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UNIVERSITY OF CAPE COAST

TEACHER RECRUITMENT AND RETENTION IN PRIVATE SENIOR HIGH SCHOOLS IN THE CAPE COAST METROPOLIS

BY

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DISSERTATION SUBMITTED TO THE INSTITUTE FOR DEVELOPMENT STUDIES OF THE FACULTY OF SOCIAL SCIENCES, UNIVERSITY OF CAPE COAST IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF ARTS DEGREE IN HUMAN RESOURCE MANAGEMENT

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ANASTASIA BENTUM – ENNIN

2014

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DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is the result of my own original work and that no part of it has been presented for another degree in this University or elsewhere.

Candidate's Name: Anastasia Bentum-Ennin

Signature: ……..….. Date……

Supervisor's Declaration

I hereby declare that the preparation and the presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

Supervisor's Name: Drs. N.K.T. Ghartey

Signature: ……..…… Date……..…….

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ABSTRACT

The purpose of this study was to investigate the factors that influence recruitment and retention of teachers in Private Senior High School in the Cape Coast Metropolis. The study thus looked at the various methods of recruitment of teachers as well as the factors influencing teacher retention.

The researcher used the survey design for the study. Due to time constraint of the research the study was limited to Cape Coast metropolis. The study population embraced all the teachers in four private senior high schools in the metropolis. A purposive sampling was initially used to select 80 respondents from four private senior high schools. The main instrument used in the collection of data was the questionnaire. The questionnaires were coded and entered into Statistical Product and Service Solution (SPSS) Version 11.0 Software for analysis. The study revealed that most of teachers leave teaching in private senior high schools in search for better paid work. The school authorities recruited teachers from outside the schools through member of staff, application letters and so on. It was also found that school facilities like teaching facilities, accommodation, good medical service and transportation were the major factors that influence the retention of teachers in the metropolis. Some of the recommendations included giving incentives to teachers, providing accommodation, organizing regular workshop and seminars to enable teachers abreast with the new methods of teaching and considering increasing teacher salaries since salaries of teachers have the largest effect on retention.

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DEDICATION

To my husband Simon, my brother Zac and my children, Esi, John - Paul and Mary-Anne Gyakye.

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CHAPTER ONE

INTRODUCTION

Background to the study

Human resource management involves attracting, developing, motivating and retaining the right people needed to achieve organizational goals. Such activities can have an important impact on individuals' performance and increase the overall organisational performance and productivity. When employees in an organization are considered as investments rather than purchased services, they can, if well managed, yield better results for the organization. It is believed that the most important single resource an organisation can rely on to realise its stated objective is people, thus the substance of people to every business success is undeniable (Becker and Huselid 1998). The ability of an organization to manage this resource towards advancing the organization's goals of increased productivity is very crucial.

Despite the topical economic downturn, a significant amount of attention has been given to recruitment and retention of employees (Slagle, 2012). In establishing human resource needs in an organization, recruitment and retention are aspects of the foundation activities that should be seriously considered. These involve attracting the right people for the right job and adopting measures that will retain these people in the organisation.

The development of any country depends mostly on the quantity and quality of its human resource base (Budhwar, 2006). The educational sector is

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recognised as a principal forum for the acquisition of knowledge and skill that are vital for the development of a country's human resource base. For education to achieve these set of objectives, it must be cost effective, efficient and pragmatic enough to respond to the needs of society.

According to Antwi (1992), teachers have generally been recognised as one of the most important groups of resource inputs in Ghana. They occupy such central and vital position in any educational system that their attributes and problems have been of paramount interest not only to educational authorities and practitioners but many researchers.

Teachers are responsible for imparting knowledge, skills and play an enormous role in this respect. According to Rajput, (2002), teachers are the key to the success of any educational system and an individual's teacher's level of motivation goes a long way in determining his or her output. The Educational Reforms in Ghana brought about the need to increase the number of Senior Secondary Schools and the number of basic schools. This meant increasing the number of teachers at all levels. One major component of Ghana's educational reforms is improving the quality of teaching and learning. Under the reform programme, there is the need to produce a good number of competent teachers for all levels of schools in the country; accordingly, training of teachers should be based on the level of available vacancies now and in the future (Mohammed, 2000).

Cape Coast Metropolis is said to be the seat of education in Ghana because of the number of schools present in the metropolis. The schools in Cape Coast include both public and private schools. The importance placed on education in the metropolis has brought about the establishment of many

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private schools as profit making ventures. The achievement of these objectives depends on the availability of well qualified and motivated teachers.

In spite of the fact that employee motivation has tremendous effect on employee recruitment and retention of teachers in private schools in the Cape Coast metropolis, not much research has been carried out on this issue. This prompted the researcher to investigate the topic under study.

Statement of the problem

Recruitment and retention of qualified teachers into various schools has engaged the attention of policy makers in the Ghana Education Service (GES) and proprietors of various private schools in the country, but the attraction to and retention of teachers in private school system can be said to be a major problem. The problem of high turnover among teachers has become a serious case which gave rise to teacher grievances and their demands to be heard as demonstrated by the National Association of Graduate Teachers (NAGRAT) when graduate teachers saw the need to enjoy better conditions of service like their colleagues in the health sector, for example.

Records indicate that recruitment and retention of teachers are increasingly becoming a problem in the education sector as teachers use the classroom as a stepping stone for the so called white collar jobs (Mayotte, 2003). Some teachers in private schools use the schools as transitional points or spring boards: they accept teaching appointments for the first month and by the second month or year they would have left to join other organisations, left for ‘greener pastures’ abroad or have joined the public schools for job security and relatively attractive conditions. The question is what staffing factors

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influence the recruitment and retention of teachers in private Senior High Schools in the Cape Coast metropolis and what effective strategies can be used to recruit and retain these teachers? The quest for answers to these questions has prompted this study.

Objectives of the study

The general objective of the study was to critically examine the factors influencing recruitment and retention of teachers in private schools, with specific reference to four private Senior High Schools in the Cape Coast Metropolis, namely: Harris Senior High School, Sammo Senior High School, Cape Coast International School and Wilbert Senior High School.

The specific objectives were to:

- Examine the reasons why teachers leave teaching in private senior high schools in the Cape Coast Metropolis.
- Assess teachers' level of satisfaction with conditions of service in private senior high schools in the Cape Coast Metropolis,
- Ascertain the factors which influence teacher recruitment and retention of Private Senior High School in the Cape Coast Metropolis
- Make recommendations on how to improve conditions of service of staff in the private senior high schools in the Cape Coast Metropolis.

Research questions

The research questions for the study were:

- What are the reasons why teachers leave teaching in private senior high schools in the Cape Coast Metropolis.

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- What is the teacher's level of satisfaction with conditions of service in private Senior High Schools in the Cape Coast Metropolis?
- What factors affect teacher recruitment and retention of Private Senior High School in the Cape Coast Metropolis,
- What policy recommendations will help improve conditions of service of staff in private Senior High Schools in the Cape Coast Metropolis in order to retain qualified teaching staff in such schools?

Significance of the study

The success of every organisation in achieving its objective depends on the calibre of its human resource. This study was intended to help authorities in private Senior High Schools in Cape Coast Metropolis to put in place measures to increase employees' satisfaction to enhance effective teaching and learning.

Although the study is limited to only four private Senior High Schools in the Cape Coast metropolis. It is hoped that the findings will specifically be useful to authorities in these private schools in using the right recruitment methods and adapt good retention strategies to enhance effective teaching and learning.

Limitations of the study

The main purpose of this study was to identify the main factors that influenced the recruitment and retention of teachers in private senior high schools in the Cape Coast Metropolis. Ideally, the study should have covered all the private senior high schools in the Metropolis but time and financial

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constraints and other logistics did not allow the study to cover all private schools in the metropolis.

Nevertheless, the findings and conclusions of the study is representative and authentic. There is the need however, for other researchers to carry out similar or same research in other parts of the country and other countries. This will help confirm or disprove the similarities of the findings to other part of the country as well as generalise the findings to the world at large.

Organisation of the study

The study is organised in Five Chapters. Chapter one deals with the background of the study, statement of the problem, study objectives, research questions, the significance of the study, and its limitations. Chapter Two covers the review of related literature covering books, articles, journal and works that have been done by other researchers on the subject matter.

Chapter Three describes the methodology used to carry out the research. It covers the study area, target population, sample and data collection procedures, sources of data and data collection methods, pilot testing and data collection and data analysis. Chapter Four covers a discussion of results whilst Chapter Five presents the summary of the findings, conclusions drawn and recommendations made for possible action.

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CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter focuses on a review of relevant literature with respect to the goals of the study. An attempt is made to examine some theories and empirical literature on recruitment, selection and retention of teachers. The review is broken down into the following sub- headings.

The concept of teaching and teacher preparation:

- Human Resource Planning;
- The concept of recruitment;
- Methods of recruitment;
- The recruitment and selection of teachers;
- Orientation of teachers;
- The placement function;
- Staff turnover
- Retention of teachers;
- Theories of job satisfaction;
- Job satisfaction and dissatisfaction in the teaching field;
- Theories of motivation;
- Types of motivation;
- Clear channels of communication;
- Teacher participation in the decision making process.

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The concept of teaching and teacher preparation

Writing on teaching, Gaunt (2008), states that people's concept of teaching varies. He states that some think teaching is easy while others take it to be difficult. He sees teaching and learning as opposite sides of the same coin. For her, a lesson is not taught until it has been learned and vice versa. According to Jay (2002), teaching therefore can be thought of as a process that facilitates learning. The teacher has an important role to play because teachers act as an important catalyst, actively stimulating learning. Teachers are able to respond in appropriate ways to the different needs of individuals and the varying circumstances of particular situation.

The role of the teacher is very important in any teaching strategy especially since his direct participation can range very widely, from complete control over what is learned to minimal intervention. The significant factor in every case is the relationship of the learner to the learning material. A good teacher is one who has a good understanding of what his pupil's need to learn and their capabilities to learn. A good teacher should be able to judge how much he or she needs to intervene in each pupils learning and know the most effective way of providing this intervention (Feiman-Nemser, 2001).

Priskila (2011) argues that education and training must both be included in the preparation of the teacher for one without the other leaves the teacher incomplete.

"Teaching is a process perhaps best epitomised pre-packaged, scripted curricula aimed specifically at increasing the test scores of pupils. This evidence is then analysed using conceptual work done on the political" (Au, 2011). In college, students must be trained to form habits that will not only

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make them capable teachers themselves but also to help them to shoulder responsibility and serve as role models to others. Au (2011) endorses the dictum that practice makes perfect. As students are given the opportunity to practise, they must also receive constant encouragement while at college in order to develop their skills and the habits they require to perform their chosen vocation.

The implication is that as a professional "the teacher must be equipped with knowledge, skills, values, and dispositions to be able to handle and accept his job as a professional" (Au, 2011). He concludes by saying that the skill of teaching lies in knowing who, what and how to teach, and also knowing when to judge. Similarly, according to Ajaja (2010), every educational system at every level depends heavily on teachers for the execution of its programme; maintaining and improving educational standards is only possible through teachers. The teacher, therefore, is the most indispensable player in the school because of his greatest aid in learning.

Widen, M. et al. (2013) asserts that fundamental to successful teaching is a comprehensive knowledge which results in acquisition of understanding of what has been learned, the ability to apply the knowledge to engage in critical thinking, to build values and the conception that personality development of pupils lies in good teaching. Widen, M. et al. (2013) further explains that knowledge of a subject matter alone does not guarantee effective teaching. Professional workers are typically motivated by consideration of service rather than self interest (Widen, M. et al. 2013). Observations are that since teachers are a professional group, the public expects them to be the kind of people who put services to others before personal gains, but this is not plausible because

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teaching is not a highly paid job. There is no scientific support for this assumption (Widen et al. 2013).This statement overlooks the fact that people enter into professions because of several reasons other than economic and altruistic. This is to say that the demand for and supply of manpower (the human resource) is better served by planning.

Human resource planning

Human beings are an important resource in any organisation, consequently the key responsibility of every human resource manager is to ensure that sufficient numbers of the appropriate calibre of people are available to the organisation in pursuit of its objectives. Eshun, S. K. (2012) sees human resources planning as a strategy for acquisition, utilization, improvement and retention of enterprising resources. This definition sees human resource planning as a strategic activity which is concerned with securing resources on a long- term basis. Human resources planning can therefore be taken to mean any rational and planned approach for ensuring:

- the recruitment of sufficient and suitable staff;
- their retention in the organisation;
- the optimum utilisation of staff;
- the improvement of staff performance;
- the disengagement of staff;
- Succession planning

The concept of recruitment

Teachers are the keystone in education, and their service in the school is vital (Lambe and Bones, 2007) as a result their recruitment and retention in

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carrying out the task of rendering efficient educational service are crucial. Recruitment is the process of attracting qualified personnel for existing and anticipated openings (Crowley-Henry, M, 2013). Recruitment is often referred to as an external search for qualified personnel, but internal search may be considered. Crowley-Henry, M. (2013) argues that regardless of the type of recruitment strategy human resource development managers use, finding qualified and competent human resource practitioners is a very difficult and time - consuming activity.

Lambe and Bones (2007) explain that recruitment of employees is a routine but an extremely important task because without the necessary labour force in the right quantities and qualities required there can be no achievement of the company's objectives. In recruitment of employees there should be strict control over the engagement of personnel.

In view of Newell (2005), recruitment is considered when developing a pool of job candidates in line with the organisation's human resource plan. Candidates are usually attracted through newspaper and professional journal advertisements, employment agencies, word of mouth solicitations and search visits to colleges or university campuses (Barnes, 2009). The purpose of recruitment is to provide a pool of candidates from which the organisation can select qualified employees it needs.

Methods of recruitment

Guarino (2006) notes the methods of recruitment to include internal search or recruitment from outside of the organisation. Recruitment takes place within a labour market hence the method that would be adopted by the human

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resource department within an organisation to meet their recruitment needs depends largely on the availability of the right kinds of people in the organisation and the nature of the position to be filled. There are three main advantages of internal recruitment of staff (Carroll, 1999).

First, the individual recruited would be familiar within the locality where the school is found, therefore he or she is more likely to be successful as the result of his or her knowledge of the school, organisation and its members. Secondly, internal recruitment policy helps to foster loyalty and inspire greater effort among organisational members. Finally, the author thinks that it is usually less expensive to recruit from within than from outside the organisation. Looking at the main disadvantage of this method of recruitment, Carroll (1999) recognises the limitation that it places on available talents. For example it reduces the chances of fresh manpower entering the organisation.

Carroll (1999) gives a list of external recruitment sources which include recruiting from colleges and universities, general advertisement, placement agencies and executive search. Campus recruitment process can be quite expensive and it is uncommon for hired graduates to leave an organisation or school after a few years of their employment. Most graduates are of the view that in the attempt to fill middle level management and top level positions, companies may resort to even costly and more competitive hiring strategies than those used in campus recruitment.

Like Caroll, El-Kot (2008) identifies recruitment from within and without as the two main methods of recruitment. In using internal search, management can inform employees of vacant positions through the staff notice boards. El-Kot (2008) notes that this should always be done even if there were

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no likely responses. El-Kot (2008) identifies referral as a method of internal search.

In the view of El-Kot (2008), other methods of recruitment from outside which could be used in the recruitment of personnel are referral from principals, Manpower Service Commissions, employment service, colleges and universities. These are most popular channels of recruiting personnel but many firms do not make use of this form of recruitment.

Wonyor (2013) observes that generally, recruitment of teachers is done from three principal sources: through the mass media or other supply sources, and through internal and external contacts. School boards have found it a fruitful exercise to send representatives to universities, institutes of education as well as advanced teacher colleges to contact professional educators and students in their final year for recruitment. Applications forms are given to the students and in certain cases interviews are conducted on campus before the students disperse.

Wonyor (2013) opines that recruiting teachers through advertisement in the media is perhaps the most expensive. The present system of recruitment of teachers by School Boards in Nigeria, for example, has made recruitment through the mass media less favourable. Recruitment through internal and external contact is in line to keeping with the traditional African practice whereby a brother or relative in an organization is expected to use his position to help others. Furthermore, it is difficult to quantify the amount of recruitment done through internal and external contacts. The general feeling is that the amount would be considerable and that, perhaps, more appointments are made from this type of recruitment process than recruitment through the mass media.

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Appiah (2011) also considers that there are two main methods of recruitment and that these are internal and external sources. He is of the view that internal sources must always be given very careful consideration for the following reasons:

- Existing employees are known to the organisation and are generally familiar with its customs and practices;
- The cost and time of recruitment, selection and induction procedures can be significantly reduced;
- Internal recruitment to fill vacancies may also be used as a means of career development, widening opportunities and stimulating motivation amongst existing employees.

Appiah (2011) identifies two ways of conducting external search for employees, namely:

- Through employment agencies such as governmental agencies, institutional agencies, private and commercial agencies and
- By contacting the public directly through advertisement in the media.

It can be inferred however that there is no difference between the methods of recruitment classification by Wonyor (2013) and Appiah (2011) because they all agree that a source must be identified first and this could be from within or outside the school or organization, hence both writers are all talking about internal and external methods of recruitment.

The recruitment and selection of teachers

Whitaker (2003) contends that in order to recruit personnel to fill a position, three definite steps that must be followed are to assess the:

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- Current human resources in various capacities and at what levels;
- Manpower needs of the year; and
- Available manpower.

Whitaker (2003) also outlines a number of variables that may positively affect the recruitment of teachers and other personnel in a particular region or school districts. These variables include employment conditions in the community, location of the school and the attitude of the local people, salary levels, promotion prospects, fringe benefits, behaviour and academic standards of the pupils in the school.

Peterson (2002) is of the opinion that the supply of information about the school community, churches, recreational facilities, potential growth, special services and availability of hiring accommodation for teachers should form a critical part of the recruitment exercise. This will help the prospective teachers to understand the community.

For the recruitment exercise to be successful, the human resource manager must have personal contact with each candidate and adopt an honest and friendly approach. Once a pool of potential applicants is created, there is the need for the selection of personnel within the existing pool. Selection is the process by which the organisation attempts to identify applicants with the necessary knowledge, skills abilities and other characteristics that will help the organisation achieve its goals.

Teachers and other school employees should be selected and nominated by the professional head of the school system, which, in most cases is the superintendent of schools. As a rule, a superintendent must have had several years of experience in educational work and might have made a wide

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circle of professional acquaintances that by one means or another might be able to help in recruiting new staff with experience. (Peterson, 2002).

Selection of teachers (El-Kot, 2008) is an expensive exercise hence the recruitment exercise should be handled by experienced personnel so that it will lead to choosing the right people for the job, and selecting the individuals who will be successful and will remain with the school for a reasonable period of time. El-Kot (2008) advises that the selection process should be implemented through a series of activities which will minimise the chances of hiring individual who would be inadequate performers.

Bloch (2011) contends that it is only through interviews that one can be properly selected for a job, nevertheless there are a number of critical factors governing the selection procedure – mental ability or alertness, physical characteristics, professional qualification, personal characteristics and social and emotional adjustment. As said by Bloch (2011), an interviewing panel should try to find out the mental capability of the candidate in relation to the job applied for whether the candidate possesses above average intelligence and whether he or she demonstrates a superior ability in oral and written expression, and the extent to which he or she conceptualises his or her role in the classroom situation.

Bloch (2011) states further that it is important for the interviewing panel to find out the health of the candidate. The panel should be interested in finding out whether the candidate has the energy and vitality that the job demands. Also, the candidate's professional ability should be fully ascertained. The panel should be interested in knowing whether the candidate understands the purposes, programmes, methods and materials of instruction and

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candidate's career-orientation. The panel should also find out whether the candidate is responsible, understanding and enthusiastic about teaching, and whether he or she is eager to improve upon his or her skills.

Guarino (2006) feels that it is necessary for the panel to find out whether the candidate is the type of person who is able to accommodate others, whether he or she is secured in the presence of colleagues, and whether the candidate can withstand irritations, frustrations and criticisms. The selection of teachers is an expensive exercise which should be carried out by experienced personnel. When this is done, it would enable management to select the best candidate for any job.

Orientation for teachers

Employee orientation is the process of introducing employees to their new jobs and work environments (Nazim, 2003). Orientation provides an opportunity for new employees to become acclimated to their new company, department, colleagues and work expectations. When the employee has the chance to grow within an organisation, feeling of attachment develop which cause the employee to remain with that organisation and contributes to its success (Kaiser, 2006).

Chideya (2010) identified benefits of employee orientation programmes. They discovered that formal orientation programmes are essential in retaining and motivating employees, lowering turnover, increasing productivity, improving employee morale, facilitating learning, and reducing the anxiety of new employees. New employee orientation programmes have

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the power to do two positive things: increase employee satisfaction and improve employee retention (Markos & Sridevi, 2010).

Chideya (2010) sum this up by stating that to be successful, a new employee orientation programme must be comprehensive, interactive, and thought-provoking, and provide an environment in which assimilation of organisational values, culture, and standards can occur. The overall goal of this orientation is to encourage novice teachers to approach problem-solving of ongoing classroom challenges in the context of their strengths and the requirements of public education.

Nazim (2003) stated that orientation is the process whereby newly appointed teachers are helped in meeting their needs for security, belongingness, status, information and direction in both the job and the community. To him, orientation means more than just making the new teacher feels at home in a strange or unfamiliar environment. According to him, the orientation programme must be designed in such a manner to enable the teacher achieve the goals of the school where he or she is to teach or serve. The teacher should be exposed to facilities like the library, teaching and learning materials, staff, school rules, the vision, mission and tradition of the school, including its academic performance. Orientation should help the teacher to be exposed to the traditions, customs and taboos of the community. Other foci of the orientation should be the religion of the people, the community's attitude towards the school and its teachers, and other co-curricular activities he is likely to be delegated or appointed to perform such as sports health and welfare.

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According to Nazim (2003), this orientation should be done either before schools re-open or within the first few days of the school calendar when the teacher may not have known many things about the community around the school, the school itself, the pupils to be taught, the staff he or she is going to work with and the materials to be used to effect meaningful changes in the class, as well as the work procedure in general. Nazim (2003), suggests that having an orientation earlier before schools re-open gives the teacher ample time to know the geography of the school and to be able to prepare teaching and learning materials, and gather the necessary textbooks and be ready for his lessons.

Nazim (2003) finally draws a conclusion by saying that an orientation for new teachers should involve the head teacher and the staff since the head teacher cannot answer all the questions concerning the school and the community. The programme should be well planned and organized to assist in the immediate adjustment of the teacher to his or her new environment. This will reduce the sense of uncertainty and frustrations normally experienced by new teachers in their new schools. In sum, it is a norm that newly appointed teachers should be given orientation which should always be done before or during the first week after re-opening at the time the teacher is believed to know nothing about the school.

The placement function

In the view of Nazim (2003) placement of teachers in every country, region or school district should be governed by an established policy which

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will help regulate the carrying out of the placement function. The following are essential elements of placement policy:

- There should be some power (or authority) behind the one who is giving the individual the placement assignment.
- There is the need to consider the wishes of the employee in the determination of assignment; however the wishes of the employee must not be in conflict with staff balancing, institutional goals and programmes as well as the welfare of students. When the wishes of the employees are not considered it brings about disharmony. According to Nazim (2003), significant causes of low morale, particularly among teachers is the assigning of individuals to schools, grades and levels they find unbearable.
- There is need to consider the educational preparation and training, work experience, working relationships, certification and rank in the school system.

Nazim (2003) observes that there are some issues that will facilitate the placement exercise with some measure of success, and these include development of staff survey forms to be filled by teachers to indicate whether or not they desire for a change. This will minimise discontent and over assignment.

Staff turnover

Chapman (1994), writing on some of the causes of teacher turnover, claims that qualified teachers leave teaching at the point that compensation differs significantly from what they would make in other jobs. He contends that teacher attrition can be effectively eliminated by raising salaries high

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enough. He says that most government already know that, but retaining the teaching force is not the only or necessarily important problem that governments face. Thus, the 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.

Lierich and O'Connor (2009) writing about teacher's attitude towards work in rural communities notes that teachers refuse recruitment to rural areas due to lack of school infrastructure and other basic teaching and learning. Lierich and O 'Connor (2009) are therefore of the view that teacher turnover might be due to some frustration teachers face when unable to put into practice their experience due to lack of good learning environment.

Chawla (2011) outlines the causes of teacher turnover with respect to changes from one location to another. Disagreement with administrative and personal inabilities to meet higher professional standards are other factors which contribute toward teacher turnover (Chawla, 2011).

Antwi (1992) states that, in the colonial days teachers in elementary schools were held in high esteem by Ghanaians. Teachers were generally satisfied with their status during the colonial period. However, the attitude of teacher changed after independence, with some teachers leaving the field for more lucrative appointments in the civil service and corporations, whilst others went into politics to become parliamentarians and cabinet ministers.

Chawla (2011) observes that both efficiency and the economy improve when the rate of employee turnover is kept at a minimum.. Chawla (2011) also noted that high turnover of teachers will bring about the production of low calibre of products who may not be able to stand the test of time. Teachers

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who move from one place to another within the field of education are motivated by a number of factors which include:

- Opportunities for promotion which include higher salaries or the opportunities for salary increases, lower living cost, reduced teaching load, better opportunities for professional improvement, greater security etc.
- Dissatisfaction with their present position because of the desire to teach near home, failure to receive a satisfactory salary increase, desire to live in a larger community, dissatisfaction with community customs, desire for new contacts or an unwillingness to meet higher professional standards .
- Dismissal for reasons of inefficiency, insubordination, misconduct, staff reduction or unfair administrative practices.

Lierich and O'Connor (2009) states that, teachers refuse recruitment to rural areas due to lack of school infrastructure and the basic training materials that will facilitate the teaching learning process. Chawla (2011) is of the view that teacher turnover might be due to frustration teachers face when they are unable to put into practice their experience due to lack of good learning environment. Teacher turnover refers to the rate at which professional teachers leave for other jobs which is as a result of low remuneration, lack of better condition of service, lack of opportunity for promotion and lack of infrastructure and many others.

Retention of teachers

According to Chapman (1994), teacher retention is a function of:

- Teachers' personal characteristics;
- Educational preparation;

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- Commitment to teaching;
- Professional integration into teaching and
- External influences (such as the employment climate).

These five factors together, in Chapman's (1994) opinion, influence career satisfaction which in turn relates to teachers' decision to remain in or leave the service. Some of these factors are more easily impacted by central government policies and procedures. Any incentive system needs to be based on realistic understanding of which strategies and rewards would work.

Timmons (2012) also says that a means of attracting and retaining qualified employees who will provide the type of service expected by the public is achievable through the establishment of a reward policy. There are two types of reward systems (Timmons, 2012) which include intrinsic and extrinsic rewards. Intrinsic rewards are those that the employee receives from the job itself. Employees' satisfaction on the job is usually increased by the following: Participation in decision-making, greater job discretion, responsibility, more challenging task, opportunities for personal growth and diversity of activity.

On the other hand, extrinsic rewards are received in the form of salaries and social services such as housing and free medical care. Conversely, Hargreaves (2000) points out that money may not be the primary reason for teachers entering the service but it does rank as a second reason for leaving. Teachers begin their career with the willingness to forgo high salaries, anticipating rewards intrinsic to their work, but if these expectations are not met, salaries become a source of considerable job dissatisfaction which is often manifested through high rates of turnover, thus, while intrinsic rewards

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are central to teachers' market decisions, they are not sufficient to retain teachers if salaries are perceived to be inadequate.

Hallack (1990) also states that there is a need for improving the salary and income conditions of teachers and making the teaching profession more attractive. Further is to say that even if economic conditions are appropriate; there must be options in the budget to cover increases, and regulation mechanisms for revision of teacher's salaries to avoid the risk of bureaucratising the teaching profession. When economic conditions are not appropriate, there should be a balanced approach, which would reconcile the need for salary increases with recruitment, treat the teachers' salary issues in the light of the overall changes in the public sector and improve administration of the salary budget. The role of incentives should not be overlooked as they make room for introducing more flexibility in the salary scales in order to encourage teachers to stay in the profession.

Retention of teachers (Macdonald,1999) is the ability of the school system to keep its staff in their jobs and make them want to stay. It involves a situation where an employee (teacher) stays long and gets committed to the vision of the school. When teachers feel unhappy about what goes on in the education system especially in their schools, they lose some of their sharpness, their incentives and their ideas, and staff moral declines, turnover becomes high and initiatives are lacking. In order to encourage teachers to stay long in the profession, Macdonald (1999) suggested that policy makers and leaderships of academic institutions should:

- Establish clear staff policy on the principles of justice and fair play;
- Establish clear channels of communication with teachers.

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- Encourage teacher participation in decision-making;
- Encourage and welcome teacher initiatives;
- Provide facilities and equipment needed by teachers;
- Avoid dictatorship and unnecessary hospitality and antagonism.
- The teachers should be encouraged to fraternise with each other and collectively try to solve their common problems.
- Defend the teachers when they are unfairly treated, attacked or criticised.
- Assign reasonable duties and loads to teachers.

Macdonald (1999) suggests the approach to teacher retention through improving the salary and income conditions of teachers and making the profession more attractive. Macdonald (1999), maintains improving economic conditions to be appropriate. There must be policy options in the budget to cover the increase and regulate mechanism for revision of teachers salaries to avoid the risk of bureaucratising the teaching profession. The economic conditions alone are not appropriate but that there should be a balanced approach which reconciles the need for salary increase with recruitment. School authorities should treat the teacher's salary issue in the light overall changes in the public sector and improve the administration of the salary budget Macdonald (1999), stresses that the role of incentive should also create room for making rural areas more attractive in particular by achieving better integration in the community they live. Writing on retention of teachers in schools, Carter (2005) states that if teachers stay long in an institution or school, they become conversant with the environmentt, ideas and values. When teachers stay long in their profession particularly they become used to educational ideas and ideals.

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In sum, for teachers to be retained, there should be improvement in the salary and income, establishment of clear staff policy on the principles of justice and fair play, teachers involvement in decision making and provision of the necessary infrastructure for the teachers to carry out their duties.

Theories of job satisfaction

The theories of job satisfaction include Affect theory, dispositional and motivator- hygiene theory.

Affect theory

Locke's Range of Affect Theory (1976) is arguably the most famous job satisfaction model. The main premise of this theory is that satisfaction is determined by a discrepancy between what one wants in a job and what one has in a job. Further, the theory states how much one values a given facet of work (for example, the degree of autonomy in a position) moderates how satisfied or dissatisfied one becomes when expectations are or aren't met. When a person values a particular facet of a job, his or her satisfaction is more greatly impacted both positively (when expectations are met) and negatively (when expectations are not met), compared to one who doesn't value that facet. To illustrate, if Employee "A " values autonomy in the workplace and Employee "B" is indifferent about autonomy, then Employee" A" would be more satisfied in a position that offers a high degree of autonomy and less satisfied in a position with little or no autonomy compared to Employee "B" (Nisar & Zafar, 2012).

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Dispositional theory

Another well-known job satisfaction theory is the Dispositional Theory. It is a very general theory that suggests that people have innate dispositions that cause them to have tendencies toward a certain level of satisfaction, regardless of one's job. This approach became a notable explanation of job satisfaction in light of evidence that job satisfaction tends to be stable over time and across careers and jobs. Research also indicates that identical twins have similar levels of job satisfaction.

A significant model that narrowed the scope of the Dispositional Theory was the Core Self-evaluations Model, proposed by Judge in 1998. Judge argued that there are four core self-evaluations that determine one's disposition towards job satisfaction: self-esteem, general self-efficacy, locus of control, and neuroticism. This model states that higher levels of self-esteem (the value one places on his or her self) and general self-efficacy (the belief in one's own competence) lead to higher work satisfaction. Having an internal locus of control (believing one has control over his or her own life as opposed to outside forces having control) leads to higher job satisfaction. Finally, lower levels of neuroticism lead to higher job satisfaction.

Two-factor theory (motivator-hygiene theory)

Sledge and Miles (2008) assert two factor theory (Motivator Hygiene Theory) attempts to explain satisfaction and motivation in the workplace. This theory states that satisfaction and dissatisfaction are driven by different factors – motivation and hygiene factors, respectively. Motivating factors are those aspects of the job that make people want to perform, and provide people with

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satisfaction, for example achievement in work, recognition and promotion opportunities. These motivating factors are considered to be intrinsic to the job, or the work carried out. Hygiene factors include aspects of the working environment such as pay, company policies, supervisory practices, and other working conditions.

Two-factor theory is heavily based on need fulfilment because of their interest in how best to satisfy workers (Sledge and Miles, 2008). They conducted several studies to explore those things that cause workers in white-collar jobs to be satisfied and dissatisfied. The outcome of their study showed that the factors that lead to job satisfaction when present are not the same factors that lead to dissatisfaction when absent, thus they saw job satisfaction and dissatisfaction as independent. They referred to those environmental factors that cause workers to be dissatisfied as Hygiene Factors. The presence of these factors, according to Evans (1998), does not cause satisfaction and consequently failed to increase performance of workers in white-collar jobs. The hygiene factors are company policy and administration, technical supervision, salary, interpersonal relationship with supervisors and work conditions; they are associated with job content. Evans (1998) indicated that these factors are perceived as necessary but not sufficient conditions for the satisfaction of workers. Identified motivating factors are those factors that make workers work harder. These factors are associated with job context or what people actually do in their work and classified them as follows: achievement, recognition, works itself, responsibility and advancement.

Achievement is represented by the drive to excel, accomplish challenging tasks and achieve a standard of excellence. The individuals' need

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for advancement, growth, increased responsibility and work itself are said to be the motivating factors. Evans (1998) pointed out that the opposite of dissatisfaction is not satisfaction but no dissatisfaction. Both hygiene factors and motivators are important but in different ways. Applying these concepts to education for example, if school improvement depends, fundamentally, on the improvement of teaching, ways to increase teacher motivation and capabilities should be paramount. In addition, highly motivated and need satisfied teachers can create a good social, psychological and physical climate in the classroom. Exemplary teachers appear able to integrate professional knowledge (subject matter and pedagogy), interpersonal knowledge (human relationships), and intrapersonal knowledge (ethics and reflective capacity) when he or she is satisfied with the job (Evans, 1998).

Nonetheless, commitment to teaching and the workplace have been found to be enhanced by psychic rewards (acknowledgement of teaching competence), meaningful and varied work, task autonomy and participatory decision-making, positive feedback, collaboration, administrative support, reasonable work load, adequate resources and pay, and learning opportunities providing challenge and accomplishment (Ololube, 2006). In contrast, extrinsic incentives, such as merit pay or effective teaching rewards have not been found to affect teacher job satisfaction and effectiveness among Nigerian teachers. (Ololube, 2006). The extrinsic factors evolve from the working environment while the actual satisfiers are intrinsic and encourage a greater effectiveness by designing and developing teachers higher level needs. That is giving teachers greater opportunity, responsibility, authority and autonomy. Conversely, Ololube (2006) is of the opinion that however highly motivated a

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teacher may be, he or she needs to posses the necessary ability to attain the expected level of performance. Nevertheless, it is hoped that if educational administrators and education policy makers can understand teachers' job satisfaction needs, they can design a reward system both to satisfy teachers and meet the educational goals.

Job satisfaction and dissatisfaction in the teaching field

Job satisfaction is the most widely investigated job attitude, as well as one of the most extensively researched subjects in Industrial/Organizational Psychology (Judge & Church, 2000). Many work motivation theories have represented the implied role of job satisfaction. In addition, many work satisfaction theories have tried to explain job satisfaction and its influence, such as: Maslow's (1943) Hierarchy of Needs, Adam's (1965) Equity Theory, Porter and Lawler's (1968) modified version of Vroom's (1964) VIE Model, Locke's (1969) Discrepancy Theory, Hackman and Oldham's (1976) Job Characteristics Model, Locke's (1976) Range of Affect Theory, Bandura's (1977) Social Learning Theory, and Landy's (1978) Opponent Process Theory. As a result of this expansive research, job satisfaction has been linked to productivity, motivation, absenteeism/tardiness, accidents, mental/physical health, and general life satisfaction (Landy, 1978). A common idea within the research has been that, to some extent, the emotional state of an individual is affected by interactions with their work environment. People identify themselves by their profession, such as a doctor, lawyer, or teacher. A person's individual well being at work, therefore, is a very significant aspect of research (Judge & Klinger, 2007).

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The most widely accepted explanation of job satisfaction was presented by Locke (1976), who defined job satisfaction as “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences” (p. 1304). Additionally, job satisfaction has emotional, cognitive and behavioral components (Bernstein & Nash, 2008). The emotional component refers to feelings regarding the job, such as boredom, anxiety, or excitement. The cognitive component of job satisfaction refers to beliefs regarding one's job, for example, feeling that one's job is mentally demanding and challenging. Finally, the behavioral component includes people's actions in relation to their work, which may include being tardy, staying late, or pretending to be ill in order to avoid work (Bernstein & Nash, 2008).

Again, job satisfaction (Evans, 1998) has been defined as a pleasurable emotional state resulting from the appraisal of one’s job; an affective reaction to one’s job; and an attitude towards one’s job. (Evans, 1998) has argued that job satisfaction is an attitude but points out that researchers should clearly distinguish the objects of cognitive evaluation which affect (emotion), beliefs and behaviours. This definition suggests that we form attitudes towards our jobs by taking into account our feelings, our beliefs, and our behaviours. There are two types of job satisfaction based on the level of employees' feelings regarding their jobs. The first, and most studied, is global job satisfaction, which refers to employees' overall feelings about their jobs (e.g., "Overall, I love my job.") (Niazi, M. M, 2014). The second is job facet satisfaction, which refers to feelings about specific job aspects, such as salary, benefits, and

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the quality of relationships with one's co-workers (e.g., "Overall, I love my job, but my schedule is difficult to manage.") (Niazi, M. M, 2014).

According to Kerber and Campbell (1987), measurements of job facet satisfaction may be helpful in identifying which specific aspects of a job require improvements. The results may aid organizations in improving overall job satisfaction or in explaining organizational issues such as high turnover (Kerber & Campbell, 1987). There are several misleading notions that exist about job satisfaction. One such fallacy is that a happy employee is a productive employee (Syptak, Marsland, & Ulmer, 1999). Research has offered little support that a happy employee is productive; furthermore, some research has suggested that causality may flow in the opposite direction, from productivity to satisfaction (Bassett, 1994). So, knowing that research does not support that happiness and employee satisfaction creates higher production, why do psychologists and organizations still attempt to keep employees happy? Many have pointed out that I/O psychologist's research more than just increasing the bottom line of an organization. Happy employees do not negatively affect productivity and can have a positive effect on society; therefore, it is still in the benefit of all parties to have happy and satisfied employees. Another fallacy is that pay is the most important factor in job satisfaction. In reality, employees are more satisfied when they enjoy the environment in which they work (Berry, 1997). An individual can have a high paying job and not be satisfied because it is boring and lacks sufficient stimulation. In fact, a low paying job can be seen as satisfying if it is adequately challenging or stimulating. There are numerous factors that must be taken into consideration when determining how satisfied an employee is

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with his or her job, and it is not always easy to determine which factors are most important to each employee. Job satisfaction is very circumstantial and subjective for each employee and situation being assessed.

Job satisfaction is significant because a person's attitude and beliefs may affect his or her behavior. Attitudes and beliefs may cause a person to work harder, or, the opposite may occur, and he or she may work less. Job satisfaction also affects a person's general well being for the reason that people spend a good part of the day at work. Consequently, if a person is dissatisfied with their work, this could lead to dissatisfaction in other areas of their life.

One of the biggest preludes to the study of job satisfaction was the Hawthorne studies. These studies primarily credited to Elton Mayo of the Harvard Business School (1924-1933), sought to find the effects of various conditions (most notably illumination) on workers' productivity (Evans, 1998). These studies ultimately showed that novel changes in work conditions temporarily increase productivity (called the Hawthorne Effect). It was later found that this increase resulted, not from the new conditions, but from the knowledge of being observed. This finding provided strong evidence that people work for purposes other than pay, which paved the way for researchers to investigate other factors in job satisfaction.

Scientific management, Taylorism also had a significant impact on the study of job satisfaction (Evans, 1998). Taylors (2013), argued that there was a single best way to perform any given work task. A change in industrial production philosophies, causing a shift from skilled labor and piecework towards the more modern approach of assembly lines and hourly wages. The initial use of scientific management by industries greatly increased

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productivity because workers were forced to work at a faster pace, however, workers became exhausted and dissatisfied, consequently leaving researchers with new questions to answer regarding job satisfaction. Some argue that Maslow's (1943) hierarchy of needs theory, a motivation theory, laid the foundation for job satisfaction theory. This theory explains that people seek to satisfy five specific needs in life – physiological needs, safety needs, social needs, self-esteem needs, and self-actualization in that order. This model served as a good basis from which early researchers could develop job satisfaction theories.

Theories of motivation

Understanding what motivates employees and how they were motivated has been the focus of many studies following the Hawthorne study results by Elton Mayo (Lindner, 1998) Several basic theories of employee motivation have been developed. The most widely recognized theories are discussed below.

Need hierarchy theory

One of the most widely referred framework for explaining the causes of human behaviour is Abraham Maslow's (1943) hierarchy of needs theory. Maslow's (1943) basic proposition is that people are wanting beings. They always want more, and their wants depend on what they already have. Human needs are arranged in a series of levels or hierarchy of importance. The need hierarchy theory is based on the assumption that employees are motivated to satisfy a number of needs and that money can indirectly satisfy some of these needs. Maslow felt that five levels of needs exist for individuals and that these

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need levels relate to one another in the form of a hierarchy. The lower level needs have to be satisfied before the next higher level need are also satisfied (Mosikidi, 2012)

- Physiological needs: The physiological needs are basically the need of the human body that must be satisfied in order to sustain life. It is the lowest level in Maslow's (1943) hierarchy. These needs including food, water, air, sex and so forth are necessary for the functioning of the biological organism. Maslow (1943) noted that until these needs are satisfied to the degree necessary to maintaining life, other needs will not motivate employees.
- Security needs: Once the physiological needs are relatively satisfied, a new set of needs emerges, and these have been categorized generally as safety needs. These needs are concerned with protection against danger, threat, adequate housing, clothing, shelter, freedom from worry and others (Moorhead & Griffins, 1998).
- Social needs: The third level of need is termed as social needs. These needs include love, affection and a sense of belonging. Such needs are concerned with establishing one's position relative to that of others. They are satisfied by the development of meaningful personal relations and by acceptance into meaningful groups of individuals.
- Esteem needs: The forth level of needs is the esteem needs. These needs include both self-esteem and the esteem of others. Maslow (1943) contended that all people have needs for the esteem of others and for a stable, firmly-based high evaluation of themselves. The esteem needs are concerned with the development of various kinds of relationships based on

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adequacy, independency, and the giving and receiving of indicators of self-esteem and acceptance. Kernis, M. H. (2003) has also interpreted esteem needs as: those needs that relate to one's self-esteem, needs for self confidence, independence, for achievement and knowledge. Those needs that relate to one's reputation, needs for status, for recognition, for appreciation and for the deserved respect of one's fellows.

- Self actualization needs: The highest-order needs in Maslow's (1943) hierarchy are the needs for self-actualization. This means the needs of people to reach their full potential in terms of ability and interests. Such needs are concerned with the will to operate at the optimum and accordingly receive the rewards that are the result of doing so. The rewards may not only be economic and social but also mental. The needs for self actualization and self-fulfilment are never completely satisfied.

In Ghanaian society, the physiological and safety needs are easier and therefore, more generally satisfied than the other levels of needs. Many of the tangible rewards (pay and benefits) given by today's organisations are used primarily to satisfy physiological and safety needs.

Having reviewed the Maslow's (1943) need theory as presented by other writers, the implication gathered is that although it is an imaginative abstraction, it might not be easy to attain. This is because human beings are never satisfied and man always tries to move a step ahead at the least available opportunity. In Ghana, it is not easy for some people to meet certain basic needs like food, shelter and others. Some people seek strongly to attain self-esteem whilst they have not yet attained even their safety and social needs. Others also want to attain self actualization whilst they are still battling with

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basic needs. This is so in Ghana because management or top hierarchy of organisation who ought to motivate or aid the employee to attain these goals is also struggling to meet some of these needs. Maslow's (1943) theory would be difficult to test in Ghana because of a situation where productivity is low and workers are not paid living wages.

It is also worth noting that Maslow (1943) recognized the limitations of his theory and did not imply that it should command wide-spread empirical support. Based on this, he only suggested that the need hierarchy theory should be considered as a frame-work for research. The emphasis, therefore, is that despite the difficulties in Maslow's theory, it is still a tool for managers to use to enhance motivation in their organisation in anticipation for higher productivity, considering that different individuals have different needs at different times.

Existence, relatedness and growth (ERG) theory

Alderfer's ERG Theory is so called because it extends and refines Maslow's five needs into only three levels based on the core needs of existence, relatedness and growth (ERG) (Moorhead & Griffins, 1998).

- Existence needs are concerned with sustaining human existence and survival, and cover physiological and safety needs of a material nature.
- Relatedness needs are concerned with relationship to the social environment and cover love and belongingness, affiliation and meaningful inter-personal relationships of a safety or esteem nature.
- Growth needs are concerned with the development of potential and cover self-esteem and self actualization.

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Based on this analysis of Alderfer's theory (1969), one would conclude that it is not quite different from Maslow's (1943), however the proposition by Alderfer (1969) that lower level needs do not have to be satisfied before higher level needs emerge is quite plausible. On the other hand it might be difficult to attain because life is systemic and one cannot start to climb a ladder from the top, but rather from the bottom. Therefore, the assertion that lower level needs do not have to be satisfied before a higher level need emerges as a motivating factors can be true only to some extent but not in all cases, especially in the Ghanaian context. In acquiring education, one has to start from the very basic level before climbing to an appreciable level since lower level needs decrease in strength as they become satisfied yet paves the way for higher level needs to be pursued.

Types of motivation

The various needs and expectations that motivate people to work can be categorized into two forms namely, extrinsic and intrinsic motivation. Extrinsic motivation is related to tangible reward such as salary and fringe benefits, security, promotion, the work environment and conditions of work. Intrinsic motivation is related to psychological rewards, such as opportunity to use one's ability, a sense of challenge and achievement, receiving appreciation and being treated in a caring and considerate manner. The psychological rewards are those that are usually determined from the actions and behaviour of individual managers. It also includes social relationships which are group work, desire for affiliation, status, and dependence. (Ababio,2011)

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Bowles and Gintis (2013) believe in economic needs of motivation. Workers would be motivated by obtaining the highest possible wages through working in the most efficient and productive manner. Performance is limited to psychological fatigues. Motivation is a comparative simple issue, thus what the workers want from their employers more than anything else is high wages. Ababio (2011) demonstrates that people want to satisfy a range of different needs and not simply monetary reward. She emphasises the importance of social needs of individuals and gives recognition to the work organisation as a social organisation.

Regarding the above concept and knowing the role that money plays in the life of individuals and organisations, one will not be mistaken to agree with Bowles and Gintis' (2013) assertion. It is a fact that some workers do work with the intention of getting money to sustain their lives and that of their dependants. Money, as the saying goes, is "blood", and the insufficiency or shortage of blood in the system makes one unfunctionable, so is money in the life of the worker. The highest possible pay is most welcome because that is what motivates most workers to give off their best.

It has been observed over the years that, most of the industrial disputes in Ghana were caused by economic factors which mean workers feel underpaid. The Trade Union Congress (TUC) which was set up to champion workers' cause end up in negotiating for higher pay and solving industrial disputes between the employers and the employees. These disputes are due to the fact that workers are not satisfied with their level of wages or salaries. Workplace unions also continue to negotiate for pay with management with

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the aim of making economic life a little bit easier for their member (Ababio, 2011).

Ababio (2011) assertion of social needs of the individual is also another factor considered as regards the workplace. The Ghanaian culture is such that people are used to living together and doing things in common. This is because one finds comfort when living with a group of people rather than when living in isolation. The workplace is therefore, another place where people get the opportunity to interact with others, for this reason managers have a careful look at motivating their workers both in monetary terms, that is incentives and in non-monetary form such as good working conditions, training and development and rewards.

Clear channels of communication for teachers

Lipnack, & Stamps. (2008), says that communication is a means whereby people in organisations exchange information regarding the operations of an enterprise. He further says that communication is shared among two or more people through verbal and nonverbal interaction. The raw material for communication is information, thus when two or more people are engage in verbal or non-verbal transaction, they are involved in generating, perceiving and interpreting such information.

Lipnack, & Stamps. (2008), further explains that communication may be viewed as the transfer of information from one person to another. The information must be believed, weighed and if correctly directed to the decision maker, can result in appropriate action. Orders, instruction, information and request have to be communicated before an action is taken on them. The

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efficiency with which this is done has a bearing on the efficiency of the organisation and its continued success.

Bell & Rhodes (1996) state that communication is the transmission of ideas, hopes, data, feelings, intentions or opinions in order to generate action. Where such action does not take place or is not carried in the way intended by the communicator, then the communication has not been effective however elegant it may appear. Sometimes there is so much that has to be communicated at one time. To the authors, communication overload can also mean that inappropriate types and styles of communication are used. In accordance with Bell & Rhodes (1996), both the sender and receiver of communication should be clear about what the objectives are, whether it is simple to inform or request information, or whether it requires specific action by a certain time. They explain further that effective communication demands that the message should be clear and transmitted in a style that is acceptable and understandable. Making a message precise and to the point saves time and money especially where the telephone is used.

Communication in the schools will be more effective if all the staff recognize that they have the responsibility to ensure that the system works. Staff will play their part by reading notices, opening letters, opening and reading contents in suggestion boxes, and providing information when requested to do so. In order to make communication successful in the school situation the following should be borne in mind:

- The purpose for communication;
- The objective and clarity of communication;
- The best time to communicate;

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- Whether controls are established to get feedback and whether the message has been correctly received and acted upon.

Communication can be verbal including discussions, meetings, face to face encounter, memos, reports and letters. It could be visual including posters, diagrams, pictures and flow charts. Bell and Rhodes (1996) conclude by saying that in the school situation, it is good to be sure that the most appropriate method of communication has been chosen, that the best time to communicate has been chosen, that the message cannot be distorted in delivery, that the purpose is clear and the receivers are able to achieve the purpose, the deadlines and that of other constraints are realistic.

Teacher participation in the decision making process

Daniels & Walker (2001) states that participation in decision making is allowing or permitting the opinions, views or ideas of fellow workers for the development of schools and organizations.

The simple process of taking a vote on any controversial issue – a vote that will be binding on the head appears to be obvious solution in moments of conflict and disagreement. Even though this seems to be the desire wish of some staff, taking a vote would inevitably leave some member of staff dissatisfied with the over-ruled minority groups. These members might not work whole- heartedly to implement decisions enforced by the majority groups.

Daniels and Walker (2001) maintain that teaching staffs have the power to influence decisions of the head teacher. Staff meetings are an important ingredient in participatory decision making process. Head teachers who are not open to their staff on matters regarding effective participation of

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decision making process, refuse to hold staff meeting often, especially when they have large staff in the school.

Amissah (2011) states that school administration see teachers as inexperienced and therefore lack the necessary knowledge for making managerial and operational decision that could steer the school in the right direction. Teachers are somehow deprived of the opportunity to take part in certain decisions at the school level. Teachers' participation in decision making jeopardises the exercise of their authority. An administrator who attempts to be democratic by including teachers in decision making in the school often becomes discouraged when he or she finds that he or she must accept responsibility for decision(s) which he does not support.

To Amissah (2011) the obvious result is that losing faith in board participation in decision making the administrator resorts to a more comfortable autocratic procedure, which he or she previously abandoned. When it happens this way, the teachers see the administration as dictatorial and their reputation in the school administration diminishes. In their opinion, an administrator of a school system has the responsibility to see to it that decisions made contribute to the achievement of the overall purpose of the school. Furthermore, Amissah (2011) is of the view that an administrator occupies a position that requires that he or she looks at problems in terms of the interest of all groups affected in the school as well as the members of the local community. This is what makes the participation of teachers in decision making process difficult.

Teachers should take positions of leadership in helping the members determine the kind of educational programme which they can actively support.

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This is why teacher organisation has worked hard in recent years to legitimise this kind of participation through negotiations and agreement; such agreements are policy statements in themselves and often specify conditions for involving teachers in certain policy decisions, for example the selection of textbooks or acceptance of curriculum guide.

Amissah (2011) notes that in the schools where in-service education programmes are proving to be successful, teachers participate in planning, organising and evaluating them. Programmes for the teachers planned solely by administrators are doomed to failure before they begin, teacher must therefore take part in deciding what the ingredients should be for such in-service education programmes to succeed.

Lindner (1998) advocates for job enrichment programmes such as genuine participation of staff in the decision-making process, the participatory decision-making process has become popular because it gives members the chance to express their opinions concerning matters that affect their work. All the staff who work towards the development of the school should be included in the decision-making process of the school. When decisions are solely taken by the proprietor or owner of the school, teachers do not get the chance to express their opinions concerning matters that affect their work and this will reduce teacher morale and decrease productivity. The success or failure of any school is largely dependent upon the groups and effective utilisation of intellectual abilities of these group or human resources.

Olorunsola & Olayemi (2011) called the system participative decision making and defined it as higher level individual's effort to provide those at a lower level with a greater voice in organisational performance. The definition

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makes it clear that in the intelligent quotient literature, participative decision making represent a deliberate change from traditional management in which minority of upper-level management employees make all of the decision regarding organisational policies and functioning.

Olorunsola & Olayemi (2011) summed up participative decision making as an effort to avoid the "nobody asked" syndrome. He further explained it to mean soliciting employee's idea for turning the situation in an organisation around. Jewell (1998) opined that along with the expectation that asking, will improve the quality of organisational decision making, it is an expectation that people who participate in decisions that affect them will understand the issues better and accept the decision more readily.

Olorunsola & Olayemi (2011) is of the opinion that many people believe that staff participation in decision making leads to higher performance and is necessary for survival in an increasingly competitive world. Staff cooperation is believed to be an indisputable asset to the school principals while involvement in decision making process by the teachers could ease the principal's mounting problems as many heads would put together to intellectually solve problems that could have remained unsolved by the principals alone.

The shortage of teachers is felt more in some parts of a country than others but essentially it is a nationwide issue. Some districts in a country experience either high turnover or retention of teachers depending on the recruitment and retention procedures they applied. There are general problems which lead to high turnover of teachers, especially when teachers tend to compare their professions and departments with others. If these problems are

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not properly considered together with delays in the promotion of teachers, job dissatisfaction and little or no participation in the decision making process by teachers in the school, there will still be problems in the recruitment and retention procedure thereby increasing the high rate of turnover.

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CHAPTER THREE

METHODOLOGY

Introduction

The issues which are discussed in this chapter include; the study area, target population, sample and data collection procedures, sources of data and data collection methods, pilot testing of instruments and data collection.

Study area

The study was non-interventional but descriptive, and exploratory and was conducted using a survey method. This was done to establish the purpose of assessing factors influencing recruitment and retention of teachers in private schools in the Cape Coast metropolis. The survey design was chosen because of its economy for data collection and analysis (Creswell, 2003). The method also ensured confidentiality of respondents and was self administered. The study was non-interventional meant only to describe the problem of recruitment and retention of teachers without manipulating or introducing any stimulus, but rather presenting only picture of the situation and what can be done about it.

Target population

The study embraced all teachers in the four private senior high schools in the Cape Coast Metropolis. Only classroom teachers, both professional and

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non professional, university graduates and non- university graduates who had been at post for one year or more formed the population for the study. It also involved all the Headmaster or Headmistress of all the four private senior high schools in the Cape Coast Metropolis. The population was therefore made up of 12 Headmasters or Headmistress including their assistants and 80 teachers.

Sampling procedures

A purposive sampling was initially used to select all teachers from four private senior high schools in the Cape Coast metropolis. Both primary and secondary sources provided data. The main instrument for collection of primary data were a set of questionnaires whilst the secondary sources of data consisted of books, journals and other reading materials which were consulted on human resource activities and processes. Questions included both open ended and close ended items which were administered personally to the respondent to ensure that copies got to the right respondents and at the right time.

The Headmasters or Headmistress of the four Private Senior High Schools were also used because they are directly concerned with recruitment and retention of teachers in the schools. The eight Assistant Headmasters or Headmistress were chosen because they sometimes deputize for the heads and their views will also be important.

Data collection methods

The researcher developed his own questioner and interview guide. The questionnaire was used to collect data from teachers while the interview guide

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was used to collect data from Headmasters/Headmistresses and Assistant Headmasters or Headmistresses. The questionnaires consisted of five sections.

- Section A included information on the biological data of respondents. Areas included in this section were respondents gender to their professional qualification.
- Section B dealt with recruitment procedure.
- Section C dealt with selection.
- Section D staff turnover and
- Section E dealt with factors that influence recruitment and retention of teachers in private senior high schools in the Cape Coast Metropolis.

The interview guide was intended to gather data from educational administrators in the following areas:

- The staffing situation in the schools.
- The recruitment procedures used in the schools
- The teacher retention situation in the schools.

Administration of questionnaire and the interview guide

The researcher administered the questionnaire and interview guide personally to the respondents to ensure anonymity and enable one to solicit for more candid opinion. It is also a convenient method in the sense that it can be completed at the convenience of respondents. The questionnaire method has some weaknesses. It is expensive both financially and in terms of time use especially if respondents are scattered over a large area. Respondents may not provide appropriate responses to questions, because their identity is not known.

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Pilot testing of instruments

The questionnaire was pre- tested at Central Grammar Senior High School in Cape Coast. The pilot study involved 10 teachers, one Headmaster and one assistant. The objective of the pilot study was to determine the reliability and validity of the instruments. After computing reliability test a reliability co- efficient of 0.8 was obtained which proved that the research instrument could be confidently used in the field.

Data collection

In all, 80 questionnaires were returned by the teachers. Preliminary contacts were made with the schools head and their assistant to solicit for their support in administering the questionnaires in the various schools. The purpose and significance of the research were discussed with them and permission for the support for the exercise was also granted. The collection of the completed questionnaires was done by a volunteer in each school on behalf of the researcher. This strategy was done to ensure anonymity of respondents. The returned rate was 79.5 percent. The Table 1 shows a summary of the administration of the questionnaires.

The interview guide was also administered personally to the Headmasters or Headmistress and their assistants with the 100 percent rate of return.

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Table 1: Distribution of respondents by number of questionnaires returned

School	Number of questionnaire returned	Number of questionnaires	Return rate (%)
Cape Coast Int.	30	28	93.3
Wibert Snr. High	20	15	75.0
Harris Snr. High	20	15	75.0
Sammo Snr High	30	22	73.3
Total	100	80	79.15

Source: Fieldwork, 2013

Data analysis

The data were analysed using both descriptive and inferential statistics. The descriptive statistics (mean and percentages) were used to analyze the research question. The responses to the items were as follows:

The data were coded into the Statistical Package for Social Sciences (SPSS) for Windows Version 11.0 Software. This programme was chosen for the data analysis for the fact that it has the tool needed to handle the research questions and hypotheses. The data were in frequency tables and frequencies of the items were computed to find the mean frequency and percentage.

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CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The chapter is about the presentation and analysis of data with a subsequent discussion of the findings in the light of the existing literature on the research problem. The first part of the chapter is the presentation and analysis of administered questionnaires. It will first and foremost deal with the personal characteristics of teachers such as gender, marital status, professional qualification, rank and working experience.

In the second part of the chapter represents the analyses and discussion of respondent(s) opinion about the factors affecting recruitment and retention of teachers in private schools in the Cape Coast metropolis, including recruitment and selection procedures, conditions of services of teachers etc. with the classroom teachers constituting the subjects of the study.

Personal characteristics of teacher respondents

Table 2 indicates that 60 percent of the teachers were males whereas the remaining 40 percent were females. This indicates that although the males dominated the teaching population in the private senior high school in the Cape Coast metropolis, 40 percent representing females are also making contribution in imparting knowledge in the private senior high schools in the metropolis. It also means that females in the Cape Coast metropolis placed a

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very important need to be highly educated, thus parents in the Cape Coast metropolis have seen female education as very important therefore encouraging their children to pursue education to the highest levels. The female teachers in the private Senior High Schools in the metropolis would also act as role models for the female student in the schools and would motivate them to decide to also pursue education at the higher levels.

Table 2: Distribution of respondent by sex

Respondents	Number	Percentage
Male	48	60
Female	32	40
Total	80	100

Source: Fieldwork, 2013

Age distribution of teachers

When respondent were grouped according to ages, 17.5 percent were between the ages of 18 to 25 years, 40 percent of the teachers were between the ages of 26 to 30 years, 32.5 percent were between 31 to 40 years, 2.5 percent were between 47 to 55 years and 7.5 percent were between the ages of 56 to 60 years.

The private senior high schools in the Cape Coast had youthful teaching staff; the majority (90%) of the teaching force were between the ages of 18 to 40 years. This means that if good retention strategies are put in place, the schools will continue to enjoy their services for a long time to improve

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teaching and learning in the schools. Also where the right retention strategies are not employed the teachers will leave these schools in search of other jobs.

Table 3: Distribution of respondents by age

Age (years)	Number	Percentage
18 – 25	14	17.5
26 – 30	32	40.0
31 – 40	26	32.5
55	2	2.5
56 – 60	6	7.5
Total	80	100.0

Source: Fieldwork, 2013

Marital status

With regard to marital status of teachers, 37.5 percent were single, 57.5 percent of teachers were married and 5 percent of them were divorced. The teachers who were married represented the higher percentage, this means they are with their partners and therefore will remain stable in the schools in the metropolis, the possibility of them leaving the metropolis to other areas is low. This will make them stay long and get committed to the vision of the school.

Table 4: Distribution of respondents by marital status

Marital status	Number	Percentage
Single	30	37.5
Married	46	57.5
Divorced	4	5.0
Total	80	100.0

Source: Fieldwork, 2013

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Educational qualification of teachers

The educational background of teachers as shown in Table 5 indicated that 50 percent of the teachers were university graduates with first degrees, 35 percent of possessed diploma certificates, 7.5 percent held a Specialist teacher's certificate, 5% held teachers Certificate A and 2.5 percent were Senior Secondary school graduates. 50 percent of teachers were graduates or highly qualified academically, this will make teaching and learning in the Cape Coast metropolis effective. This is because higher teacher academic qualification as one of the ingredients of effective teaching and learning .

Table 5: Distribution of respondent by educational background

Educational background	Number	Percentage
Degree	40	50
Diploma	28	35
Specialist	6	7.5
Certificate A	4	5.0
Senior Sec. Certificate	2	2.5
Total	80	100.0

Source: Fieldwork, 2013

Teaching experience of teachers

When respondents were grouped by their years of experience, it was found that 40 percent of them had taught for less than two years, 35 percent of them have taught for between 3-5 years, 20 percent had taught from six to ten years and 5 percent teachers had taught for over 10 years. From this one can

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see that 75 percent of teachers stay in the classroom for a maximum of 5 years. When headmasters or Headmistress were asked why teachers left schools the following answers were given: Inadequate teaching facilities and accommodation; search for better paid jobs and marital reasons.

The length of stay of teachers in the school is crucial since longer periods of stay at particular stations may make for stability in managing schools (Ababio, 2011). Since 40 percent of teachers were in the schools for only two years or less, it could be said that they had not stayed long to gain more experience. In Ghana, generally it is perceive that the experience (or aged) person is respected, thus this may enhance the teacher's classroom management skills (Ababio, 2011). One can infer from the table that since most of the teachers are "inexperienced", it is possible that some of them may have problems with classroom instruction and management.

Table 6: Distribution of respondents by years of teaching

Years of teaching	Number	Percentage
1-2	32	40
3-5	28	35
6-10	16	20
10 and above	4	5
Total	80	100

Source: Fieldwork, 2013

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Recruitment of teachers

From Table 7, it can be seen that 55 percent of them indicated that they knew of the vacancy through a school member of staff, 32.5 percent through their friends, 12.5 percent knew of them through attachment and national service. One can see that the school resorted to recruitment by the member of staff representing 55 percent thus internal search as proposed by Guarino (2006) who think that it is usually less expensive.

Table 7: The recruitment procedure used

Recruitment procedure	Number	Percentage
Member of staff	44	55.0
Friend	26	32.5
Attachment/ national service	10	12.5
Total	80	100.0

Source: Fieldwork, 2013

Mode of application

From Table 8, one can see that 81.2 percent of the teachers wrote application letters and 18.8 percent filled an application forms in the school. The school relied heavily on application letter and application forms, this will hinder online applicant for selection.

Table 8: Mode of application

Mode of application	Number	Percentage
Wrote an application	65	81.2
Filled an application form	15	18.8
Total	80	100.0

Source: Fieldwork, 2013

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Interview of teachers

In Table 9 that 87.5 percent of teachers were interviewed, whilst 12.5 percent were not interviewed. This shows that the majority of the teachers recruited in the Private Senior High School were interviewed before they were given teaching appointments, thus confirming the view of Bloch (2011) that it is only through interview that one can be properly selected for a job.

Table 9: Number of teachers interviewed

Item	Number	Percentage
Yes	70	87.5
No	10	12.5
Total	80	100.0

Source: Fieldwork, 2013

Relevance of the interview

It can be seen from Table 10 that 47.5 percent of teachers described the questions asked at the interview as very relevant, 31.25 percent described questions as relevant, 21.2 percent 5 percent as somehow relevant. This means that the teachers see the important of interview as issues such as their health, mental capability; social and emotional adjustment can be ascertained. (Bloch, 2011)

Table 10: the relevance of the interview

Relevance of interview	Number	Percentage
Very relevant	38	47.50
Relevant	25	31.25
Somehow relevant	17	21.25
Total	80	100.0

Source: Fieldwork, 2013

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Selection of teachers

The table above shows that 85 percent of teachers were selected through an appointment letter and 15 percent of them were selected by word of mouth. The schools gave teachers notice of their appointment through written and oral means.

Table 11: The mode of selection of teachers

Mode of selection	Number	Percentage
An appointment letter	68	85
By word of mouth	12	15
Total	80	100

Source: Fieldwork, 2013

Job satisfaction

Table 12 indicates the degree of respondent satisfaction or otherwise with their work situation. This question is significant in the sense that if teachers were satisfied with their work, they would remain in their schools. If one the other hand, they were dissatisfied with teaching, they would leave these schools in search for better-paid jobs. Teachers who were satisfied with their work numbered 16 (80%) whilst those who were dissatisfied with their job numbered 64 (20%). This creates an impression that if some of the dissatisfied teachers will leave at the least opportunity that would confirm (Locke, 1976) assertion that workers would avoid work when they are dissatisfied but would stay if they were satisfied with and could see future prospects in their job. This means the management of the schools will have to

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consider implementing the right strategies to make workers satisfied with their work hence retaining them.

Table 12: Respondent job satisfaction

Job satisfaction or Dissatisfaction	Number	Percentage
Satisfied	16	20
Dissatisfied	64	80
Total	80	100

Source: Fieldwork, 2013.

Teacher turnover

Table 13 shows that four reasons made teachers leave their individual schools. Out of the four reasons, three that is personal, search for paid jobs, further studies sent teachers out of their individual schools more than the rest. The three reasons represented 78.75 percent of the reasons why teachers leave their schools. 22.5 percent of the teachers left for personal reasons and another 21.25 percent because for marital reasons.

Twenty out of eighty teachers left the schools to further their education. Most of the teachers were graduates and had the desire to pursue their masters programme, their departure from the schools had been made possible by the proximity of the University of Cape Coast.

It is important to know that most of the teachers representing 31.25 percent left the schools in search of better paid jobs. This means that a few Ghanaian teachers are willing to look upon teaching as a lifelong career. They looked at teaching as a stepping off ground for more lucrative employment.

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About 21.25 percent of the teachers gave their reasons of leaving in the schools as marital, that is the need to leave to join their partners in other places.

Table 13: Teacher Turnover rates as per respondents' views

Reasons	Number	Percentage
Personal	18	22.50
Search for better paid jobs	25	31.25
Marital	17	21.25
Further studies	20	25.00
Total	80	100.00

Source: Fieldwork, 2013

Factors that influence the retention of teachers in private schools

The next section discusses the factors that influence the retention of teachers in private schools in the Cape Coast metropolis. From Table 14, 30 percent of the respondents strongly agreed that teachers were provided with teaching facilities appropriate in the schools programme, 25 percent of teachers agreed that teachers were provided with appropriate teaching facilities, 30 percent of teachers also disagreed that teachers provided with appropriate teaching facilities and 15 percent of teachers strongly disagreed that they are provided with teaching facilities. This shows that the school were doing quite well with the provision of appropriate facilities that will enhance effective teaching and learning.

On the issue of the school providing accommodation for its teachers, 32.5 percent disagreed to that they were provided accommodation whilst 17.5

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percent strongly agreed. On can also see that 30 percent of teachers strongly disagreed and 20 percent agreed that the school provide teachers with accommodation. From the responses most teachers did not enjoy accommodation from their individual schools and this hindered effective teaching especially when teachers were living out of campus.

Table 14: School facilities

Item	Strongly agree		agree		disagree		Strongly disagree	
	No	%	No	%	No	%	No	%
Teachers are provided with teaching facilities appropriate in the school programme	24	30	20	25	24	30	12	15
The school concerns itself with providing accommodation for teachers	14	17.5	16	20	26	32.5	24	30
Teachers who live out of campus are provided with regular transportation to and from school	20	25	16	20	12	15	16	20
The school does quit well in the provision of utilities	28	35	12	15	12	15	12	15

Source: Fieldwork, 2013

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In all, 20 percent of respondents agreed that teachers who lived outside campus were provided with regular transportation whilst 15 percent of teachers disagreed. 25 percent strongly agreed to teachers being provided with regular transportation and 20 percent strongly disagreed. It can seen that majority of teachers agreed that they were provided with regular transportation from their schools. With regards to the school providing utilities, 15 percent of teachers agreed, 35 percent of them also strongly agreed, 15 percent strongly disagreed and 15 percent of teachers disagreed. This is an indication that the schools were making effort to providing utilities for its teachers so as to retain them.

From Table 15, 37.5 percent of the teachers disagreed that teachers were well informed about what was happening in the school, 32.5 percent of teachers agreed, 17.5 percent strongly agreed and 12.5 percent of the teachers strongly disagreed that they were well informed of what was happening in the schools. This indicated that a large percentage of teachers remained uninformed about what was happening in the school, this will hinder teacher commitment and performance. This is in agreement with Amissah (2011) that school administration sees teachers as inexperience and lack the necessary knowledge for making managerial and operation decisions that could steer the school in the right direction.

On teacher participation in formulating major school policies, 37.5 percent of teachers agreed that the school authorities encouraged them to participate in formulating major policies, 12.5 percent of teachers strongly agreed that the school authorities encourage them to participate in formulating

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major school policies.27.5 percent of them disagreed and 22.5 percent of teachers strongly disagreed. This indicates that the school authorities are engaging teachers in formulating school policies as staff participation lead to higher performance. (Mullins, 2005).

40 percent of teachers agreed that the school authorities took interest in the welfare of teachers, 35 percent of them strongly agreed, 20 percent of them disagreed and 5 percent of teachers strongly disagreed to the school authorities took considerable interest in the welfare of teachers.

Table 15: Teachers' participation in schools activities

Item	Strongly agree		agree		disagree		Strongly disagree	
	No	%	No	%	No	%	No	%
Teachers are well informed about what is happening in the school	14	17.5	26	32.5	30	37.5	10	12.5
School authorities encourage teacher to participate in formulating major policies	10	12.5	30	37.5	22	27.5	18	22.5
The school authorities take considerable interest in the welfare of teachers	28	35	32	40	16	20	4	5

Source: Fieldwork, 2013

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From table 16, 47.5 percent of teachers disagreed that medical expenses were refunded to the teachers by the school, 32.5 percent of them strongly disagreed, 12.5 percent of them agreed and 7.5 percent of teachers strongly agreed. From this result there is an indication that the schools did not make prompt medical expense refunds to teachers. What is rather worrying is that teachers in these schools have no chance to go to the university with study leave, because with reference from the table 50 percent representing half of the teachers strongly disagreed, 25 percent of teachers disagreed, 12.5 percent agreed and 12.5percent strongly agreed. This indicates that teachers in private schools were not encouraged to further their education which would improve their methods of teaching and enhance students' performance.

For travel and transportation allowances to be paid to teachers who had attended workshops and seminars, 30 percent of them agreed, 17.5 percent of teachers strongly disagreed, 15 percent of teachers strongly agreed and 17.5 percent of teachers disagreed. This shows that travel and transportation expenses were not promptly paid to teachers. About 50 percent strongly disagreed to teachers receiving salary in advance in their schools, 25 percent of teachers disagreed, 10 percent agreed and 15 percent strongly agreed. One can draw a conclusion that teachers in private in the municipality do not enjoy salary in advance.

On the same table, 12.5 percent of teachers strongly agreed to them enjoying higher salaries than their colleagues in public schools, 20 percent of teachers disagreed, 12.5 percent agreed and 50 percent strongly disagreed. One can then conclude that teachers in private schools did not enjoy higher salaries

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than public school teachers. This implies that a lot of newly qualified teachers will prefer teaching in public schools than private schools on the bases of job security and existing teachers would not be encourage the teachers to stay in these schools.

Table 16: Conditions of service factors

Item	Strongly agree		agree		disagree		Strongly disagree	
	No	%	No	%	No	%	No	%
Medical expenses are normally refunded to teachers by the school	6	7.5	10	12.5	38	47.5	26	32.5
Teachers in private school stand a chance to go to the university on study leave	10	12.5	10	12.5	20	25	40	50
Travel and transport allowance are promptly paid to teachers who have attended workshop/seminars	24	30	32	40	10	12.5	14	17.5
Teachers in private school enjoy salary in advance	12	15	8	10	20	25	40	50
Teachers in private school enjoy higher salary than those in public school	5	6.25	6	7.5	25	31.25	44	55

Source: Fieldwork, 2013

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CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENTATIONS

Introduction

This chapter presents summary of the findings, and makes conclusions and recommendations based on the evidence and for further research in the field. The main aim of the research was to investigate the factors affecting recruitment and retention of teachers in private senior high schools in the Cape Coast metropolis.

Summary

Some concerns have been raised over the high rate of turnover among workers in the country, but no attention seems to be focused on teachers in the educational sector. Generally, it is assumed that the problem associated with the recruitment and retention of teachers will be easily solved through improved conditions of service of teachers especially in the area of remuneration.

Thus, the study was set to look at the factors that might be affecting recruitment and retention of teachers in some selected private Senior High Schools in the Cape Coast Metropolis. Some of the specific objectives of the study were to examine the reasons why teachers accepted teaching appointment in private schools, teachers' level of satisfaction with salary, promotion and other condition of service; assessment of how the schools

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handled teachers complaints and make recommendations on how to improve the condition of teaching staff generally in order that the authorities might be able to recruit qualified teaching personnel into the profession and retain them there, including the private schools. The study population consisted of 80 teachers from four private senior high schools in the Cape Coast Municipality who had been teaching in their respective schools for not less than one academic year. Both primary and secondary data provided material for the study. The primary data came from teachers in the selected schools. Secondary data were gathered from educational journals, reference books and through the internet. A purposive sampling was employed to select a total of 80 respondents in four schools; two basic and two senior high school. The questionnaires which were constructed for data collection from teachers were pre- tested and revised to ensure its clarity, reliability and validity. The descriptive method was used in analysing the data collected from the respondents. The analyses of data helped to answer the research questions while the interpretation of findings of previous researches guided discussion of the finding of the current study.

The findings of the study revealed are as follows:

- Out of the 80 teachers in the schools in the metropolis, majority (90%) of the teaching force are between the ages of 18 and 40 years. This means the school had a youthful staff. If good retention strategies are put in place, the school can enjoy their services for a long time.
- 50 percent of teachers were graduates or highly qualified academically which will make teaching and learning effective.

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- It was seen that 40 percent of teachers were in the school for two years or less, which means teachers did not stay long in these school to gain more experience.
- Three main procedures were found to be used in recruiting teachers in the Private senior high school in the metropolis. Teachers knew of the vacancy in this school through: member of staff from the schools, their friends or acquaintances and attachment or national service.
- The most popular among the three was where member of staff of the individual schools recommend teachers they find competent to also assist in teaching students.
- 80 percent of teachers from the schools indicated they were dissatisfied with their work implying their willingness to leave teaching in search of better paid jobs.
- The study revealed that even though a number of factors accounted for teachers leaving the regions, the main factors were ;
  - personal reasons,
  - search for better paid jobs and
  - Desire to go for further studies.

Factors such as school facilities, teacher participation in decision making and condition of service factors such as transport and medical allowances are the major factors affecting retention of teachers.

Conclusions

Based on the findings of the study, the following conclusions are drawn as basis for further research.

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First, study revealed that even though a number of factors accounted for teachers leaving the regions, the main factors were ;

- personal reasons,
- search for better paid jobs and
- Desire to go for further studies.

Second, 80 percent of teachers from the schools indicated they were dissatisfied with their work implying their willingness to leave teaching in search of better paid jobs.

Third, factors such as school facilities, teacher participation in decision making and condition of service factors such as transport and medical allowances are the major factors affecting retention of teachers.

Fourth, graduates teachers left the school in search of better paid jobs and look at teaching as a stepping off ground for more lucrative employment.

Finally, more methods of recruitment should be employed to create a large pool of job applicants, so that the right applicant can be selected to teach in these schools.

Recommendations

Drawing from the findings and conclusions of the study, the following recommendations are made for improving recruitment practices of teachers and also encouraging them with incentives to enable them stay in the Cape Coast metropolis.

- Teachers should be given incentives. Incentives should include provision of accommodation and transportation.

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- Seminars and workshops should be organised regularly by the schools to enable teachers become abreast with new methods of teaching.
- School authorities should consider increasing teacher salaries since salaries of teacher has the largest effect on teacher retention.
- Adequate advertising techniques should be employed to create a large pool of applicants so that the best candidate will be selected for the job.
- The school should encourage teacher to pursue higher education programmes by ensuring that their teacher go on study leave.
- The school authorities should make conscious efforts to involve teachers in taking major decision of the school.
- Involvement of the Schools Parent Teacher Association and Management Committees to help solicit funds to help in the effective running of the school.
- Chiefs, parents, educators and assembly members in the metropolis must intensify their campaign for female education at all levels in the metropolis. They should also encourage more females to take up senior high school teaching as a profession.

Recommendation for further research

- A further study should be conducted to involve a large and more diverse population of teachers, students and school administrators would prove interesting and add to knowledge.
- A more comprehensive study that includes other factors such as selection, placement etc over a longer time span will be of interest

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APPENDICES

APPENDIX A

QUESTIONNAIRE ON RECRUITMENT AND RETENTION OF TEACHERS IN PRIVATE SCHOOLS IN THE CAPE COAST MUNICIPALITY

This questionnaire is part of a research project being conducted by a student of the Institute of Development Studies (I. D. S) of the University of Cape Coast in some selected private schools in the Cape Coast Municipality.

It would be greatly appreciated if you could answer the questions below. Every information that you give would be treated confidentially. Please tick the appropriate box or the appropriate statement for your responses in the relevant solutions.

Section A

Please tick the appropriate box for your responses where applicable.

1. Sex

Male ☐ Female ☐

2. Age

18-25 years ☐

26- 30 yrs ☐

31-40 yrs ☐

41-46 yrs ☐

47-55 years ☐

56-60years ☐

3. Marital Status

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Single ☐

Married ☐

Widowed ☐

Divorced ☐

4. Educational and professional background

Degree or equivalent ☐

Diploma ☐

Specialist ☐

Others (please specify) ……...

5. Years of teaching in your school.

Less than 1-2 years ☐

Less than 3- 5 years ☐

6-10 years ☐

More than 10 years ☐

6.What are your reasons for choosing and staying in your school?

……

……

7. Are you satisfied with your job as a teacher in your school?

Yes ☐

No ☐

8. Explain your answer

……

……

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Section B: Recruitment Procedure

9. How did you learn of job vacancy in your school?

Through a friend. ☐

Through a member of staff. ☐

Through attachment / National Service ☐

Other (Specify) ……

10. How did you apply for the job?

Wrote an application ☐

Filled application ☐

Both a and b ☐

Other (specify) ……..

11. Were you interviewed before being appointed?

Yes ☐

No ☐

12. If you were interviewed how would you describe the interview?

Very relevant ☐

Relevant ☐

Somehow ☐

Not relevant ☐

Below standard ☐

13. Explain your answer above

……

……

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Section C: Selection

14. How did you know that you had been given the job?

Through an appointment letter ☐

By word of mouth ☐

Other (specify) …….....

15. Did you go through any form of orientation?

Yes ☐

No ☐

16. If yes, how would you describe the orientation programme?

Very relevant ☐

Relevant ☐

Somehow relevant ☐

Not relevant ☐

Below standard ☐

17. If no, how did you know what was expected of you?

Received personal coaching from supervisor. ☐

Learned from colleagues ☐

Struggled on my own ☐

Other (specify) …….....

Section D: Staff Turnover

18. Since you started teaching in the school how many staff members left for other jobs?

Ans : …….....

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19. What are the reasons why they left?

Lack of confidence in career development policy of the school

Search for better paid

Marital reasons

Frustrations in the system

Other (specify)……

20. Please indicate two (2) ways in which you think teacher turnover affect the remaining staff.

…….....

…….....

21. Please mention two (2) ways in which teacher turnover has affected your school so far.

(a) …….....

(b) …….....

Section F

The statements that follow are meant to ascertain the factors that influence the retention of teachers in private schools.

You are required to tick one of the boxes that correspond with your view.

School Facilities

22. Teachers are provided with teaching facilities that are appropriate in the programme of the school.

Strongly agree ☐

Agree ☐

Disagree ☐

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Strongly disagree ☐

23. The school concerns itself very much with providing accommodation for its teachers.

Strongly agree ☐

Agree ☐

Disagree ☐

Strongly disagree ☐

24. Teachers who live out of campus are provided with regular transportation to and from school.

Strongly agree ☐

Agree ☐

Disagree ☐

Strongly disagree ☐

25. The school does quite well in the provision of utilities.

Strongly agree ☐

Agree ☐

Disagree ☐

Strongly disagree ☐

Teacher participation in school activities

26. Teachers are well informed about what is happening in the school.

Strongly agree ☐

Agree ☐

Disagree ☐

Strongly disagree ☐

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27. School authorities encourage teachers to participate in formulating major school policies.

Strongly agree ☐

Agree ☐

Disagree ☐

Strongly disagree ☐

28. The school authorities take considerable interest in the welfare of teachers.

Strongly agree ☐

Agree ☐

Disagree ☐

Strongly disagree ☐

Conditions of Service Factors

29. Medical expenses are normally refunded promptly to teachers by the school.

Strongly agree ☐

Agree ☐

Disagree ☐

Strongly disagree ☐

30. As a teacher in private school, you stand a chance to go to the university with study leave.

Strongly agree ☐

Agree ☐

Disagree ☐

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Strongly disagree ☐

31. Travel and transport allowances are promptly paid to teachers who have attended workshops or seminars.

Strongly agree ☐

Agree ☐

Disagree ☐

Strongly disagree ☐

32. Teachers enjoy salary advance in your school.

Strongly agree ☐

Agree ☐

Disagree ☐

Strongly disagree ☐

33. Teachers in private schools enjoy higher salaries than those in public schools.

Strongly agree ☐

Agree ☐

Disagree ☐

Strongly disagree ☐

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APPENDIX B

INTERVIEW SCHEDULEDE FOR HEADMASTERS/ HEADMISTRESSES

Please, I would want to know the procedures you go through in recruiting Senior High School teachers in the school after recruiting what steps you take to retain them.

1. What is the staffing situation in your school?

If there is a shortage what do you think is the main cause(s) of shortage of teachers in your? …….....

2. What recruitment procedures do you follow in recruiting teachers in your school? …….,…….....

3. What major problems do you face in your recruitment exercise?

…….....

4. What do you think could be done to retain more teachers in this school?

…….....

5. What is your school doing to retain teachers?

…….....

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