness of some of the communities, poor infrastructural development, poor organizational climate of the schools and uncooperative community attitude that exist in some of nearby communities in which the schools are set up may keep teachers away from the district.

The Sub Metro Director of Education at her meeting with the Sub Metro Education Oversight Committee members at the Ablekuma North Sub Metro Assembly Hall on the 3<sup>rd</sup> May, 2016 observed that the recruitment and retention of teachers in the district was bad. She lamented that only a few trained teachers are willingly to accept postings to the district, and even those who do, do not stay long in the basic schools. She added that, usually, there are intra-and inter-district and regional transfers of teachers but the district hardly gets sufficient teachers for its basic schools especially those in the rural areas ([www.ghweb.com](http://www.ghweb.com)). The Director also noted that the rate at which most of the qualified teachers that are posted to the district leave the district far exceeds the rate at which they are recruited annually. This unfortunate situation compels her to recruit unqualified teachers twice every year to fill some of the vacancies. Most of these pupil teachers do not live and work in the district for more than one year ([www.ghweb.com](http://www.ghweb.com)).

With the inception of the Free Compulsory and Universal Basic Education (FCUBE) programme, several positive changes can be seen under its increased access and participation component. Indeed, there have been remarkable increases in enrolment in the basic schools, and many more schools have been opened in the Ablekuma North Sub Metro (Ghanaian Times, 2015).

However, if the objectives of the governments educational reform policies are to be translated into reality, government should not only concentrate on teacher recruitment but also, effort must be made on how to retain these trained teachers for efficient delivery of their services in the Sub Metro (Ghanaian Times, 2015).

According to the Municipal Education Director, during his speech at the 2018 Independents celebration the Ablekuma North Sub Metro does not fully benefit from

the supply of qualified trained teachers because some of these teachers do not willingly accept postings to the schools in the district and make long-term commitment in them ([www.ghweb.com](http://www.ghweb.com)). This unwillingness of qualified and committed teachers to accept postings to the rural areas and to remain and teach there for relatively long periods of time is a problem which militates against the realization of the improved quality of teaching and learning component of the FCUBE programme in the district ([www.ghweb.com](http://www.ghweb.com)). In the light of the afore-mentioned problems, this study sought to identify those factors that influence the recruitment and long-term commitment of teachers in basic schools in the Ablekuma North Sub Metro.

## **1.2 Statement of the Problem**

Ghana has witnessed numerous educational reforms the recent educational reforms in Ghana is the Junior Secondary School concept, the 1987 educational reform and the FCUBE programme of 1996 and Junior High School concept. All focus attention on increasing access to basic education, improving the quality of teaching and learning and diversifying study programmes among others (Daily Graphic; February 19<sup>th</sup> 2010).

Certainly, there has been an increase in the supply of inputs to the educational sector in the form of teaching and learning materials and an increase in the training of teachers and heads of educational institutions. There has also been a remarkable increase in pupils' enrolment in the schools. Unfortunately, lack of corresponding increase or improvement in the numbers of competent teachers in our schools has impacted adversely on the reform programmes. Poor teacher performance and inadequate number of teachers can cause low learning achievements of pupils/students

of the first and second cycle institutions in the country. It is also of crucial importance to note that the continuous survival of the schools is being threatened by inadequate supply of teachers (Daily Graphic, July 8, 2012).

The Ablekuma North sub metro, which was created in 2004, is no exception of shortage of trained teachers and its attendant problems. Though most of the communities can be considered as urban, the sub metro has not experienced much development. The problem therefore is that only a few trained teachers accept postings to the basic schools in the Ablekuma North Sub Metro and stay for reasonably long periods of time.

There are inter and intra-district and regional transfers of teachers every year but the Sub Metro hardly gets sufficient trained and committed teachers for its basic schools because the rate at which most of the qualified teachers who are posted to the Sub Metro leave the schools far exceeds those recruited annually. In view of that, pupil teachers are often recruited to fill the vacancies created by attrition of the trained teachers.

**Table 1.1 Qualified teachers who are posted to the Sub Metro each year**

Year	Regional posting quotas to the sub Metro	Ablekuma North Sub Metro quotas	inter and intra-district and regional transfers	Teachers retained
2010	1580	179	64	115
2011	2409	223	78	145
2012	2300	216	56	160
2013	2280	200	63	137
2014	1740	150	35	115
2015	1800	163	55	108
2016	1500	187	60	127

**Source: Ablekuma North Sub education directorate (2016)**

There might be some push or pull factors that influence the recruitment and retention of qualified and committed teachers in the basic schools in the Ablekuma North sub

metro. The study was therefore meant to identify these factors and make pragmatic suggestions on how any likely identified factors could be handled to make them feasible for qualified and committed teachers to willingly accept postings to the schools in the Ablekuma North Sub Metro and also stay for reasonably long periods of time.

### **1.3 Purpose of the Study**

The purpose of this study is to find out the factors affecting teacher recruitment procedures and retention in the basic schools in Ablekuma North Sub Metro Education Directorate.

### **1.4 Research Objects**

The objects of the study were to:

1. Identify the mode of recruiting teachers in the Ablekuma North Sub Metro Education Directorate.
2. Identify some measures headteachers put in place to retain teachers and improve their work in Ablekuma North Sub Metro Education Directorate
3. Examine the challenges associated with teachers' recruitment and retention in Ablekuma North Sub Metro Education Directorate.
4. Suggest ways to curb emerging challenges associated with teachers' recruitment and retention in Ablekuma North Sub Metro Education Directorate.



## **1.5 Research Questions**

In the light of the problem and purpose of this study, the following research questions were designed to guide the researcher:

1. What are the modes of recruiting teachers in the Ablekuma North Sub Metro Education Directorate?
2. What are some of the measures headteachers put in place to retain teachers and improve their work in Ablekuma North Sub Metro Education Directorate?
3. What are the challenges associated with teachers' recruitment and retention in Ablekuma North Sub Metro Education Directorate?
4. How can the emerging challenges associated with teachers' recruitment and retention in Ablekuma North Sub Metro Education Directorate be curbed?

## **1.6 Significance of the Study**

The study would identify the main factors that militate against the recruitment and retention of teachers' in the basic schools in the Ablekuma North Sub Metro. The findings would be of great help to the Ablekuma North Sub Metro Education Directorate. The researcher would furnish the directorate with the findings, which they would find useful in planning their recruitment and retention strategies to attract and retain competent teachers in the basic schools in the district. The findings, in addition, would provide the headmasters/mistresses and all those who by virtue of their position have a role to play in the teacher retention exercise in the district with reasons which make teachers leave the schools, strategies for preventing the occurrences of those factors and ways of inducing more teachers to remain in the schools

### **1.7 Delimitation of the Study**

The study was limited to the factors affecting teacher recruitment procedures and retention in the basic schools in Ablekuma North Sub Metro Education Directorate. Due to their inter and intra-district and regional transfers of teachers every year but the Sub Metro hardly gets sufficient trained and committed teachers for its basic schools because the rate at which most of the qualified teachers who are posted to the Sub Metro leave the schools far exceeds those recruited annually. In view of that, pupil teachers are often recruited to fill the vacancies created by attrition of the trained teachers. The problem therefore is that only a few trained teachers in the basic schools in the Ablekuma North Sub Metro and stay for reasonably long periods of time. Twenty seven (27) basic schools within circuit were involved in the study.

### **1.8 Limitations of the Study**

Due to the fact that the study was restricted to a limited area, its findings and conclusions ought to be limited to the area of study. Also, even though the sample size was large enough to serve as an adequate representation of the population, the presence of sampling errors, which can affect the validity of the findings, cannot be ruled out. Furthermore, written questionnaires, which were composed of both open and closed-ended items, were used as the instrument for collecting data. However, no matter how well constructed a questionnaire is, it may not be able to elicit all information the researcher may require from his respondents. This weakness may also affect the validity of the research findings.

## **1.9 Organization of the study**

The study is organized into five (5) chapters. Chapter one is on the background of the study, statement of the problem, purpose of the study, research objective, research questions, significance of the study, delimitation of the study, and limitations to the study. Chapter two discusses the theoretical and empirical studies on the recruitment and retention of teachers for basic Schools. Chapter three discusses the research methodology and offers a platform for data analysis plan. It as well details the research data collection tools. Chapter four focuses on presentation of analysis of data and makes a discussion of the results. Chapter five concludes the dissertation with summary, conclusions and recommendations.



## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.0 Overview

In this chapter, the researcher explores relevant and related literature, which reveals that many authorities have delved thoroughly into recruitment and retention of teachers in recent years. The review is broken down into the following sub-headings:

1. Characteristics of Teachers
2. Recruitment of Teachers
3. Selection of Teachers
4. Retention of Teachers
5. Teacher Attrition, Shortage and Turnover
6. Summary

#### 2.1 Characteristics of Teachers

Carron and Chau (1996) contended that the quality of education depends on the quality of teachers. Further, they asserted that this is particularly true of primary education; when children are not yet at the stage of learning on their own. They went further to say that it is even truer of developing countries, where, especially in rural zones, other factors involved in the teaching process, such as textbooks are often rare or quite simply non-existent. It is moreover not uncommon that in those zones the teacher is one of the few or the only learned person. Without the teacher there is no primary education. To conclude, they said that if teachers are discouraged or do not have the necessary pedagogical expertise, pupils learn very little.

A similar sentiment was shared by Windham (1988). He observed that the teacher is the pivot of classroom instructional activity. According to him, the characteristics of the teacher are indicators of teacher quality and education effectiveness. These indicators are formal educational attainment, age, teacher training attainment, experience and specialization. Windham noted that the age of the teacher can be used as an indicator of emotional maturity or experience when these two characteristics cannot be measured directly. In many communities, the age of the teacher determines the authority and respect accorded him. While the standard for the qualification of teachers are specified by the government at the national level, he observed that the standards are quite controversial and have much to do with the status of the teacher supply and demand as with the relevance of education and training attained by the teachers for assignment purposes.

Hansen 1998 cited in Soglo, (2000), on his part claimed that teacher qualification standards are too often stated in terms of successful completion of certain amount of schooling rather than the ability to do the job of teaching. He suggested the introduction of some amount of flexibility into standards through much shortened teacher training programmes. Similarly, Avalos and Haddad (1979) stated that there is a widespread conviction that the quality of an educational system will be only as high as the quality of its teachers. According to them, in theory, a teacher's performance can be influenced by the amount and kind of professional training he or she receives.

Finch and McCough (1982) stated that requirements for staffing of schools should focus on a good balance of some characteristics such as age, experience and education.

A study conducted by UNESCO in 1988 discussed teaching staff requirements. The study revealed a common assumption that good quality teachers come from those who have good basic education, appropriate to training experience. However, the study indicated that qualifications vary according to the level of the teaching involved and the educational qualification of the individual. It noted that teaching qualifications are raised from time to time with the aim of improving the quality of teaching. The study further showed the gender of teachers to be an important element in educational planning. In countries where families are not favorably disposed to the education of girls, the presence of female teachers can encourage families to send their girls to school (UNESCO, 1989).

According to Moser (1993) gender, as a concept, is very important for one to understand the disparities, which exist between male and female teachers. The possibilities for making effective interventions in the management of teachers are weakened by lack of gender analysis. This leads to a wrong assumption that the qualities of male and female teachers are the same. For policies and interventions in the education sector to be "gender - responsive", there is the need for people to understand the different roles, needs and constraints, which apply to men and women.

On sex of teachers, Avalos and Haddad (1997) in a number of studies comparing male and female teachers, revealed that female teachers were more satisfied with their career, possessed a better attitude towards their profession, students, and school work, exhibited better mental health and suffered less from problems related to their teaching activities (Egypt by Faraj; India by Verma; Bhatnagar; Mehrotra and Meekanon (1978) cited in Avalos & Haddad 1979). Similarly, in two separate

studies dealing with personal characteristics of the teacher and student achievement, Sifuna and Heyeman (1978) (as cited in Avalos & Haddad (1979) reported that no significant relationships were found in Kenya in 1978 and Uganda in 1976 respectively. However, Vaizer (1978) cited in Avalos & Haddad (1979) in a study conducted in Indonesia reported that female teachers produced higher achievement at grade 6 levels.

Similarly, Dave (1978) cited in (Avalos & Haddad, 1979) reported that in India female teachers were more effective in promoting pupil gains and that a positive relationship existed between student achievements and sex of teachers. There are a few instances of male predominance in teacher population especially in African countries. In a sample of Ugandan teachers studied by Philips (1987), 78 percent of the teachers were men while 22 percent were women. Another study by Bame (1991) revealed that 70 percent of Ghanaian primary school teachers were men.

Similarly, Caillods and Postle-thwate (1991) were of the opinion that the teaching experience of the teacher counts in the learning and achievements of pupils. They added that teachers with more teaching experience have the tendency of developing stronger classroom instructional management skills. They noted that the shortage of qualified teachers is serious in Africa and Latin America countries. According to them, the proportion of teachers having some training has increased but the situation remains bad in the rural areas where it is difficult to send qualified teachers. To this point, they advocated that efforts must be made to distribute experienced teachers equitably among urban and rural areas.

Caillods and Postle-thwate (1991) also reported a Thai Strategy in dealing with this problem of posting good teachers to the rural areas and retaining them. It involves

posting only young male teachers to the rural areas for two years, followed by young female teachers for two years. They then marry at the local level and stay there.

Lockheed and Verspoor (1991) and Avalos and Haddad (1979) have said that the academic and professional training of teachers have a direct and positive bearing on the quality of performance and consequently, on the achievements of students. They argued that effective teaching is determined by individual teacher's knowledge of the subject matter and mastery of pedagogical skills.

Owolabi (1996) also shared similar views on the quality of teaching human resource. He noted that, "While considerations of numbers are relevant, in matters of professional and skilled human resource considerations of quality are even more important" (p.5). Owolabi also noted that in the educationally advanced countries, teachers are often expected to possess a minimum of college degree (a bachelor's degree), while in less developed areas, the academic level of teachers vary widely. He cited Hallack (1990) as commenting that; "to fully assess the academic quality of human resources in an institution, it may be necessary to classify teachers by highest academic qualification" (p. 88).

## **2.2 Recruitment of Teachers**

Philips (1987) stated "recruitment encompasses all organizational practices and discussions that affect either number or type of individuals who are willing to apply for or accept a given vacancy" (p. 429). Rebores (1982) on his part said employers do not hire just to fulfill a position but rather to acquire the number and types of people necessary to the present and future success of the school district. He defined recruitment as a process that entails discovering potential applicants for anticipated



vacancies. He pointed out two main methods of recruitment: internal search and external sources such as referrals, employment agencies, colleges/universities and advertisements. Internal search resorts to looking for position. He was however of the view that educational organisations have traditionally neglected the concept of promotion from within because of the few types of job categories found in most of the school districts. In his opinion about the other sources of recruitment, Rebore considered recruitment by government agencies and advertisement as the most popular.

Rebore (1982) contended that to recruit personnel, three definite steps must be followed. These are assessment of the human resource in various capacities and at what levels, assessment of the manpower needs for the year and assessment of the available manpower. In addition, he outlined a number of variables that may positively affect the recruitment of teachers and other personnel in a particular region or school district. These variables include employment conditions in the community where the school is located and the attitude of the people there, salary levels, promotion prospects, fringe benefits, record of behaviour of pupils in the schools, record of academic standard of the institution, accessibility to the area, accommodation and increase in enrolment in the school.

Again, Rebore (1982) was of the view that in countries where salary levels are the same, teachers may not be attracted to work in different districts. He identified other factors that act as constraints and these include promotion, the reputation and policies of institution, the position to be held, salary and fringe benefits, policies of Board of Governors and the human relations of the headmaster. Rebore suggested that in practice, there should be collective negotiations between Boards of Governors or

school administrators and employees or representatives of would-be teachers in which proposals and counter proposals could be made for the purpose of agreeing on conditions of employment for specific period of time.

Finch and McCough (1982) were of the opinion that the supply of information about the school community, churches, recreational facilities, climate, potential growth, special service for people and hiring accommodation for teachers should form a critical part of the recommitment exercise. This will help would-be teachers to understand the community. For the recruitment exercise to be successful, Finch and McCough believed that the personnel manager must have contact with each employee and adopt an honest, sincere and friendly approach.

Adesina (1990) observed that generally, recruitment of teachers is done through applicant source, through the mass media or other supply sources and through internal and external contacts. School boards, he noted, have found it a fruitful exercise to send representations to institutes of education as well as advanced teachers colleges to contact both professional educators as well as students in the final year for recruitment. Applications are given to the students and in certain cases interviews are conducted on campus before the students disperse. Adesina believed that perhaps this is the most effective and economical way of recruiting teachers for the classroom. For the panel would have a good variety to choose from and enjoy the goodwill of teacher trainers as well as teacher training institutions.

Adesina was of the opinion that recruitment of teachers through advertisement in the press is perhaps the most laborious and most expensive of the three. He noted that the present system of recruitment by school boards in Nigeria has made recruitment through the mass media least favorable.

A report by the Institute of Education, University of Cape Coast (1986), stipulated that the posting of professional teachers is done by the Postings Board at the Ghana Education Service Headquarters in bulk allocation to the regions for further postings to the districts, institutions and offices. In the case of other personnel without any professional training such as graduates from the University of Ghana and the University of Science and Technology and the Polytechnics, the National service Secretariat does the postings.

The report specifically noted that, often, teachers are unwilling to serve in the rural areas. As a solution, it suggests that people in the rural areas should be asked to help in the provision of incentives with the view to attracting trained teachers to those areas. In the Ashanti Region, Utuka (2000) observed that not even one professionally trained female teacher had ever taught in "even out of the 12 newly established senior high schools in his study. Female teachers, Utuka's findings revealed did not even accept postings to those new schools, let alone getting committed. According to him, the reasons advanced for this development were that the female teachers mostly complained that the schools were in rural areas. And, as for the unmarried female teachers, the rural schools would not offer them the prospect of getting their best suitors. The married ones on the other hand, claimed that residing in the rural areas would sever their relationship with their husbands.

In a similar study conducted by Winbilah (1999) in the Bawku East District of Ghana, the findings showed that as high as 74.2% of the teachers in the basic schools in the district were indigenous to the district. The findings of both Winbilah (1999) and Utuka (2000) revealed that teachers accepted postings or transfers to certain districts for the reason that they were natives of those districts.

However, while Utuka (2000) found that 14.4% of the teachers in his study accepted transfers or postings to the schools because they were indigenous to the towns or districts in which the schools were located, the result of the study by Winbilah (1999) showed that a majority (54.1%) of the teachers in the basic schools in the Bawku East District accepted postings or transfers to the district for the same reason. Utuka (2000) further found that 17.0% of the teachers were in the rural areas because of their desire to be away from their own hometowns or districts.

The findings of Winbilah (1999) and Utuka (2000) confirm the views of Soglo (2000). Soglo noted that Ghanaian workers, including teachers, have the tendency of choosing regions and districts in which they are willing to serve. He explained that while some of them would like to be near to their home towns, others opt for urban or rural areas or places far away from their homes for various reasons. Stoner and Freeman (1989) identified three main advantages of recruitment of staff from within a school district. First, the individual recruited would be familiar with the school district therefore he/she is more likely to be successful as a result of his knowledge of the school/organization, and its members. Second, recruitment from within helps to foster loyalty and inspire greater efforts among organization members. Finally, the authors thought that it is usually less expensive to recruit from within than from outside.

### **2.3 Selection of Teachers**

Needham (1992) observed that recruitment and selection were closely tied together. According to him, selection is the process of choosing people to work in an organization. These selection systems should attempt:

1. To get the best people within existing budgets - that is, those with the most appropriate skills, experience and attitudes;
2. To select people who will stay with the organization for a reasonable time;
3. To minimize the cost of recruitment and selection relative to returns  
(Needham, 1992 p.23).

He pointed out that before selecting candidates for interviews, the organization should have a clear picture of the "ideal" candidate. Preparatory work should be done through careful job analysis, description and specification

According to Rebore (1982), the objective of the selection process is to hire individuals who will be successful on the job. He noted that the selection process also grants the employer the opportunity to evaluate the suitability and eligibility of the applicant for a position. To him, selection is an expensive exercise hence its implementation requires a rather thorough process. He indicated that selecting the individuals who will be successful and will remain with the school district for a reasonable period of time is an extremely important personnel process, not only significant in fulfilling the district's mandate to educate children but also affecting the financial condition of the school district.

Also, Rebore (1982) noted that selection decisions may result in four possible outcomes, two are correct decisions and two are errors. The correct decisions occur when the individual hired proves to be successful on the job/or when a rejected applicant would have performed inadequately if hired. It is a good decision because in both instances the selection has met the objective of hiring the most appropriate candidate. The process has failed when a rejected candidate could have performed successfully on the job or when the individual hired performs inadequately.

In an agreement with Needham (1992) on the need for preparatory work prior to the selection work, Rebore (1982) cautioned that selection process should be implemented through a series of activities, which will minimize the chances of hiring individuals who will perform inadequately. He advanced the following activities:

1. Write the job description
2. Establish the selection criteria
3. Receive application
4. Write the vacancy announcement and advertise the position
5. Select candidates to be interviewed
6. Interview candidates
7. Check references and credentials
8. Select the best candidate
9. Implement the job offer and acceptance
10. Notify unsuccessful candidates (Rebore,1982, p.6)

Chamberlain and Kindred (1999) (as cited in' Soglo 2000) discussed a number of factors that may influence the final selection of teachers. They noted that district heads who stress high professional standards would base their decisions on four important criteria: teaching experience, preparation, professional reputation and personal characteristics of teachers. According to them other less important factors that may influence the final selection of teachers include residence, marital status, sex, age and element of prejudice. To them when the residence of a teacher would affect the quality of the school programme, it must not be considered.

## 2.4 Retention of Teachers

Retention of teachers according to Musaaazi (1988) is the ability of the school system to keep its staff in their jobs and make them want to stay. To him, it involves a situation where a teacher employee stays long and gets committed to the vision of the school. In order to encourage teachers to stay long in the profession, Musaaazi suggests the following guidelines.

1. Establish clear staff policy on the principles of justice and fair play.
2. Establish clear channels of communication with teachers.
3. Encourage teacher participation in decision-making process.
4. Encourage and welcome teachers' initiative.
5. Provide facilities and equipment needed by teachers.
6. Avoid dictatorship and unnecessary hostility and antagonism.
7. Know teachers collectively and individually and always try to understand their personal and social problems and needs.
8. Defend the teachers when they are unfairly treated, attacked or criticized.
9. Assign reasonable duties and teaching loads to teachers. (Musaaazi, 1988, p.78)

Peeku (1988) reiterated Musaaaz's suggestions in the following words: "It is important to mention that when a "lot has gone into the production of teachers, the Ministry, (of Education) should strain all nerves to retain them" (p.6). He stressed this call because teachers, by virtue of the training they receive are marketable in other sectors of the economy, and are often drifted to those sectors.

Opare (1998) found in her study that of all the conditions and facilities that contributed to satisfaction, only one, the opportunity to derive additional income from sources other than teaching was inversely related to the willingness of the teachers to

remain in teaching in their schools in the Birim South District. While Opare observed that the opportunity to organize extra classes for a fee and the opportunity to engage in trading activities seemed to be related to the willingness or inclination to remain teaching in the schools for a long time, Winbilah (1999) on his part observed that for teachers to remain in the Bawku East District for long, it appeared that the provision of social amenities such as drinkable water, good roads, residential accommodation for teachers, electricity and quality health services were important pre-conditions.

Chapman (1994) said that teacher retention is a function of (a) teacher's personal characteristics; (b) professional integration into teaching; (c) educational preparation; (d) commitment to teaching; and (e) external influences such as employment climate. He observed that these five factors together influence to teacher's decision to remain in or leave teaching. Some of these categories are more easily impacted by central government policies and procedures. He saw any incentive system needs to be based on a realistic understanding of which strategies and rewards work.

What Soglo (2000) found in his study in teacher training colleges in the Volta Region buttresses the views of Chapman (1994). Solgo's results revealed that all the 14 (100.0%) of the school Administrators involved in his study were of the view that improved conditions of service for teachers was the most important factor that was necessary to retain teachers in the colleges. Among a wide range of conditions that needed to be improved, according to Soglo's finding, was the institution of attractive incentive package scheme to motivate and induce the commitment and retention of teachers in the colleges in the region.

Rebore (1982) believed that the major cause of the exodus of teachers in Ghana is attributed to the frustration encountered by the teachers in the economic, academic



and social spheres. He observed that the main purpose for establishing a reward policy is to attract and retain qualified employees who will provide the type of service expected by the public. He pointed out that for employees to repose trust in the reward package, it is essential that employees understand the reward structure implemented through the administration. Rebores observed that reward is the rationale behind labour activity. For some time now people have thought that high pay will retain the highly qualified teachers in the classroom.

Chapman (1994) noted that one reason for dropout is teachers' reaction to being assigned to areas, far away from family and friends and which offer limited social and professional opportunities. He asserted that to be able to retain teachers in a particular location, individuals with strong ties to their communities should be recruited.

The result of the study conducted by Soglo (2000) confirms the assertion of Chapman (1994). Soglo found that the bulk (84.9%) of the teachers expressed the desire of teachers to be in their home region or near their home towns as a factor that enhanced teachers' recruitment and retention in the teacher training colleges. Soglo further observed that this desire of the teachers was in line with their age brackets. With the bulk of the teachers (about 81.5%) aged 40 years or above they could be justified for expressing their views about retirement and family commitments, he noted.

Similar to the findings of Soglo (2000) are the results of the study conducted by Winbilah (1999) in the Bawku East District which revealed that the basic school teachers who hailed from the district stayed longer in the district than those who did not come from the district. Winbilah (1999) noted that the financial and other material support that those who hailed from the district got from home accounted for their longer stay.

Winbilah's findings revealed that the incentives teachers got from the communities were the third most important attributable factor to teachers' remaining in the Bawku East District. About 31.1% of his respondents were of this view.

Antwi (1992) noted that teachers are unable to make a long-term, commitment to the teaching profession due to change in the public attitude towards the profession. In his view, teachers were held in high esteem by Ghanaians in the colonial era and also, teachers were generally satisfied with their status. This accounted for the reason teaching attracted some of the best brains such as Nkrumah, Busia and Aggrey in the past. However, after political independence, the attitude of teachers towards the work changed and some teachers left the teaching field for more lucrative appointments in the civil service and corporations while others went into politics to become parliamentarians and cabinet ministers.

Antwi (1992) pointed out that financial and job prospects affect retention of teachers. The improved financial and job prospects of the graduate teachers which resulted from the implementation of the Mills-Odoi Commission Reports in 1967 accounted partly for the sudden jump which occurred in the number of Ghanaian graduates entering or being retained in the profession. Furthermore, Antwi (1992) thought that the job market for Ghanaian graduates in the civil service and the parastatal organisations affect the retention of teachers in the country. The opening into the civil and the parastatal organizations has been declining and a growing number of graduates have been seeking career as teachers.

Moreover, according to Antwi (1992), low morale among teachers has been identified as a factor that contributes to the low retention among teachers in the classroom. He stated that the report of the Mills-Odoi Commission in 1967 observed a sharp

difference between the extent of attrition among primary school teachers and graduate teachers and emphasized that even among the primary school teachers morale was low. The report noted:

We have been left in no doubt that morale is not high in the teaching service; and there is widespread dissatisfaction at the alleged disparity between their conditions of, service and those of the civil servants. We have made some comparisons of service and are satisfied that there is some disparity - not so much at the entry levels as in the prospect advancement (Antwi 1992, p. 16).

Further on, Antwi (1992) observed that the estimates of the Planning Unit of the Ministry of Education submitted to the Universities Visitation Committee revealed an attrition rate of teachers of 15 percent between 1966/67 and 1967/68. The sudden growth in the Ghanaian graduate secondary school teachers the following year indicated not only that many new graduates or former civil servants entered teaching but that there was less attrition among graduate teachers in the teaching field. The major cause of the exodus of teachers in Ghana was attributed to the frustration encountered by teachers in the economic, academic and social spheres.

The Anamuah-Mensah Education Review Committee Report (2002) noted that for any educational system to succeed the position of the teacher is crucial. For this reason the conditions of service of the teacher must be attractive in order to motivate and guarantee job satisfaction and teacher retention. According to the Committee in Ghana owing to poor conditions of service and low esteem accorded teachers they also had low self - esteem and were very frustrated. The Committee observed that it was becoming very increasingly difficult to attract and retain teachers at all levels.

In order to encourage teachers to accept postings to the deprived areas and to ensure national equity in quality education, Anamuah-Mensah Education Review Committee Report (2002) made the following recommendations:

1. Twenty percent of basic salary should be paid to teachers who accept postings to deprived areas as hardship allowance.
2. Teachers who offer to serve in deprived areas must be given accelerated promotion;
3. The GES should give priority to teachers in deprived areas when considering applications for study leave;
4. Teacher education universities should reserve a quota of admission for teachers in deprived areas;
5. The Government's scheme for providing staff accommodation should be expanded to cover more teachers;
6. Government must provide the necessary facilities as well as teaching and learning materials, to enhance teachers' job satisfaction (Anamuah-Mensah Education Review Committee Report (2002, p.26).

According to Hallack (1990) there is a need for improving the salary and income conditions of teachers and making the teaching profession more attractive. Also, if economic conditions are appropriate, there must be policy options in the budget to cover the increases and regulate mechanisms for revision of teachers' salaries to avoid the risk of bureaucratizing the teaching profession. Hallack noted that when economic conditions are not appropriate, there should be a balanced approach, which reconciles the need for salary issues in the light of overall changes in the public sector and improves administration of the salary budget. He emphasized that the role of incentive

should not be over looked as they make room for introducing more flexibility in the salary scales in some societies and also room for making rural areas more attractive in particular by achieving better integration for teachers in the communities they serve.

Maehr, Midgley and Urdan (1993) observed that people are more personally interested in their work with an organization and do remain longer in the organization when they have a voice in what happens to them, and when their work has meaning and significance in contributing to a higher purpose or goal. To them, when teachers' sense of self-determination and purpose are supported, teachers are retained and they relate to students in a qualitatively different manner. Thus, by treating teachers in ways that empower them, such as involving them in decisions about policies and practices, and acknowledging their expertise, administrators can help sustain teacher morale and retention. Opare (1998) stated that if teachers stay long in an institution or school, it promotes familiarity with environmental issues, ideals and inspirations. To her, retention of teachers develops true liveliness in the school situation or system.

## **2.5 Teacher Attrition, Shortage and Turnover**

Chamberlain and Kindred (1999) (cited in Soglo 2000) observed that teachers who moved from one position to another within the field of education are motivated by:

1. Opportunities for promotion that include higher salaries or the opportunities for salary increases, lower living costs, reduced teaching load, better opportunities for professional improvement, greater security, more desirable living conditions or better instructional facilities.
2. Dissatisfaction with their present positions because of a desire to teach near home, failure to receive a satisfactory salary increase, desire to live in a larger

community, disagreement with administrative personnel, dissatisfaction with community customs, desire for new contacts or an unwillingness to meet higher professional standards.

3. Dismissal for reasons of inefficiency, insubordination, misconduct, staff reduction or unfair administrative practices (Soglo 2000, p.31).

Adesina (1990) also noted that teachers leave one location for another for higher earnings and school facilities that promote instructional efficiency. According to him, other contributing factors to teacher turnover are disagreement with administrative policies and personal inability to meet higher professional standards.

It has been observed that in Ghana one cause of teacher shortages and high teacher turnover is a result of many teachers leaving the classroom for further studies and after which some of them find themselves in other sectors of the economy. For example, the Anamuah-Mensah (as he was reported in the Daily Graphic, July 19th, 2002) bemoaned that 652 schools located in various parts of the country have been identified as having no teachers. It noted that about 10,000 teachers leave the classroom every year for further studies.

Anamuah-Mensah Education Review Committee (2002) reported that in Ghana, shortage of teachers come as a result of teachers' refusal to return to the teaching profession after the study leave with pay. As a measure to arrest the situation, the Committee reported that the Ghana Education Service Council has endorsed a new quota system that would streamline the granting of study leave with pay to teachers. According to the report, the new policy would among other things not grant study leave with pay to teachers whose courses would not be of relevance to the educational sector.

The move, according to the report, came as a result of the massive shortage of teachers in schools due to the refusal of teachers who go on study leave with pay to return to the teaching profession after schooling.

According to Antwi (1992) the estimates of the Planning Unit of the Ministry of Education submitted to the Universities Visitation Committee showed an attrition rate of 15 percent between 1966/1967 and 1967/1969. The Anamuah-Mensah Education Review Committee (2002) reported that in the 2000/2001 academic year, there were 19,141 vacancies for teachers at the basic level. However, only 6,285 were filled. Of the number teaching at that level, 27,398 were untrained.

In addition, there was an attrition rate of about 2,000 teachers per annum. With the drive towards universal basic education, there was the need for additional 33,000 teachers. Therefore, the total number of qualified teachers needed in the pre-tertiary sector as at then was 75,000. However, in the 2001/2002 academic year, there were only 19,686 teachers receiving training in 42 training colleges, giving an annual teacher output of about 6,000. To achieve universal basic education the Committee predicted that it would take at least 12 years to meet the current requirements for teachers Antwi (1992).

The Anamuah-Mensah Education Review Committee further noted that those figures did not take into account the need for specialized teachers. There was also an imbalance in the sex ratio of teachers, with more males than females. Between 1995/1996 and 2000/2001 academic years, the male/female ratio of total enrolment for the period stood at an average of 3:2. In 2001, the percentage of females dropped to as low as 27% of the total enrolment for the year (Education Review Committee of 2002). There was a general under-enrolment in female institutions and every effort

should be made to increase the admission of females. As a short term measure, the Committee suggested that secondary school leavers could be recruited, given pre service orientation and made to teach in order to make for the shortage in teacher supply as a temporary measure.

Writing about teachers' attitude towards work in rural communities, Hallack (1990) noted that teachers refuse recruitment to rural areas due to lack of school infrastructure and other basic teaching materials that would facilitate teaching and learning. He thinks that teacher turnover might be due in some circumstances to the frustrations teachers face when unable to put into practice their experiences due to the lack of good learning environment.

Chapman (1994) claimed that qualified teachers leave teaching at the point that compensation differs significantly from what they would make in other jobs. He was of the view that teacher attrition can be effectively eliminated by raising salaries high enough. He pointed out that most governments already know that, but that retaining the teaching torch is not the only or necessarily the most important problem these governments face. Rather, the real question is how to retain trained teachers in the teaching force at the lowest possible cost. The policy issue of concern is weighing the cost of attrition against the cost of retention. He considered other causes of teacher turnover as government policies that inadvertently encourage turnover, poor working conditions, limited alternative access to higher education, the quality and relevance of teacher training and community apathy.

Like Chapman, Mecna (1995) as cited by Gaynor (1997) revealed that where teachers' conditions of service and ruminations are inferior to those in the private sector and in



other parts of the public sector, it is frequently observed, over time, a shift away from teaching, as more different job opportunities emerge.

The result of study conducted by Utuka (2000) in the Ashanti Region showed that 72% of the teachers in the rural schools agreed that they would never stay for long. Utuka found that the longest duration of stay of the majority of teachers in the schools ranged from one to three years with national service inclusive. Aside the remoteness of the villages where the schools were established being the major underling factor that featured prominently as the cause of this lack of commitment, Utuka found that 14.5% of the teachers attributed the cause of the high teacher tum over to poor interpersonal human relations of the heads of the institutions.

## **2.6 Summary**

This review of literature has identified a wide range of factors that positively or negatively affect the recruitment and retention of teachers in many environments worldwide, at different levels of education, and at different periods of time. Some writers expressed the view that in recruiting and retaining teachers, teacher quality is a key element among vital characteristics that need to be considered because the quality of education depends on the quality of teachers (Carron and Chau, 1996; Finch and McCough, 1982; and Caillods and Postlethwate, 1989).

Some of the researchers have observed that teacher quality is measured by the academic qualification, the professional qualification and length of teaching experience of the teacher and his/hers attitude towards work (Adesina, 1990; UNESCO, 1988; Owolabi, 1996; Lockheed and Verspoor 1991; Avalos and Haddad. 1979).

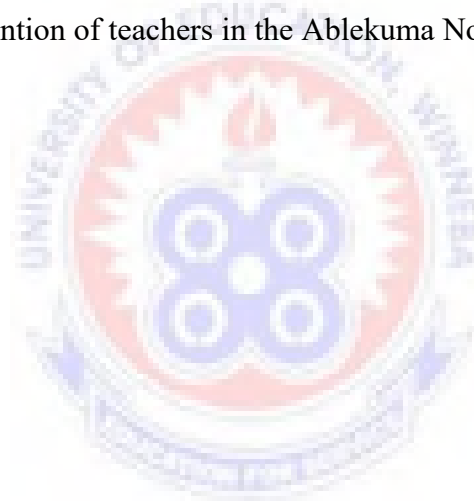
While other researchers like Philips (1987) and Bame (1991) identified the gender of a teacher as a characteristic of the quality of the teacher. Windham (1988) considered the age of the teacher as a pointer to teacher quality. Studies have shown that Ghana, Nigeria, the United States and some countries have one time or another experienced teacher shortage, attrition and annual turnover (Antwi, 1992; Adesina, 1988; and MOE, 1996). Other studies have revealed that the proportion of teachers having some training has increased but the situation remains bad in the rural areas where it is difficult to recruit the required number of teachers as well as qualified teachers (Institution of Education, UCC. 1986 (Report); Caillods and Postle-thwate, 1989; Antwi, 1992; the Anamuah-Mensah Review Commission, 2002).

Some writers and authors including Rebores (1982), Finch and McCough (1982) and Hallack (1990) were of the views that while efforts are being made to recruit more teachers, efforts must also be made to retain them. One group of researchers, including Opare (1997), Utuka (2000), Chapman (1994), Mussazi (1988) and Ladwig (1994) considered inadequate remuneration for teachers, lack of support from school administrators, low social status of teachers and poor social facilities as major factors that inhibit recruitment and retention of teachers in the profession. Another group of researchers showed that teachers leave the profession in pursuit of other jobs. Such researchers include Gaynor (1997) and Opare (1998).

The literature also pointed out that improved conditions of service for teachers, high societal recognition of teachers, good work environment and improved financial and job prospects for teachers could positively influence retention of teachers in the profession. (The Anamuah-Mensah Education Review Commission, 2002; Gaynor, 1997; Beaudin, 1996; Winbilah, 1999).

These writers and researchers believed that if the cost of living is low and basic social amenities are adequately available in a school district, teachers may be attracted to that district and may be willing to stay and work in the district for long periods of time.

Other studies also suggested that teachers' desire to work in or near their home towns or districts is a major determinant of teachers' willingness to accept and remain to work in a particular locality (Soglo, 2000; Utuka, 2000; Winbilah, 1999). It is, therefore, hoped that the views expressed by these writers and researchers would be of value to the current study and provide a clear picture of the factors that influence recruitment and retention of teachers in the Ablekuma North Sub Metro.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Overview**

This chapter attempts to describe and explain the research method that was employed in the investigation. It includes the research design, the study population, the sample as well as the sampling technique adopted. Also, the research instrument for data collection, data collection procedure and how the data were analyzed are explained.

#### **3.1 Research Design**

The descriptive survey design was adopted to collect data to answer research questions concerning the status of the subject of the study. This design according to Gay (1987), involves collecting data in order to test hypotheses or to answer questions concerning the current status of the subject of study. Such a study determines or reports the way things are. The descriptive design was chosen because it has the advantage of producing good amount of responses from a wide range of people. At the same time, it provides a meaningful and accurate picture of events and seeks to explain people's perception and behaviour on the basis of data gathered at a point in time.

Furthermore, this design uses the logical methods of inductive-deductive reasoning to arrive at generalisations. On the contrary, there is the difficulty of ensuring that the items of the questionnaire to be answered are clear and not misleading. Equally vital is the problem of getting sufficient number of the questionnaire completed and returned so that meaningful analysis can be made. These weaknesses notwithstanding, the descriptive design was considered the most appropriate since the study was to report the way things are.

### **3.2 Population**

The population for the study comprised all the teachers of the 105 public schools as well as all the educational officers who by virtue of their positions have a role to play in the recruitment and retention of teachers in the Ablekuma North Sub Metro Education Directorate. Thus, headteachers as well as all professional and non-professional teachers in the public basic schools in the Education Directorate were included in the population. The education officers included the Sub Metro Director of Education and her deputy, the Assistant Director in charge of Human Resource Management and Development who is directly involved in the recruitment and retention of basic school teachers in the district and all circuit supervisors in the Education Directorate were part of the population for the study.

### **3.3 Sample and Sampling Procedures**

The stratified random sampling method was employed by the researcher in selecting the schools for his study. This was an attempt to obtain a representative sample of all the schools in the district for the study and to ensure valid generalization. The Education Directorate had a total of 35 public basic schools. The Education Directorate was stratified into five circuits with an average of 15 schools per circuit. Seven out of the 15 schools in each circuit were randomly selected for the study. All the teachers of the selected schools were selected. This type of sampling was adopted to give a fair representation of schools from all the five circuits within the Sub Metro Education Directorate.

The sampling was to enable the researcher to collect the required data with the limited funds within the stipulated time. All the five Circuit Supervisors and the Headteachers of the 35 selected schools were purposely selected because they were directly

responsible for the manpower development and management in the selected schools. Moreover, because they play a vital role in the retention of teachers in the schools.

Also, the Sub Metro Director of Education, Deputies and the Assistants Director of Education, responsible for Human Resource Management and Development were purposively selected because they were directly in charge of the recruitment and retention exercise in the district and are thus in a better position to provide relevant information for the study. Precisely, therefore, the study focused on one Sub Metro Director of Education, one deputy Sub Metro Director of Education, one Assistant Director for Human Resources Management and Development, five Circuit Supervisors, 35 Headteachers and 196 teachers of the basic schools in the Ablekuma North Sub Metro Education Directorate.

### **3.4 Research Instruments**

The instrument developed and used to elicit relevant data for the study was a set of questionnaires. Nwana (1981) observed that the questionnaire is widely used for collecting data in educational research because it is very effective for securing factual information about practices and conditions and for enquiring into the opinions and attitudes of the subjects. Written questionnaires constructed and used by Winbilah (1999) were adopted to collect data from all respondents in this study.

The questionnaires were structured for the three different groups of respondents. Classroom teachers had a questionnaire that was different in some aspects from that for the Sub Metro Director of Education, the deputy and the Assistant Director for Human Resource Management and Development (District Education Officials) who were principally responsible for the recruitment and retention of basic school teachers.

The questionnaire for headteachers and circuit supervisors were structured differently as those respondents were concerned with the retention of teachers. However, for comparative purposes, similar items were designed in the questionnaires for all the three different sets of respondents to enable the researcher get other views on similar issues. The questionnaires for teachers had both close and open-ended items, with the close-ended items in the majority. It sought to obtain the following information from them:

- i. Respondents' characteristics such as age, gender, home-district, academic and professional qualifications.
- ii. Whether they were transferred, had applied to be recruited into the district or were posted directly by the Director, Human Resource Management and Development.
- iii. Reasons for applying to be in the district or accepting the posting to the district
- iv. How long they would like to teach in the Sub Metro.
- v. Their job satisfaction in the district.
- vi. Ranking some suggested reasons that make teachers stay in the district.
- vii. Ranking some suggested reasons that make teachers not willing to stay in the schools for reasonable long periods of time.
- viii. Suggestions of ways of attracting more teachers into the district.
- ix. Suggested ways of retaining teachers in the schools/district for relative long period of time

For the rest of the respondents, that is the Sub Metro Director of Education and her deputy, the Assistant Director for Human Resource Management and Development, Circuit Supervisors and Headteachers the questionnaires were intended to gather data concerning the recruitment procedures used to recruit teachers into the district in

addition to sections (vi) to (ix) above meant for teachers. Documented data were taken from the Sub Metro Education office regarding the total number of pupils and teachers within the district during the 2003/2004 academic year for determining pupil-teacher ratio.

### **3.5 Pre-testing of Instruments**

The questionnaires were pre-tested to further test its validity and reliability. According to Best and Kahn (1996) pre-testing of instrument greatly reduces the number of treatment errors and unforeseen problems. That is, it was believed that the data of the pre-testing would reveal the strengths and weaknesses of the items in the adopted questionnaire.

First, the sets of questionnaires were thoroughly scrutinized by the supervisor and some experts in the field of education to conform to research standards and they were approved with few corrections. To establish the face and content validity of the instrument, three graduates in education and three experts in the field of education were employed to review the instrument since content validity can be determined by expert judgment. The suggestions they made were used in modifying the questionnaire.

Next, seven public basic school teachers, two circuit supervisors, three basic school headteachers and the Assistant Director responsible for Human Resource Management and Development from the Ablekuma South Education Directorate were used for the pre-testing because it has a similar characteristics of the study area in which there were reports of high teacher shortages and problems of Resource



Management and Development. These characteristics include nearness to the terrain, socio-cultural factors as well as general economic status of the teachers.

The pre-testing was useful because it enabled the researcher to restructure the items in a rank questions form. This was done to ensure that the statements would convey the appropriate meaning as well as measure the variables accurately. Item by item scrutiny of the responses did not show any evidence of respondents' misunderstanding of any item.

### **3.6 Data Collection Procedure**

To be able to ensure smooth data collection, two research assistants were employed to assist in the data collection for both the pilot testing and main data collection stages. Before data collection however, a letter of introduction was obtained from the IeDE of University of Education, Winneba which facilitated the introduction of the researcher in the administration of the questionnaires. As was anticipated, heads of institutions where data was collected gave the needed assistance and that within two weeks the data collection was over. Open ended questionnaires was administered and conducted by the two research assistants employed to assist in the data collection. The researcher used self-administered questionnaire which were being distributed to respondents. The rate of return of the questionnaire was 100%.

### **3.7 Data analysis**

The data was edited and coded using the Statistical Product and Service Solutions (SPSS) (Version 16). The questionnaires containing data from teachers, headteachers, CS etc. were analysed quantitatively, while the responses from the education office were analyzed qualitatively.

### **3.8 Ethical consideration**

Clearance letter from the researcher employer was obtained before she completed the instruments. The respondents were informed of their rights to willingly accept or decline to participate, and to withdraw participation at any time without penalty. The respondents were duly informed about the purpose of the study, the procedures that would be used to collect the data, and assured that there were no potential risks or costs involved. Anonymity and privacy were assured and adhered to. No form of identification was required of the respondent and their responses not disclosed to any third party. Scientific honesty is regarded as a very important ethical responsibility when conducting research.



## **CHAPTER FOUR**

### **FINDINGS AND DISCUSSIONS**

#### **4.0 Overview**

This chapter presents findings and discussion on the study in relation to research questions that the study-seeks to answer. It contains data on information elicited from three categories of respondents through questionnaires and documented data from the Ablekuma North Sub Metro Education Directorate, which were analysed and discussed. Data presentation starts with the biographical data on teacher respondents from the 35 randomly selected schools. This is followed by the research questions presented one after the other with accompanying data and discussion.

#### **4.1 Demography of Respondents**

Under this section, the presentation of data from the age distribution and professional/academic qualification are presented in Tables 4.1 and 4.2 respectively, the others are presented in prose because of the information they contain such as gender composition and districts of respondents. Additionally, information on the length of time teachers have taught in the district is presented in Table 4.3.

##### **Gender Composition of Teacher Respondents**

Data collected and confirmed by information from the statistics section of the district education directorate indicated that male teachers from the 35 basic schools sampled constituted 69% of the teaching force. Female teachers in the 35 selected schools were 57 giving an approximate percentage of 31%. The picture suggests that there are not enough female teachers in the schools in the school district. The male teacher dominance might be attributable to the fact that the school district fails to attract female teachers who often would want to stay in urban centres where there is more

likelihood of meeting suitable marriage partners than living and working in urban areas. This supports the United Nations Educational, Scientific, and Cultural Organization (UNESCO) Institute for Statistics (2017), in their findings it was clear that trained teachers in primary education (% of total teachers) in Ghana was 56.04 as of 2016. Its highest value over the past 17 years was 71.80 in 1999, while its lowest value was 47.57 in 2009. Trained teachers in primary education, male (% of male teachers) in Ghana was 50.23 as of 2016. Its highest value over the past 17 years was 64.00 in 1999, while its lowest value was 38.09 in 2009. Whereas trained teachers in primary education, female (% of female teachers) in Ghana was 64.88 as of 2016. Its highest value over the past 17 years was 88.54 in 1999, while its lowest value was 61.93 in 2006 (UNESCO Institute for Statistics, 2017).

0These findings are similar to those observed by Utuka (2000) in the Ashanti Region (Ghana). Utuka established that not even one female teacher had ever taught in seven out of the 12 schools at the time of his study. The findings from Utuka's study revealed that female teachers did not even accept postings to the new schools, let alone getting committed to them. According to him, the reasons advanced for this development were that, the female teachers mostly complained that the schools were in rural areas. The result might also be partially attributed to the imbalance in sex ratio of teachers being trained with more males than females.

The Anamuah-Mensah Education Reform Committee (2002) noted that in Ghana between 1995/1996 and 1999/2000 academic years, the male: female ratio of the total enrolment in Teacher Training Colleges stood at an average of 32. In 2001/2002 academic year the percentage of females dropped to as low as 27% of the total enrolment for the year.

The lack of many female teachers in the school district may have an impact on the young girls in some of the school communities. The mere presence of female teachers may help motivate the young girls to aspire higher because the female teachers would serve as role models. This claim is buttressed by the findings of UNESCO (1988) that, in countries where families are not favourably disposed to the education of girls, the presence of female teachers can encourage families to send their girls to school. Consequently, female teachers' presence in large numbers in these urban schools would give an impetus to the current global call for the girl child education.

The male dominance of the teachers in the Ablekuma North Sub Metro Education Directorate parallels a few instances of male dominance in teacher population especially in African countries. In a sample of Ugandan teachers studied by Philips (1987), 78 percent of the teachers were men while 22 percent were women. Another study by Bame (1991) revealed that 70 percent of the Ghanaian primary school teachers were men.

The availability of fewer female teachers in the school district gives the impression that the school district had insufficient quality teachers in terms of sex of teacher. This assertion corroborates the findings of Avalos and Haddad (1979) in a number of studies they cited comparing male and female teachers. Their findings revealed that female teachers were more satisfied with their career, possessed a better attitude towards their profession, students and school work, exhibited better mental health and suffer less from problems related to their teaching activities. Dave as cited in Avalos and Haddad (1979) reported that in India female teachers were more effective in promoting pupil gains and that a positive relationship exists between student achievement and sex of teacher.

### Respondents' Age Distribution

It was important to look at the age of the teacher because it was noted by Windham (1988) that the age of the teacher can be used as an indicator of emotional maturity or experience when these two characteristics cannot be measured directly. He pointed to the fact that in many communities, the age of the teacher determines the authority and respect accorded him. To this end, the age distribution of the teacher questionnaire gave respondents three age ranges to choose from. The responses from the item are presented in Table 4.1

**Table 4.1 Age Distribution of Respondents**

Age	Frequency	Percentage
21-29 years	86	47.3
20- 39 years	43	23.6
40 years and above	53	29.1
<b>Total</b>	<b>182</b>	<b>100.0</b>

**Source: Research field data (2019)**

The Table clearly shows that about 71% of teachers in the selected schools fall below the age of 40. A close examination of this data reveals that the district has a high percentage of young teacher work-force. Based on the assumption that these young teachers would stay and work for a long time in the district and would not change professions, there is a positive impression that there would be stability in the staffing needs of the district as these young teachers would work for a long time before they retire. This assumption, however, is contrary to the findings of Opare (1998) in the Birim South District where older teachers were more inclined to remain teaching in their schools much longer than the younger teachers because the facilities and conditions in the schools and communities failed to meet the expectations of younger teachers.

### **District of Teacher Respondents**

Data gathered and once again corroborated from the Sub Metro Education Directorate indicated that 101 teachers representing 55.5% of the total teacher respondents were indigenes of the Greater Accra Region. In terms of percentages, this number is encouraging because teachers who are used to their home regions would have a higher retention rate than those from outside the region. However, the number of teachers who are non-indigenes of the region cannot sufficiently staff the schools in the region and the Ablekuma North Sub Metro Education Directorate in particular. An implication for the relatively high (44.5%) representation of teachers from other regions may result into the difficulty of getting enough teachers to teach Twi and Ga which are the dominant local languages spoken in the Greater Accra Region.

Getting down to the Sub Metro distribution, the responses from respondents indicated that less than 40% of the teachers came from the Greater Accra Region. The majority of respondents were non-indigenous teachers. The distribution of teachers by home district was an indication that the Ablekuma North was not self-sufficient in the production, employment and retention of indigenous teachers for her basic schools.

The finding of the study can be contrasted with that of Winbilah (1999) who did a similar study in the Bawku East District of Ghana. While the results of this study show that the majority (60.4%) of the teachers in the district came from other districts, Winbilah's study revealed that as high 74.2% of the teachers in the Bawku East District were indigenous to the district. Based on his results, Winbilah opined that the high percentage of native teachers was a positive sign that if sufficient numbers of local teachers were given professional training as teachers, a great proportion would be willing to stay and work within the district which would curtail the shortage of

teachers. The high representation of teachers from other districts in the Ablekuma North District may lead to low retention of teachers in the district, especially, those from other districts because teachers from other districts who have strong ties to their communities might be attracted to their own districts. This claim is buttressed by the findings of Chapman (1994), who in his writing on reducing teacher absenteeism and increasing retention, noted that one reason for dropout is teachers' reaction to being assigned to areas, far away from family and friends and which offer limited social and professional opportunities. He asserted that to be able to retain teachers in a particular location, individuals with strong ties to their communities should be recruited.

### **Academic/professional qualification of teachers**

Item 3 of the teacher questionnaire asked respondents to indicate their academic and/or professional qualification, which goes a long way to determine the quality of teachers in a school system. The responses of teachers that have been cross checked from the district directorate are presented in Table 4.2. The analysis of data in Table 4.2 show that teachers with a range of different academic/professional status abound in the schools.

These findings are similar to those observed by Owolabi (1996). Owolabi noted in his observation that in the educationally advanced countries, teachers are often expected to possess a minimum of college degree (a bachelor's degree), while in less developed areas, the academic level of teachers vary greatly. He cited Hallack (1990) as commenting that, “to fully assess the academic quality of human resource in an institution, it may be necessary to classify teachers by highest academic qualification” (p.88).

### **Table 4.2 Academic/professional qualifications of teacher respondents**



<b>Academic/Professional Qualifications</b>	<b>Frequency</b>	<b>Percentage</b>
Cert 'A' Post Sec	15	15
Diploma	38	38
B. Ed	25	25
Others	22	22
<b>Total</b>	<b>100</b>	<b>100.0</b>

**Source: Research field data (2019)**

Specifically, the statistics in Table 4.2 show that the majority represented by 38% of the basic school teachers were professional teachers who held Diploma which were the national minimum required professional certificates for teaching in the basic schools. This is followed by another 25 teachers holding other qualifications like the B. Ed and formed 25% of the respondents. Also there are other respondents with HND, PDG, MA, M. Phil ect. They constituted 22%. Again Table 4.2 shows that some 20% of teacher respondents were holders of Cert 'A' Post Sec. This is an indication that trained teachers in primary education have received the minimum organized teacher training (pre-service or in-service) required for teaching in a given country.

The situation where as many as 15% of the respondents were still having Cert 'A' Post Sec without the minimum national professional teachers' qualification gives the impression that some of the basic schools in the school Municipality did not have enough professionally qualified teachers and consequently teaching performance of Cert 'A' Post Sec teachers in such schools was likely to have less positive effect on the achievement and performance of the students. This contention upholds the claim of Lockheed and Verspoor (1991) and Avalos and Haddad (1979) who have said that the academic and professional training of teachers have a direct and positive bearing on the quality of performance and consequently, on the achievement of students.

They argued that effective teaching is determined by individual teacher's knowledge of the subject matter and mastery of pedagogical skills. Similarly, the result was consistent with the views of Owolabi (1996), who established that professional training improves the native talents of individual teachers. To him, therefore, the assumption is that the higher the professional training of a teacher the better her teaching is likely to be. He was, however, quick to point out that professional training alone is not an adequate measure of teacher quality since some professional teachers have unimpressive teaching performance, while some non-professional teachers perform very well most of the time.

Hansen (cited in Soglo, 2000), on his part claimed that teacher qualification standards are too often stated in terms of successful completion of certain amount of schooling rather than the ability to do the job of teaching. He suggested the introduction of some amount of flexibility into standards through much shortened teacher training programmes.

#### **The length of time teacher respondents have taught in the Ablekuma North**

Item six of the teacher questionnaire asked respondents to indicate the number of years they have taught in the district. The responses respondents gave are presented in

Table 4.3

**Table 4.3: Teacher Respondents' Duration of Current Stay in the District**

Duration	Frequency	Percentage
One year	12	12
Two years	15	15
Three years	12	12
Four years	9	9
Five years	7	7
Six years	4	4
Seven years and above	41	41
<b>Total</b>	<b>182</b>	<b>100.0</b>

**Source: Research field data (2019)**

From Table 4.3, it can be observed that the teachers who stayed in the district for seven and more years .have the highest percentage of 57. It would be expected that the long stay of these teachers in the district should afford them a great deal of experience which should make them effective and efficient in the performance of their duties. Similarly, writing on retention of teachers in schools, Opare (1998) stated that if teachers stay long in an institution or a school, it promotes conversancy with environmental issues and values, ideals and inspirations. To him, retention of teachers develops true spiritism in the school situation or system.

The next two longest serving numbers of years are 2 and 1 respectively. A close examination of the table reveals that there is a sharp drop in the number of teachers from that for three years (12) to that for four years (9) by 3. The drop represents 42.9% and it signifies a high movement rate of teachers from the district soon after they have served in it for four years. Almost half (48%) of the teachers had been teaching in the school district for four or five years.

These findings are consistent with the findings made by Utuka (2000) in a similar study in the Ashanti Region (Ghana) in which 72% of the teachers in the rural schools agreed that they would never stay for long. Utuka found that the longest duration majority of the teachers stayed in the newly established senior secondary schools ranged from one to three years with the national service period inclusive. One major underlying factor that featured prominently as the cause of this lack of commitment, according to Utuka, was the remoteness of the villages where the schools were established.

#### 4.2 Research Question One: Identify the mode of recruiting teachers in the Ablekuma North Sub Metro Education Directorate?

The Ghana Education Service employs many procedures to recruit teachers for all educational institutions under its jurisdiction. These include direct postings by assurance letters, transfers and releases, re-appointments, reinstatements and re-engagements. These procedures are employed at the national, regional and district levels. But more specifically, research question one wanted to know from teacher respondents whether they willingly applied or accepted to teach in the district. In answering this particular research question, respondents were given alternatives that are known as methods of recruitment of teachers. It also became imperative to source information from the district directorate of education to confirm whatever data teacher respondents gave.

Consequently, the data received in respect of methods of teacher recruitment amount to five. The professionally trained teachers were normally recruited by means of assurance letters, postings by the Director for Human Resource Management and Development, transfers from other regions and districts. Others are either posted by the National Service Secretariat or by advertisement and interview for pupil-teaching appointment. Table 4.4 presents the responses given by respondents

**Table 4.4 Methods of Recruiting Teachers into the School District**

<b>method of Recruitment</b>	<b>Frequency of Respondents</b>	<b>Percentage</b>
Assurance Letter	12	12
Posting by Director Human Resource Management and Development	10	10
Transfer	15	15
Newly recruit/National Service Posting	55	55
Advertisement and Interview for Pupil Teaching	8	8
<b>Total</b>	<b>100</b>	<b>100.0</b>

**Source: Research field data (2019)**

An examination of Table 4.4 reveals that more than a half of the respondents were posted directly by the Director Human Resource Management and Development. This revelation indicates that these teachers did not come to the district to teach voluntarily. They had to accept to come and teach there because they were ordered to do so. To this extent, it can be concluded that they willingly accepted to teach there in that a cursory look at Table 4.4 indicates that about two-thirds of the respondents have taught for more than four years in the Ablekuma North Sub Metro Education Directorate. Closely related to this line of thinking is the fact that 15% and 55% of respondents had come to the district to teach through transfer or doing national service. They may not have willingly applied to come there but have accepted the situation as it is.

On the other hand, Table 4.4 shows that 12% of the teachers indicated that they willingly applied to teach in the district. In the same vein, pupil teachers, representing 8% of the total number of teacher respondents, had responded to vacancy advertisement, and willingly applied to teach in the district.

The situation where the number of newly recruit/National Service Personnel 55(55%) and those recruited for pupil teaching 8(8%) summed up to 63(63%) is an indication that the district could not recruit enough professionally trained teachers.

This number confirms the availability of many pupil teachers in the school district as indicated in Table 4.4. Probably that was why the Director of Human Resource Management and Development at the Ghana Education Service Headquarters posted more teachers to the district with the view to sanitising the situation by filling vacant positions with professional teachers.

As a follow-up question to the recruitment procedures adopted by the District Education Officers to recruit teachers into the district, the three District Education Officials were asked to point out the major problems they face in the recruitment of teachers in the district. They listed a couple of problems associated with the teacher recruitment process in the district and some of them are: Because the supply of professionally trained teachers to the district through the Regional Directorate of Education was inadequate and of the; failure of some professionally trained teachers to accept postings to the district.

In consequent, the Ablekuma North Sub Metro Education Directorate is often compelled to resort to recruiting untrained teachers for the schools. This action is in consonance with the recommendation of the Anamuah-Mensah Education Reform Committee (2002) which recommended that as a short term measure, secondary school leavers could be recruited and made to teach in order to make for the shortage in teacher supply. Similar to this recommendation above is that of Hansen (cited in Soglo 2000). Hansen noted that the qualification standards established for teaching has important bearing on the success of recruitment policies. He explained that by the simple expedient of lowering standards, it becomes far easier to recruit additional teachers. Another problem associated with teacher recruitment in the district according to district education official is delays in the payment of initial salaries to the recruited pupil teachers and newly trained teachers resulting in teacher absenteeism, truancy and attrition. The District Education Official added that some newly trained teachers and some old serving teachers refuse to go to the deprived areas in the district even when they accept postings and transfers to the district.

### 4.3 Research question Two: What are some of the measures headteachers put in place to retain teachers and improve their work in Ablekuma North Sub Metro Education Directorate?

This research question sought to elicit respondents' views on headteacher-teacher relationship in sustaining activities of teachers in Ablekuma North Sub Metro. This section was discuss under three Administrative support and motivation to staff, teachers salary, Availability of TLM to motivate teachers, Conduciveness of school environment and motivation

**Table 4.5 Measures headteachers put in place to retain teachers in Ablekuma North Sub Metro Education Directorate**

	Responses	Frequency	Percent
1 Administrative support and motivation	Strongly disagree	13	13
	Disagree	19	19
	Not sure	15	15
	Agree	39	39
	strongly agree	16	16
	<b>Total</b>	<b>100</b>	<b>100.0</b>
2 Advocate for teachers salary increments and supplementary income generating activities for teacher e.g. extra classes, PTA motivation etc.	Strongly disagree	13	13
	Disagree	11	11
	Not sure	7	7
	Agree	23	23
	strongly agree	46	46
	<b>Total</b>	<b>100</b>	<b>100.0</b>
3 Availability of TLM to motivate teachers	Strongly disagree	13	13
	Disagree	15	15
	Not sure	5	5
	Agree	49	49
	strongly agree	20	20
	<b>Total</b>	<b>100</b>	<b>100.0</b>
4 Conduciveness of school environment and motivation	Strongly disagree	10	10
	Disagree	8	8
	Not sure	7	7
	Agree	29	29
	strongly agree	46	46
	<b>Total</b>	<b>100</b>	<b>100.0</b>

Source: Research field data (2019)

### **1. Administrative support and motivation**

Responding to the question, administrative support is encouraging, on the whole, majority of the respondents (55%) affirm this notion. For instance, where as 13% of the respondents strongly disagreed; 19% disagreed; 15% were not sure, 39% agreed while 16% of the respondent strongly agreed. The result is a clear manifestation of adequate administrative support for the teachers in the Ablekuma Sub Metro. Administrative support can manifest in the form of recognising achievement, supporting teachers, encouraging teachers, caring and administering school rules fairly. Teachers need to be supported when they are in difficulties like in times of bereavement of a love one; finding accommodation for newly posted teachers; getting financial support to solve a pressing need. This result conforms to the study of Hofmeyr (1992) which reported that poor administrative support impacted negatively on their motivation. Thus teachers are highly motivated by administrative support they get from school authorities.

### **2. Advocate for teachers salary increments and supplementary income generating activities for teacher (e.g. extra classes, PTA motivation etc)**

This item in the research instrument sought to identify how salary can serve as a form of motivation for teachers. Table 4.5 shows that 46% of the respondents strongly agreed that the school authorities and other stake holders like the SMC, PTA can advocate for teachers salary increments and supplementary income generating activities for teacher e.g. extra classes, PTA motivation etc in the district to motivate teachers to stay in the district schools. Some 23% of the respondents also agreed to the same assertion. On the other hand 11% and 13% disagree and strongly disagree respectively to the same assertion.



These findings suggest that salary is the top most factors which cause dissatisfaction to teachers. Job satisfaction is found to be directly linked with financial returns. Every job must have some sort of financial outcome. The higher such outcome is, the higher the employee is satisfied with that job. This is found from the response of the teachers in the study area. Teachers opined that to them job satisfaction is to get attractive salary and this will lure them to stay in the service for longer period.

Some of the primary schools teachers' further asserted that their salary is poor in comparison to the existing daily commodity prices. This could explain the reason why 46% of the respondents strongly agreed that they do extra jobs to supplement their income. It is against this background that a lot of the teachers would leave the teaching profession to join other fields if they get the opportunity

Andrew (2004) opine that the entire success of an organization is based on how an organization keeps its employees motivated and in what way they evaluate the performance of employees for job compensation. At times management pays more attention to extrinsic rewards but intrinsic rewards are equally important in employee motivation. Intangible or psychological rewards like appreciation and recognition plays a vital role in motivating employee and increasing his performance.

Andrew (2004) concludes that commitment of employees is based on rewards and recognition. Lawler (2003) argued that prosperity and survival of the organizations is determined through how they treat their human resource. Ajila and Abiola (2004) examine that intrinsic rewards are rewards within the job itself like satisfaction from completing a task successfully, appreciation from the headteacher, and autonomy, while extrinsic rewards are tangible rewards like pay, bonuses, fringe benefits, and promotions.

### **3. Availability of TLM to motivate teachers**

Table 4.5 shows that 49% of the respondents agree that the school authority and relevant stakeholders provide the needed TLMs to enhance smooth teaching. This is one key element needed to make teachers stay at post in the district schools. TLM are teaching and learning aids, its availability will eventually promote good results. Some 20% of the respondents also strongly agreed to the same assertion. On the other hand 13% and 11% disagree and strongly disagree respectively to the same assertion. Therefore, to get teachers satisfied with their job and stay at post, there is the need to provide them with the needed teaching and learning materials.

### **Conduciveness of school environment and motivation**

Responding to the question, the school environment is conducive for work, some 46% strongly agree while 8% disagree. From the study, it is evident that the school environment within which teaching and learning take place was not the best. From the responses, majority of them reported that they do not have staff common rooms in their schools and the physical condition of infrastructure in the school are not the best.

According to Herzberg, the physical environment as an aspect of working condition is a maintenance factor and in Maslow's hierarchy, a lower level need. Physical environment according to this study refers to class size, teaching loads, materials and equipment available and the overall condition of the school site.

According to Clements-Croome (2000), environment in which people work affects both job performance and job satisfaction. The tasks workers perform in modern office buildings are increasingly complex and depend on sophisticated technology; and companies whose occupancy costs are increasing generally seek to reduce them without adversely affecting the workers.

Such workspace decisions aspire to create an investment in employees' quality of life, the argument being made that measurable productivity increases will result. Dilani (2004) adds that, researchers are increasingly finding links between employee health and aspects of the physical environment at work such as indoor air quality and lighting.

#### **4.4 Research Question Three: What are the challenges associated with teachers' recruitment retention in Ablekuma North Sub Metro Education Directorate?**

In research question three, respondents were asked to rank the factors did not make teachers to stay longer in the Sub Metro. The first set of responses is presented in Tables 4.6 simultaneously after which the discussion will follow with the requisite comparisons made.

It can be seen from tables 4.6 that the negative attitude of communities towards schooling was ranked as the first factor for teachers' unwillingness to stay in the school district for a reasonably long period of time. This state of affair if it were true is unfortunate and the situation should be rectified with the urgency it deserves. Chapman (1994) gave credence to such an issue when he pointed out that the apathy of communities towards schooling is one of the reasons for which teachers move from one location to another.

**Table 4.6 Sub Metro Education Officials', Circuit Supervisors/School Heads' and Teacher Respondents' Ranking on recruitment**

S/N	Ranking of factors in the order of importance	Frequency		
		District Officials Response	CS/ heads Response	Teachers Response
1	Negative attitude of the communities towards schooling	2	5	24
2	Unattractive school buildings	1	3	6
3	Unavailability of decent residential accommodation	-	2	13
4	Poor teacher-headmaster relationships	-	1	10
5	Poor teacher-community relationships	1	1	15
6	Inaccessibility of communities due to bad roads	-	-	6
7	Poor academic performance of pupils	-	-	8
8	Low enrolment of pupils in the schools	-	-	2

**Source: Research field data (2019)**

This factor also means that there is no positive reflection of the communities' awareness of their input towards the successful and effective implementation of the community ownership and thematic component of the FCUBE programme.

Rebore (1982) believed that the major cause of the exodus of teachers in Ghana is attributed to the frustration encountered by the teachers in the economic, academic and social spheres. He observed that the main purpose for establishing a reward policy is to attract and retain qualified employees who will provide the type of service expected by the public. He pointed out that for employees to repose trust in the reward package, it is essential that employees understand the reward structure implemented through the administration. Rebore observed that reward is the rationale behind labour activity. For some time now people have thought that high pay will retain the highly qualified teachers in the classroom.

Chapman (1994) also noted that one reason for dropout is teachers' reaction to being assigned to areas, far away from family and friends and which offer limited social and

professional opportunities. He asserted that to be able to retain teachers in a particular location, individuals with strong ties to their communities should be recruited.

The theme for the FCUBE programme expects positive attitudes, practices and behaviour of communities in supporting the implementation of the programme. If teachers would not willingly stay in the school district because of the communities' negative attitude towards schooling, then the success of the programme in the Sub Metro is doubtful. When it comes to the second ranked factors, the three categories of respondents differed in their responses. From Table 4.7, teacher respondents said the issue of unattractive school buildings was factor that did not encourage teachers to stay in the school Sub Metro for longer periods.

This factor is in consonance with the views of Adesina (1990) who pointed out that poor school facilities constitute a major cause of teacher turnover. Similarly, Hallack (1990) was of the view that teacher turnover might be due to some circumstances of the frustrations teachers face when they are unable to put into practice their experiences due to lack of good learning environment. On their part, school heads and circuit supervisors indicated that teachers found it difficult to get suitable accommodation in the Sub Metro. They explained teachers had to live and commute from places far away to their schools; hence they request that there should be the provision of decent accommodation to make teachers stay longer in the school Sub Metro. Indeed, teachers need shelter, comfort and safety from accommodation, and if these are absent, it might be possible that the teachers will not be willing to stay and work in the Sub Metro for long periods of time. Again it must be stated that Sub Metro education officials collectively ranked only two factors as can be seen from Table 4.6.

Even the second factor had one of them ranking it. The factor had to do with poor teacher-headmaster relationships. This point could have been ignored but a look at the other tables corroborates this point that there is some sort of poor relationship between teachers and headmasters/mistresses in the basic schools in the Sub Metro.

The poor teacher-head teacher relationship is attested to what Utuka (2000) found in his study conducted in the Ashanti Region. In the said study, Utuka found that 14.5% of the teachers attributed the cause of high teacher turnover to poor inter-personal human relations of the heads of the institutions. Some of the teachers, according to Utuka, expressed strong desire to leave their schools due to poor heads' relations with them.

Some of them remarked that their headmasters were not transparent in their dealings with their teachers and suspicious about their teachers. A factor which respondents though did not rank it too high but is worrying is the issue of poor teacher-community relationships shown in Tables 4.6. There cannot be education without teachers and it is incumbent on communities where schools are located to be well disposed towards teachers as their partners in development through education. It has been said that in the past teachers in rural areas where the chiefs' secretary who also acted as letter writer or reader as and when the situation required.

Musaazi (1988) putting the situation into the correct perspective noted that community altitude towards schooling are affected by the characteristics of the community members' background, their conscious or unconscious assessment of the benefits and costs of education and the influence of community norms and practices that conflict with education.

#### **4.5 Research Question Four: Suggest ways to curb emerging challenges associated with teachers' recruitment and retention in Ablekuma North Sub Metro Education Directorate.**

In an effort to answer Research Question four, the three categories of respondents were requested to come out with suggestions on how teachers, be they professionals or non-profession could be retained in the district once they have found themselves there. The responses given are edited and presented in Tables 4.8, 4.9 and 4.10. The suggestions given by respondents are termed conditions necessary to curb emerging challenges associated with teachers' recruitment and retention in Ablekuma North Sub Metro Education Directorate. Each table is presented followed by a discussion with appropriate reference(s). The Conditions are three in number and they are Conducive Organisational Climate, Favourable Environmental Factors and Improved Conditions of Service.

##### **A. Teachers' Views on the Conditions necessary to retain them in the District**

The three main themes or conditions include tangible and intangible rewards, intrinsic and extrinsic motivation whichever way applicable. The views as expressed by teachers are presented in Table 4.7.

**Table 4.7 Teachers' Views on the Conditions necessary to retain them in the District**

<b>Conditions Necessary</b>	<b>Frequency</b>	<b>Percentage</b>
Conducive Organisational Climate of School District	33	33
Favourable External Environmental Factors	25	25
Improved Conditions of Service	42	42
<b>Total</b>	<b>100</b>	<b>100</b>

**Source: Research field data (2019)**

From Table 4.7, it is observed that 42% of the total responses coming from teacher respondents pointed to improved conditions of service as a measure that could curb

emerging challenges associated with teachers' recruitment and retention in Ablekuma North Sub Metro Education Directorate. They advanced a wide range of conditions that needed to be improved. The most popular of the conditions to them was the provision of incentives to teachers. The provision of incentives to teachers has been mentioned by some of the teacher respondents early in this chapter as necessary conditions for curbing emerging challenges associated with teachers' recruitment and retention in the Sub Metro Education Directorate.

A report by Institute of Education, University of Cape Coast (2016) suggested that the municipalities should be encouraged in providing incentives to teachers as a means of retaining teachers to these areas, as most teachers, especially professional personnel, are unwilling to live and work in under develop areas.

Respondents were particular about the provision of fringe benefits for teachers as a means of improving conditions of service and consequent retention of teachers in the school Sub Metro. A summary of the types of fringe benefits mentioned by respondents included the following:

- i. Provision of suitable accommodation for teachers.
- ii. Institution of award schemes for deserving teachers for long and meritorious service.
- iii. Institution of scholarship schemes for teachers to upgrade themselves and for their children's education up to secondary level.
- iv. Provision of means of transport to teachers.
- v. Early payment of salaries to newly trained teachers.
- vi. Organization of local and district credit and welfare schemes for teachers



For the fringe benefits to meet the needs of an individual teacher, some of the respondents were of the opinion that, administrators should vary the fringe, benefits. They should be aware that what one person considered desirable might seem superfluous to another.

This position agrees with the stand of Rebores (1982) that “while a status conscious employee might be motivated by a job title, a reserved parking place, the services of a private secretary, a decent accommodation or a panelled and a carpeted office, another individual might value operating without close supervision as a reward that would both motivate performance and retain his service” (p.242).

Furthermore, Table 4.6 indicates that 33% of the teacher responses touched on conducive organisational climate of the schools and the school Sub Metro Education Directorate as an important factor that could retain teachers. To them, the determinants of conducive organizational climate should emanate from Sub Metro education officials and these include:

- i. Fairness and flexibility in handling matters pertaining to teachers' discipline and welfare.
- ii. Improved human relations.
- iii. Promptitude in the processing of teachers' particulars, especially those for promotion and salary adjustment.
- iv. Intensified supervision and monitoring of schools and provision of necessary support to teachers.

Respondents added that in the schools, there should be open administration, healthy relationships among the head, staff and students. Also, adequate physical facilities and instructional materials should be provided in the schools to urge the teachers onto

greater performance and retain their service. On his part, Mussazi (1988) suggested the establishment of a clear staff policy on the principles of justice and fair play as well as the provision of facilities and equipment needed by teachers for consideration in an attempt to create conducive organizational climate and encourage teachers to stay long in a school in the Sub Metro. Pupils' excellence in academic and other endeavours, according to respondents, can boost the morale of teachers and make them remain in the Sub Metro.

Favourable external environmental factors were the third category of conditions necessary to retain teachers in the Sub Metro. Twenty-five percent of the responses went for this view. Issues brought out under this factor could be classified as social and economic. One of the social issues mentioned by teacher respondents was availability of social amenities which included potable water, electricity, good road network, adequate postal and telecommunication facilities, hospitals or health facilities, banking institutions, community libraries and good first and second cycle schools for the education of respondents' children.

Respondents would want to see members of the communities providing infrastructure and other educational facilities for the schools, providing pupils' needs, supervising pupils' studies at home, instilling good discipline into pupils and above all, being friendly and accommodating to teachers.

Respondents' views on the social issues that could retain teachers in the school Sub Metro agreed with that of Musaaazi (1985), which stated that in trying to retain teachers, educational administrators should try to understand teachers' personal and social problems and needs.

Beaudin (1996) expressed a similar view. He believed that teachers leave the profession because of inadequate support from educational authorities and local communities and that this support should be in the form of resources and materials as well as services, with medical care and good drinking water as examples.

Under economic issues, teachers mentioned moderate cost of living and prospects for other income generating ventures. The few who held these view were of the opinion that teachers should be allowed to organise extra classes for pupils so as to procure extra income to supplement their salaries. They maintained that most teachers were unable to live on their salaries under the harsh economic conditions that existed. Hence, lower cost of living and the availability of sources of extra income might help teachers to want to stay in the school district.

Availability of an opportunity for teachers to engage in economic activities in addition to teaching as noted by the teacher respondents is in agreement with the opinion of Opare (1998), where she found that of all the conditions and facilities that contributed to satisfaction, only one, the opportunity to derive additional income from sources other than teaching, was inversely related to the willingness of the teachers to remain in teaching in their schools in the Birim South District for long. And, the chance to organise extra classes for a fee was the most crucial factor. She opined that if the teachers were to have got the opportunity to organise extra classes for extra income, they would have been willing to have stayed in the schools for longer periods of time.

**B. Views of District Education Officials on the Suggested ways to curb emerging challenges associated with teachers' recruitment and retention in Ablekuma North Sub Metro Education Directorate**

As a measure to have exhaustive answers to the issue under discussion each category of respondent's view is factored into the equation. In pursuant to this objective Sub Metro education officials who are the managers of schools in the Sub Metro matter so much when it comes to the issue of retaining teachers. Their responses are presented in Table 4.8.

**Table 4.8 Suggested ways to curb emerging challenges associated with teachers' recruitment and retention**

<b>Conditions Necessary</b>	<b>Frequency</b>	<b>Percentage</b>
Conducive Organisational Climate of School District	17	17
Favorable External Environmental Factors	33	33
Improved Conditions of Service	50	50
<b>Total</b>	<b>100</b>	<b>100</b>

**Source: Research field data (2019)**

From Table 4.9, 50% of responses of Sub Metro Education Officials indicated improved conditions of service as a condition that was necessary for the retention of teachers in the Sub Metro. This position of Sub Metro Education Officials agrees with that of teacher respondents as seen in Table 4.9. This finding is consistent with that of Soglo (2000).

He did a study in teacher training colleges in the Volta Region and he found that school administrators held a view of improved conditions of service for teachers with the view to retaining them in the teachers training colleges. Among a wide range of conditions that needed to be improved, according to 'the officials, was -the institution of attractive incentive package schemes to motivate and induce commitment and retention of teachers.

In addition to the various forms of incentives mentioned by teacher respondents as discussed under Table 4.8, the Sub Metro Education Officials pointed out the payment of hardship allowance to teachers who stay in deprived areas for relatively long

periods of time and extension of the concept of Best Teacher Award in such a way that outstanding teachers especially those in deprived areas could be identified and rewarded at school and community levels.

The next condition shown by the table was favourable external environmental factors that were advanced by 33% of responses from Sub Metro Education Officials as a necessary condition for retention of teachers in the district. Among the external environmental factors that were expressed by the officials were provision of support services, good infrastructure and social amenities like health facilities, transportation and learning opportunities.

The third and last condition attracted 17% of the responses by Sub Metro education officials, which is conducive organizational climate of the schools and the Sub Metro. This the response explained included the provision of educational materials and equipment to teachers at the right time and in the right quantity for work in the schools as well as involvement of the teachers in decision-making in the schools and the district as necessary factors for retention of teachers in the school Sub Metro.

### **C. The Views of School Heads/Circuit Supervisors**

In keeping to the format to be followed in dealing with the issue of conditions that could help curb emerging challenges associated with teachers' recruitment and retention in Ablekuma North Sub Metro Education Directorate, the views of Circuit Supervisors and Headmasters/mistresses were sought. The responses as given by these respondents are shown in Table 4.9.

**Table 4.9 Headmasters/mistresses and Circuit Supervisors' Views on Conditions Necessary to curb emerging challenges associated with teachers' recruitment and retention**

<b>Conditions Necessary</b>	<b>Relative Frequency</b>	<b>Frequency Percentage</b>
Conducive Organisational Climate of School District	30	30
Favorable External Environmental Factors	28	28
Improved Conditions of Service	42	42
<b>Total</b>	<b>100</b>	<b>100</b>

**Source: Research field data (2019)**

Table 4.9, like Tables 4.7 and 4.8 shows that improved conditions of service for teachers attracted the greatest percentage of responses from all the three categories of respondents. From this table, 42% of the responses from circuit supervisors and school heads advanced it. There is no doubt that improved conditions of service are necessary factors if the retention of teacher is to gain grounds anywhere on the education landscape. Among the conditions of service that needed improvement, according to respondents was the provision of a combination of fringe benefits from which teachers in the deprived areas could choose, suited to their particular situation. This will obviously increase the administrative cost of compensation programmes.

However, Rebore (1982) opined that the potential benefits in curbing emerging challenges associated with teachers' recruitment and retention could significantly offset such additional costs. While some of the respondents noted that outstanding teachers should be identified and rewarded at the school and community levels, others were of the view that the training of teacher trainees, especially those from the Sub Metro should be sponsored by the stakeholders in education in the Sub Metro. Such Sponsored teachers should be bonded to stay and teach in the Sub Metro for a relatively long period of time. The prominence attached to incentive packages by the various categories of respondents as a condition necessary to curb emerging

challenges associated with teachers' recruitment and retention in Ablekuma North Sub Metro Education Directorate suggested that it was a major factor that should be given attention in the Sub Metro.

The issue of conducive organizational climate of the schools and the school Sub Metro was pointed out by 30% of responses from headmaster/mistresses and circuit supervisors as a necessary factor for curbing emerging challenges associated with teachers' recruitment and retention. Some of these respondents were of the opinion that the communities should develop positive attitudes towards schooling, be friendly and polite to teachers and provide suitable accommodation for teachers. Many of the respondents suggested that landlords should not charge high rents. Most of the respondents stated that parents should co-operate with teachers, attend Parent Teacher Association meetings and provide children with all their school needs such as uniforms, exercise books, bags and the like.

Finally, Table 4.9 shows that 28% of responses from school heads and circuit supervisors indicated that favourable external environmental factors are equally important conditions to be considered in the retention of teachers in the Sub Metro. The views of this category of respondents are not different from that of teacher respondents who also identified the availability of basic social amenities such as markets, good roads, potable water, electricity and medical services in the Sub Metro

Other thing they disagreed included the provision of clean school environment as relevant to teacher retention in the school Sub Metro. Related to economic issues, there were calls for other income-generating ventures for teachers. From the foregoing discussion, the three categories of respondents have agreed to the fact that teachers can be retained in the Sub Metro based on the three consolidated conditions.

These consolidated conditions once again are improved conditions of service, conducive organizational climate of the schools and the school district and favourable external environmental factors.

#### **4.6 Summary**

The analysis of data on the study of the extent of recruitment and retention of teachers in the basic schools in the Ablekuma North Sub Metro Education has come out with quite a few interesting observations. The study revealed that although the basic schools in the Ablekuma North Sub Metro Education had generally not attained their full staffing norm, the staffing situation was relatively high; however, the schools did not have enough professionally qualified teachers. It was noted that in the face of problems that face recruitment of teachers in the Sub Metro, non-professional teachers and indigenous teachers mostly willingly applied for and accepted postings to the Sub Metro.

The study unfolded several factors, including teachers' desire to work in their home district and the nearness of the district to the regional capital that accounted for the attraction of few teachers into the district as well as retention of teachers in the district. Again, factors such as negative attitude of community members towards schooling and unavailability of decent residential accommodation do not make it possible for teachers to stay in the Sub Metro for reasonably long periods of time.

Nevertheless, it was revealed that the prevalence of certain conditions in the school Sub Metro could enhance retention of teachers in the district. Some of those conditions include conducive organizational climate of the schools' district, favorable external environmental factors and improved conditions of service.



## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter presents the summary of the study, conclusions drawn from the study and recommendations made for possible application. In this chapter the main findings emerging from the study are presented. The implications of the findings are also discussed. On the basis of the findings and their implications, conclusions are drawn, and recommendations for their redress are made. The chapter ends with suggestions on areas for further research. The main, objective of this study is to identify the factors affecting teacher recruitment procedures and retention in the basic schools in Ablekuma North Sub Metro Education Directorate.

#### 5.1 An Overview

The descriptive survey method was employed to investigate the factors that influence the recruitment and retention of basic school teachers in the Sub Metro Education Directorate. The stratified random sampling technique was adopted to select 65 teachers out of 482 basic school teachers who were serving in the district. The same method was employed to select 20 Headmasters/mistresses out of a total of 75. However, all the five circuit supervisors and three District Education Officials (i.e. the District Director, her deputy and the Assistant Director for Human Resource Management and Development) in charge 'of recruitment were included in the study. In all, 100 respondents were selected for the study. To ensure the validity and reliability of the research instruments, the researcher did a pre-test of the instruments. This was conducted in the Ablekuma South Education Directorate.

Three types of questionnaire with open and closed-ended items were developed and used for the collection of data from the three categories of respondents.

## **5.2 Summary of findings**

The major task of the study was to seek answers to the mode of recruitment on one hand and factors that influence teacher recruitment and retention in the Ablekuma North Sub Metro Education Directorate. The summary of the findings has therefore been provided as follows:

### **1. On the mode of recruiting teachers in the Ablekuma North Sub Metro Education Directorate**

- i. The male dominance of the teachers in the Ablekuma North Sub Metro Education Directorate parallels a few instances of male dominance in teacher population especially in African countries. The availability of fewer female teachers in the school district gives the impression that the school district had insufficient quality teachers in terms of sex of teacher.
- ii. The high representation of teachers from other districts in the Ablekuma North District may lead to low retention of teachers in the district, especially, those from other districts because teachers from other districts who have strong ties to their communities might be attracted to their own districts.
- iii. More than a half of the respondents were posted directly by the Director Human Resource Management and Development. This revelation indicates that these teachers did not come to the district to teach voluntarily. They had to accept to come and teach there because they were ordered to do so.
- iv. Closely related to this line of thinking is the fact that 15% and 55% of respondents had come to the district to teach through transfer or doing national service.

They may not have willingly applied to come there but have accepted the situation as it is.

**2. On measures headteachers put in place to retain teachers and improve their work in Ablekuma North Sub Metro Education Directorate**

- i. Administrative support in the district is encouraging, on the whole, majority of the respondents (55%) affirm this notion. For instance, where as 13% of the respondents strongly disagreed; 19% disagreed; 15% were not sure, 39% agreed while 16% of the respondent strongly agreed. The result is a clear manifestation of adequate administrative support for the teachers in the Ablekuma Sub Metro. Administrative support can manifest in the form of recognising achievement, supporting teachers, encouraging teachers, caring and administering school rules fairly.
- ii. Some 46% of the respondents strongly agreed that the school authorities and other stake holders like the SMC, PTA can advocate for teachers salary increments and supplementary income generating activities for teacher e.g. extra classes, PTA motivation etc in the district to motivate teachers to stay in the district schools.
- iii. About 49% of the respondents agree that the school authority and relevant stakeholders provide the needed TLMs to enhance smooth teaching. This is one key element needed to make teachers stay at post in the district schools. TLM are teaching and learning aids, it availability will eventually promote good result.
- iv. Some 46% strongly agree while 8% disagree. From the study, it is evident that the some school environment within which teaching and learning take place was not the best. From the responses, majority of them reported that they do not have

staff common rooms in their schools and the physical condition of infrastructure in the school are not the best.

**3. On the challenges associated with teachers' recruitment retention in Ablekuma North Sub Metro Education Directorate**

- i. The school heads and circuit supervisors indicated that teachers found it difficult to get suitable accommodation in the Sub Metro. In view that teacher turnover might be due to some circumstances of the frustrations teachers face when they are unable to put into practice their experiences due to lack of good learning environment.
- ii. The poor teacher-head teacher relationship was also another challenge associated with teachers' recruitment retention in Ablekuma North Sub Metro Education Directorate. Some 14.5% of the teachers attributed the cause of high teacher turnover to poor inter-personal human relations of the heads of the institutions.
- iii. Some of teachers' remarked that their headmasters were not transparent in their dealings with their teachers and suspicious about their teachers.

**4. On the strategies to curb emerging challenges associated with teachers' recruitment and retention**

- i. Respondents were particular about the provision of fringe benefits for teachers as a means of improving conditions of service and consequent retention of teachers in the school Sub Metro. A summary of the types of fringe benefits mentioned by respondents included the following:
  - a. Provision of suitable accommodation for teachers.
  - b. Institution of award schemes for deserving teachers for long and meritorious service.

- c. Institution of scholarship schemes for teachers to upgrade themselves and for their children's education up to secondary level.
- d. Provision of means of transport to teachers.
- e. Early payment of salaries to newly trained teachers.
- f. Organization of local and district credit and welfare schemes for teachers
- ii. On conducive organisational climate of the schools and the school Sub Metro, the respondents suggested that it must emanate from Sub Metro education officials and these include:
  - a. Fairness and flexibility in handling matters pertaining to teachers' discipline and welfare.
  - b. Improved human relations.
  - c. Promptitude in the processing of teachers' particulars, especially those for promotion and salary adjustment.
  - d. Intensified supervision and monitoring of schools and provision of necessary support to teachers.

### **5.3 Conclusions**

In line with the findings of this study, the following conclusions are drawn. The first being that the numerical strength of the basic schools in the Ablekuma North Sub Metro Education Directorate is relatively high. The schools operated at an average of 94.2% of their teaching staff requirement for the 2003/2004 academic year. However, the ratio of professionally trained to non-professional teachers were about 3:1. These findings were indications that some of the schools in the district lacked adequate and well-qualified staff.

Moreover, there were not enough female teachers in the school district to serve as role models for the younger females in the schools and the communities.

Most teachers did not willingly apply for postings to the Ablekuma North Sub Metro Education Directorate and to the rural schools. As a result, they were not prepared to stay long enough. They were posted directly to the school district by either the National Headquarters of the Ghana Education Service (GES) or the National Service Secretariat. They were compelled to stay in compliance with certain GES regulations and conditions of service among other things. Specifically, they stayed to qualify for transfer grant, transport claims and study leave with pay before they moved out.

A small number of teachers in the school district hail from the district and were prepared to stay and work longer than teachers from other districts/regions. This was because the native teachers received financial, material and moral supports from their families, but, because of non-proximity to their districts, the non-indigenous teachers did not enjoy the support the native teachers received. It was difficult to recruit and retain teachers from other districts and regions. A teacher's home district was therefore an important determinant to his preparedness to go, stay and work in the Ablekuma North Sub Metro Education Directorate.

Lack of incentive packages, uncompromising attitude of District Education Officials, unfavorable working conditions in the schools, unfriendliness of the communities, lack of social amenities and the remoteness of the communities in the school district stood out prominently as some of the factors that dissuaded some teachers from staying longer in the district. A effect of the findings is that teachers in the Ablekuma North Sub Metro Education Directorate had high expectations for conditions and facilities in the district.

When the conditions and facilities were favourable, that was, when expectations were met, they became satisfied, and were likely to be retained. But when their hopes were dashed, they became frustrated and disillusioned, and their commitment dwindled. Availability of suitable incentives and fringe benefits, a compromising attitude of District Education Officials, adequate school infrastructure, moderate cost of living, positive attitudes of the communities towards formal education and availability of social amenities in the school district were some crucial expectations of the teachers.

#### **5.4 Recommendations**

In the light of the findings of the study and the conclusions reached, the following recommendations are made:

1. The Ablekuma North Sub Metro Assembly should encourage and support or sponsor more teachers from the district especially women for professional teacher training programmes. The indigenous teachers tend to stay a bit longer than the non-indigenes.
2. Educational authorities at the national and regional headquarters should endeavour to increase the number of direct postings to the school because that will increase the number of professionally remain teachers in the Sub Metro.
3. Members of the communities should show positive attitude towards all teachers in general and the basic school teachers in particular. They should be educated to be teacher-friendly and supportive to teachers who live and work with them.
4. The Headmasters/mistresses should work hard to improve the tone of the schools so that they can attract and retain more teachers.

5. Besides, the Municipal Education Directorate must heed the call by respondents to be prompt, fair and flexible in dealing with matters pertaining to teacher's discipline, welfare, promotion and remuneration. Furthermore, the Ministry of Education and Ghana Education Service should endeavour to respond positively to issues concerning the improvement of service conditions for teachers in rural and deprived areas.
6. The Municipal Assembly and the communities should try to complement government's efforts by donating prizes to be awarded to deserving teachers. This would be an incentive for attracting teachers to the school and make them stay,
7. The District Education Directorate, particularly, the officers of the Inspectorate Division should be given means of transport to enable the officers pay regular visits to the schools especially those in the deprived areas. This will help them to effectively supervise these schools and give them supportive services when and where necessary.
8. There is the need for collaborative efforts by the Central Government, the Greater Accra Regional Coordinating Council, Ablekuma North Sub Metro Assembly, Non-Governmental Organizations and other private organizations to extend social amenities such as potable water, good roads and health services to areas where feasible to enhance high rate of teacher attraction to and retention in those areas.

## **5.5 Recommendations for Further Research**

The study was carried out in the Ablekuma North Sub Metro and was restricted to basic school teachers only.



The findings of the study may therefore be valid for the basic schools in the Sub Metro only. It would be ideal to generalize the findings to all school districts and to all levels of the educational system in Ghana.

1. To this end, there is the need for replication of the study in other districts and to undertake similar studies at other levels of education in the country.
2. Another area worth considering for further research is the positive and adverse effects of teachers' long stay in a school district.



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**APPENDIX**  
**QUESTIONNAIRE FOR TEACHERS**

Instruction: Please supply appropriate answers to the following items. You can make a tick in the, [√] or write answers in the spaces provided.

**SECTION A:**

1. Gender                                      Male                       Female
2. Age    21-29                       30 -39                       40 and above
3. Home Region (Please specify).....
4. Home District (Please specify)....
5. Professional Qualification  
 Certificate 'A' Post Sec  
 Diploma  
 Bed.  
 MPhil.  
 (Please specify)
6. How long have you been teaching in the district? (Please specify)

**SECTIONB:**

7. Which appointment procedure (s), did you go through before being appointed as a teacher into this district?  
 applied for an assurance letter  
 I was posted direct by the Director, Human Resource and Manpower Development after my professional training  
 I was transferred from another district?  
 Others (please specify).....
8. If you applied to be in this district, give reasons for your choice  
 I come from this district  
 To join my husband/wife who is in the district  
 I wanted to be away from my home district  
 I like to work in this district  
 Others (please specify).....
9. How did you come to teach in your present school?  
 I was transferred  
 I was posted from the District Education office  
 Others (please specify).....
10. If working in your present school was not your choice, where would you have liked to work?  
 In my hometown/village  
 A place near my hometown  
 A place away from my hometown  
 Others (please specify).....
11. If you were posted/transferred to the district, please give your reason for accepting posting or transfer.  
 I come from the district

- I wanted to be away from my home region/district
- Easy accessibility to the area
- Acquisition of accommodation
- Favorable weather conditions
- Peaceful social climate within the district
- I had no choice
- Others (please specify).....

12. Many professional basic school teachers remain in the district after being posted here. The following are a number of possible reasons for this. Please put '1' next to the reason you think is the most important reason, '2' next to the reason you think is the second most important, '3' next to the reason you think is third most important, etc. until you have filled all the boxes.

- Availability of residential accommodation
- Availability of health services
- Low cost of living
- Availability of incentives from people in the communities
- Desire to be in the teacher's home district
- Get support from headteacher
- Get support from District Education Officials
- Easy access to teaching/learning resource materials
- Conducive school environment
- Others (please specify).....

13. How long do you expect to remain in the district as a teacher?.....

14. Are you satisfied with your job as a teacher in the Ablekuma North Sub Metro? Yes  No

15. If your answer to question '14' is 'Yes' please give at least three reasons for your job satisfaction in the district.....

16. If your answer to question '14' is 'No' please give at least three reasons for your Job dissatisfaction in the district.....

17. What do you think make teachers not willing to stay in your school for a reasonably long period of time? The following are a number of possible reasons for this. Please put '1' next to the reason you think is the most important reason, '2' next to the reason you think is the second most important reason, '3' next to the third most important reason, etc. until you have filled all the circle provided.

- Unavailability of descent residential accommodation
- Unattractive school buildings
- Negative attitude of the community towards schooling
- Poor teacher-community relationships
- Poor teacher-headteacher relationships
- Inaccessibility of the community due to bad roads
- Poor academic performance of pupils
- Low enrolment of pupils in the school
- Others (please specify)

.....  
.....

**18.** What do you think can be done to attract more teachers into the district?

.....  
.....

**19.** What can be done to retain teachers in the district?



**QUESTIONNAIRE FOR THE DISTRICT DIRECTOR OF EDUCATION, HER DEPUTY AND ASSISTANT DIRECTOR FOR HUMAN RESOURCE AND MANAGEMENT DEVELOPMENT**

Please respond appropriately to the following items on the recruitment and retention of basic school teachers in your district. You can make a tick in the box [✓] or write answers in the spaces provided.

**SECTION A:**

1. What recruitment procedures do you follow in recruiting teachers into the schools in the district?

.....  
.....  
.....  
.....

2. What major problems do you face in your recruitment exercise in the district?

.....  
.....  
.....  
.....

3. Which categories of teachers willingly accept and even apply for recruitments into the district?

- Teachers who hail from the district
- Teachers who do not hail from the district
- Professionally trained teachers
- Non-professionally trained teachers

4. What are some of the possible reasons that make either question 3.1, 3.2, 3.3 or 3.4 accept appointment in the district?

**SECTIONB:**

5. Which category of teachers usually stays long in the district?

- Teachers who hail from the district
- Teachers who do not hail from the district
- Professionally trained teachers
- Non-professional teachers
- Why is this so?

.....  
.....

6. Many professional basic school teachers remain in the district after being posted here. The following are a number of possible reasons for this. Please put '1' next to the reason you think is the most important reason, '2' next to the reason you think is the most second important reason, '3' next to the third important reason etc. until you have filled all the boxes.

- Availability of residential accommodation
- Availability of health services
- Low cost of living
- Availability of incentives from people in the communities



- Desire to be in the teacher's home district
  - Get support from headteachers Get support from District Education Officials
  - Easy access to teaching/learning resource materials
  - Conducive school environment
- Others (please specify).....

7. What do you think make teachers not willing to stay in your schools and district for reasonably long period of time? The following are a number of possible reasons for this. Please put '1' next to the reason you think is the most important reason, '2' next to the reason you think is the second most important reason, '3' next to the third most important reason, etc. until you have filled all the boxes.

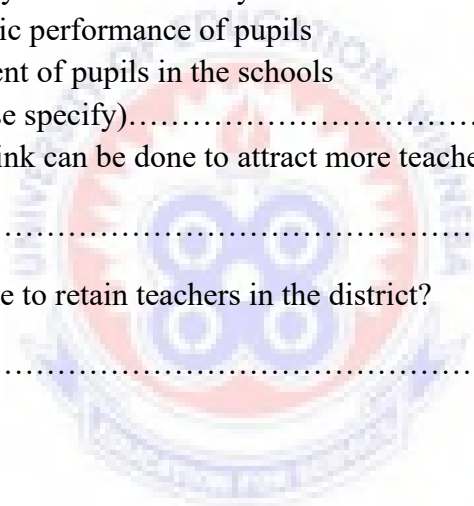
- Unavailability of descent residential accommodation
- Unattractive school buildings
- Negative attitude of the community towards schooling
- Poor teacher-community relationships
- Poor teacher-Headteacher relationships
- Inaccessibility of the community due to bad roads
- Poor academic performance of pupils
- Low enrolment of pupils in the schools
- Others (please specify).....

8. What do you think can be done to attract more teachers into the district?

.....

9. What can be done to retain teachers in the district?

.....



## QUESTIONNAIRE FOR HEADMASTERS / MISTRESSES AND CIRCUIT SUPERVISORS

Please, I would like to know the procedures you use to retain basic school teachers after they have been posted to your circuit or school. You can make a tick in the box [√] or write the answers in the space provided.

1. What do you think is/are the factor (s) that influences teachers to remain teaching in your school or circuit?  
.....  
.....  
.....

2. Which category of teachers usually stays long in your school or circuit?

- Teachers who hail from the district
- Teachers who do not hail from the district

3. What are some of the possible reasons that make teachers who hail from the district or teachers who do not hail from the district stay long in your school or circuit?  
.....

4. Which category of teachers usually stays long in your school or circuit?

- Professionally trained teacher.
- Non-professional teachers

5. What are some of the possibly reasons that make professionally trained teachers or non-professional teachers stay long in your school or circuit?  
.....  
.....

6. Many professional basic school teachers remain in your school or circuit after being posted here. The following are a number of possible reasons for this. Please put '1' next to the reason you think is the most important, '2' next to the reason you think to the second most important, '3' next to the third important reason, etc. until you have filled all the boxes.

- Availability of residential accommodation
- Availability of health services.
- Low costs of living
- Availability of incentives from people in the communities
- Desire to be in the teacher's home district
- Get support from headmaster/mistress
- Get support from District Education Officials
- Easy access to teaching/learning resource materials
- Conducive school environment
- Others (please specify).....

7. What do you think make teachers not willing to stay in your school or circuit for reasonably long period of time? The following are a number of possible reasons for this. Please put '1' next to the reason you think is the most important reason, '2' next to the reason you think is the second most important

reason, '3' next to the third most important reason, etc. until you have filled all the boxes.

- Unavailability of descent residential accommodation
- Unattractive school buildings
- Negative attitude of the community towards schooling
- Poor teacher- community relationships
- Poor teacher – Headteacher relationships
- Inaccessibility of community due to bad roads
- Poor academic performance of pupils
- Low enrolment of pupils in the school
- Others (please specify).....

9. What can be done to retain teachers in your school or circuit?

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