

UNIVERSITY OF CAPE COAST

PROSPECTS AND CHALLENGES OF THE STUDY LEAVE WITH PAY
SCHEME IN THE GHANA EDUCATION SERVICE: THE CASE OF
BOLGATANGA MUNICIPALITY

ESMOND NAALU KUUYELLEH

2011

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BOLGATANGA MUNICIPALITY

BY

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DEVELOPMENT

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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 Signature:..... Date:.....

Name: Esmond Naalu Kuuyelleh

Supervisor's declaration

I hereby declare that the preparation and 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 Signature:..... Date:.....

Name: Dr. George K.T. Oduro

ABSTRACT

The Ghana Education Service (GES) as an organization uses its study leave with pay policy which has been at the easy disposal of teachers since independence of Ghana as a means of up grading its staff. This policy was very flexible until the year 2000 when some restrictions were placed on the accessibility of the facility. This study therefore sought to find out the prospects and challenges of accessing the study leave with pay facility with the restrictions the GES has placed on the facility.

The data was gathered from teachers and administrators of the Bolgatanga Municipality. This study consisted of a quantitative survey followed by semi-structured qualitative individual interviews. Theoretical and practical issues of this type of research have been presented along with the research design, data collection and analysis procedures, and ethical considerations.

The study found out that majority of teachers have benefited from the facility. However the study leave with pay facility was difficult to access because of subject areas restrictions and other administrative problems. The study concluded that many teachers have accessed the scheme by way of meeting the criteria for selection. However the criterion for selection is accompanied by cumbersome process. The Ghana Education Service should ensure that there is equality for all GES approved courses, monitor beneficiaries to ensure that they return to the classroom after studies, support teachers financially through Distance Learning Programme were some of the recommendations of the study.

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Finally, I declare that I am solely responsible for the mistakes that may be discovered in reading this dissertation.

DEDICATION

To my late father Mr. Mwinpuo Kuuyelleh and mother Mrs. Mwinpuo Tang.

TABLE OF CONTENTS

Content	Page
DECLARATION	ii
ABSTRACT	iii
ACKNOWLEDGMENTS	iv
DEDICATION	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
ACRONYMS	x
CHAPTER ONE: INTRODUCTION	1
Background to the study	1
Study leave with pay policy	4
Statement of the problem	5
Objectives of the study	6
Research questions	7
Relevance of the study	7
Limitations of the study	8
Organisation of the study	9
CHAPTE TWO: REVIEW OF LITERATURE	10
Introduction	10
The concept of training and development	10
Employee motivation and reward system	15
Motivation, job satisfaction, and job performance	20

Employee retention and turnover	22
Summary of literature review	24
CHAPTER THREE: METHODOLOGY	27
Introduction	27
Profile of the study area	27
Research design	29
Population and sample	31
Sampling procedures and sample size	32
Research instruments	33
Pilot testing	35
Data collection procedure	35
Data analysis	36
Ethical considerations	37
CHAPTER FOUR: RESULTS AND DISCUSSION	39
Introduction	39
Background characteristics of respondents	39
Assessments of the prospects of the study leave with pay scheme of GES	41
Factors influencing teachers' retention in the GES after benefiting from the scheme	47
Challenges in accessing the study leave with pay scheme	50
Factors likely to enhance/hinder the sustainability of the scheme	61
Views of key informants on the study leave with pay scheme	63

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND	
RECOMMENDATIONS	66
Introduction	66
Summary	66
Conclusions	68
Recommendations	70
REFERENCES	72
APPENDICES	78
Appendix A: Questionnaire for teachers	78
Appendix B: Interview guide for key informants (Officers at the municipal and regional education office)	86

LIST OF TABLES

Table	Page
1 The state of teachers in the municipality (2000/2006)	28
2 Pupil-teacher ratio (P.T.R.)	29
3 Basis for granting of study leave by GES	42
4 Reasons for requesting for study leave with pay	43
5 Benefits derived from study leave	44
6 Factors influencing teachers' retention in the GES after benefiting from the scheme	48
7 Mechanism to ensure teachers retention in the GES after study leave	49
8 Accessibility of study leave with pay to teachers	51
9 Criteria for selecting teachers for study leave with pay	52
10 Reasons for unfairness of selection criteria or otherwise	54
11 Process of accessing study leave with pay	56
12 Difficulties face in securing study leave with pay	57
13 Awareness of rules governing award of study leave or otherwise	59
14 Opinion about introduction of quota system	60
15 Management's role in making scheme accessible to teachers	62

LIST OF ACRONYMS

GES	-	Ghana Education Service
GNAT	-	Ghana National Association of Teachers
GOG	-	Government of Ghana
HRMD	-	Human Resource Management and Development
ICT	-	Information Communication Technology
JSS	-	Junior Secondary School
NAGRAT	-	National Association of Graduate Teachers
NGO	-	Non Governmental Organizations
PTR	-	Pupil Teacher Ratio
SSNIT	-	Social Security and National Insurance Trust
SSS	-	Senior Secondary School

CHAPTER ONE

INTRODUCTION

Background to the study

Organisations all over the world are struggling to get a stronghold on their marketing share and basic survival in today's business terrain. This is as a result of technological advancement, globalization and other emerging markets scenarios. According to Harbison (1976), these processes are shortly termed as the phenomenon of change. He further stated that change in its highest form brings about redundancy if human resource development departments of organisations do not position their human resource well in terms of staff training, staff development and staff orientation/induction to meet the unexpected events. From Harbison (1976), it is therefore necessary for firms and organisations whether profit or non-profit-making to be flexible enough in order not to be overtaken by the change processes in this world.

With the dynamics of information communication and technology and the ease of transportation, the world has now become compacted and consumers are becoming more and more sophisticated. This is because, the introduction of the internet, the relative ease of moving around the world as well as trans-national trade have all come together to bring competition among businesses/organisations more than ever before. Consumers/clients are offered myriads of alternatives that

it is basically an essence on the part of organisations to delight their staff/customers/consumers in terms of quality service, pricing and cost differentiations to be able to thrive in business. To attain these goals organisations all over the world are developing measures through which they can constantly improve upon the knowledge, skills and attitudes of their employees to meet the challenging tasks in the global market. Some of such ways that organisations have used in achieving these goal are regular staff training and development, and the use of such motivational factors as job security, sympathetic help with personal problems, personal loyalty to employees, interesting work, good working conditions, tactful discipline, good wages, promotions and growth in the organization, feeling of being in on things, and full appreciation of work done (Lindner, 1998). Similarly, Moorhead and Griffin (1998) believe that people in organisations are motivated to perform to high levels. They contended that job performance depends on ability and the environment as well as motivation. They continued that, to reach high level of performance, an employee must want to do the job, and must be able to do the job.

That education is the bedrock of a nations development is a fact that cannot be gainsaid the world over. It is in the light of this that throughout the history of Ghana especially right from independence to date, various educational policies and programmes have been formulated, launched and executed at various times to ensure that there is a solid human resource base to keep this country of on its track of development. This is amply supported by the Working Group of Education Sector Analysis of UNESCO (as cited in Agyemang, 2000) which said

that "...it is on account of the belief in the benefits of education, that successive government of Ghana have sought to use education as a vehicle for accelerating the implementation of their development policies and programmes" (p. 9). It is also of utmost importance to note that we need qualified, well trained, and highly motivated teaching staff, to ensure a smooth implementation of our educational and human resource development policies.

In this regard, the importance of a teacher, and particularly a well motivated and psyched up one; for the success of education delivery, and indeed the success of quest for national progress through human resource development cannot be overstated.

This is rightly supported by the report of the Eleventh Conference of Commonwealth Education Ministers at Barbados in 1990 and as indicated by the Commonwealth Secretariat (1993), the quality, competence and character of teachers are undoubtedly the most significant factors that influence the qualitative improvement in education. The Commonwealth Secretariat (1993) also thinks that, if a teacher is not competent or qualified or does not have the positive attitudes towards the children or does not have the appropriate skills to handle the curriculum in terms of instructional methodology, all inputs in the classroom could be wasted. Anamuah-Mensah and Eronosho (2004) observed that the quality of human capital of any nation depends upon the quality of education it offers and the quality of education given is also determined by the quality of teachers who teach in the schools.

The Ghana Education Service (GES) has regarded training and development as very important at all levels; from basic level through to the tertiary level. Apart from the initial training that a teacher receives at the post-secondary and at the tertiary level, the GES still sees the need for regular training and development to update its staff with new ideas methods of teaching and new concepts that are relevant in the classroom work and for the Ghana Education Service in general. This will ensure that every teacher in the Service has the capacity to fit into the changing reforms in the Service.

Indeed, teachers are able to perform their work well when they have the requisite skills. This makes them satisfied with their work and willing to remain in it. It also serves as a form of motivation to have an opportunity to regularly upgrade one's knowledge to enable one climb the career ladder in the Ghana Education Service. The only means in the Ghana Education Service by which teachers can have this opportunity is the granting of the study leave with and without pay which is the focus of the study.

Study leave with pay policy

The study leave with pay policy indicated that the GES was committed to the development of the capacity of the human resource through training and development and that the granting of study leave with pay shall be guided by the GES study leave policy and that the quota system shall be decentralized to the districts and regional levels.

The policy touched on several areas including action by applicants, District Directors, Regional Directors, and headquarters, controls, conditions guiding the award of study leave with pay, bonds, extension of study leave award, transfer of study leave, withdrawing/suspension of course, study leave without pay, tracking/ monitoring system, privately sponsored courses outside the country, privately sought overseas scholarship and PhD courses

The policy expects every applicant to obtain an application form from District/Regional Offices. The application forms (4 copies) should be completed and signed attached certified true copies of certificates(s) and submitted together to the Local/Regional Managers/District Director/Regional Director for vetting and endorsement.

The District Director vets the application forms and attachments for approval or otherwise. If recommended for approval the forms are forwarded to the Regional Director who also collates, vets, and endorses, or otherwise and send them to the GES headquarters. The GES headquarters then also vets list of applicants from the various regions, and allocates regional quotas for the grant or study leave with pay.

To ensure that the facility is not abused, the GES has put in place measures to control the award of the study leave with pay policy.

Statement of the problem

The Ghana Education Service, as an organisation engaged in the development of the human resource of Ghana, needs to continuously train its staff

to meet the development needs of the country. Therefore the government of Ghana through GES instituted the study leave with pay to serving teachers in the service who satisfy certain conditions regarding the number of years served in the service and an unconditional offer of admission to any of the tertiary institutions. This was without regard to course of study. This policy was very flexible, and that afforded a lot of teachers the opportunity to upgrade their knowledge to climb the career ladder in the service.

The GES in 2000 streamlined the implementation of the study leave policy by introducing a quota system, which is demand driven.

One wonders how the demand driven approach adopted by the GES is affecting teachers patronage of the scheme. It is to find answers to a question such as this that urged the researcher on to examine the prospects and challenges of the study leave with pay scheme within the GES, specifically in the Bolgatanga municipality

This study therefore examined the link between further training through the study leave with pay facility and challenges associated with implementing the scheme.

Objectives of the study

The following are the objectives of the study:

1. To examine the prospects of the study leave with pay scheme in the Bolgatanga municipality
2. To find out the benefits of the study leave with pay scheme.

3. To ascertain the factors influencing teachers retention in the GES
4. To identify some of the challenges in accessing the study leave with pay scheme.
5. To examine the factors likely to enhance/hinder the sustainability of the study leave with pay scheme.

Research questions

1. What are the prospects of the study leave with pay scheme of the GES in the Bolgatanga Municipality?
2. What are the benefits of the study leave with pay scheme?
3. What are the factors influencing teachers retention in the GES?
4. What are the challenges in accessing the study leave with pay scheme?
5. What factors are likely to enhance/hinder the sustainability of the study leave with pay scheme?

Relevance of the study

The quest for increase in productivity through man-hours' work per day for the growth and development in Ghana is indeed paramount. However, this cannot be achieved without the availability of quality and efficient human capital. The quest for continuous education by staff of GES to improve upon their output within the service in this regard is not out of place. The study in this vein will bring to light some of the difficulties that teachers face in accessing the study leave with pay and how that affect job performance, job satisfaction and turnover.

The study also throws light on how the study leave with pay has contributed to job performance, job satisfaction and retention of teachers in the GES.

It further unveils some of the things that need to be done to make the scheme accessible, more effective and contribute to the improvement of educational outcomes. Finally, it is anticipated that the study will add knowledge to already existing literature on study leave with pay scheme.

Limitations of the study

Due to the unique nature of the sample (teachers) available for the study, results may not be generalisable beyond this population from which the sample was drawn. Also, due to the failure of teachers to answer all the questions with candor, results might not necessarily reflect the opinions of all teachers and the GES.

Another limitation of the study was difficulty in getting relevant data on study leave at the Municipal and Regional Education Offices. This has to do with the retrieving the data from the archives. The officer in charge of retrieving the data from the archives was either too busy to do that or most of the time indispose. However, after several visits to the offices and appeals to the officer on the importance of the data for the research, the officer finally made some time to search for the data from the archives.

Unwillingness of some teachers and heads of institutions to respond to questionnaire was another limitation. However, they were made to understand that whatever information they provide shall be treated confidentially and use for

the purpose to which they were collected. This made them to agree to respond to the questionnaire.

Organisation of the study

Chapter one is an introductory part of the dissertation. It provides information on the main theme of the study which highlights on the statement of the problem, objectives, and relevance of the study.

Chapter two reviews related literature on the relationships between training and development and how that affects teachers' performance, satisfaction, motivation, rewards and retention in the Ghana Education Service in the Bolgatanga Municipality.

Chapter three dealt with the background information of the study area. Specifically it presents the methodology and methods used in gathering data.

Chapter four dealt with data presentation, analysis and discussion of the research findings.

Finally, chapter five concludes the write-up with a summary of the principal findings, conclusions, and recommendations for Ghana Education Service for possible implementation.

CHAPTE TWO

REVIEW OF LITERATURE

Introduction

This chapter reviews related literature on the relationship between the training and development policy of the Ghana Education Service (GES) as an organisation, and how that motivates teachers to remain in the service. It looked at the concept of training and development, the study leave with pay scheme, employees' motivation and reward systems, motivation, job satisfaction and job performance and employee retention and turnover and their implication for retaining teachers in the Ghana Education Service.

The concept of training and development

Through continuous training and development of staff, organisations can be empowered to face the challenges of competition, globalization and technological advancement. It is in this direction that Simmonds (2003), states that, training, development and change are mutually dependent. That is why human resource development plays an important role in the survival of organisations. Training is a process of exposing employees to specific knowledge and skills in order to enable them to perform specific jobs/tasks. According to Pinnington and Edward (2000: p.184-185), "training is intended to help an

organisation to achieve its mission and business goals”. In other words, training is any learning activity which is directed towards the acquisition of specific knowledge, skills, and attitudes necessary for successful performance in an occupation or task.

The training needs of employees are always evident in their work output. Such employees need to learn new skills, and since their motivation is likely to be high, they can be acquainted relatively easily with the skills and behaviors expected in their new position (Stoner and Freeman, 1989). It is asserted that training is a management tool that emphasises the development of a skill and knowledge or attitude for specific purpose, linked to the goals of an organisation (Mayo 1924-1933 cited in Mensah 2000).

Rebore (1982) contended that training is a form of instruction designed to improve an officer’s capacity in his present job or to enable him to perform a more responsible job. Therefore, training involves any activity that is designed and performed to assist an employee to learn new ways of doing a job better, all to achieving organisational goals. As such, the focus of staff training is the job or task.

There are two types of training methods; on the job and off the job training. On the job training is the type by which a new employee learns various aspect of his/her job while actually performing the job. Rebore (1982: p.179), also asserted that, “most training activities take place on the job and it tends to be the most effective method of training”. This includes job instruction, apprenticeship, job rotation, and coaching. On the other hand, off the job training

is training outside the work place/environment. This includes lectures, simulations, workshops, role-plays, and conferences.

Development experts with different academic orientation view development from different perspectives because development is seen as a concept that cuts across academic boundaries and has assumed multidisciplinary character (Acheampong, 2006). Taking a holistic view, development may be defined as a complex relationship encompassing economic, social, cultural, political (good governance, rule of law and the participation of the people in decisions affecting their lives.) and environmental factors. Conyers and Hills (1984), observe that development as a process connotes continuous and systematic changes which improve the general welfare of society .Todaro (1998), underscores the issues of life sustenance, self-esteem and freedom, in that development is not purely an economic affair. Development is a systematic process of educating, training and growing by which a person learns and applies information, knowledge, skills and attitude and perceptions (Megginson, 1972). This assertion is true because, teachers are best equipped with the requisite skills, knowledge and attitude to impart in students to bring about the desire changes in them.

Harbison (1976) cited in Acheampong (2006), broadly defines human resource development as the process of building the knowledge, the skills, the working abilities, and the innate capacities of all the people in a society. He further notes that “Human resources Constitute the ultimate basis for the wealth of nations.” (p.19) Capital and natural resources are passive factors of

production; human beings are the active agents who accumulate capital, exploits natural resources, build social, economic and political organisations and carry forward national development”. Clearly, a country which is unable to develop the skills and knowledge of its people and to utilize them effectively in the national economy will be unable to develop anything else (Acheampong, 2006).

The level of Human resource development is the driving force in the achievement of economic development of any country in the world. Many economies believe that the key asset that propelled their self sustained economic growth and development is not their physical capital but the body of knowledge amassed coupled with the ability to train and equip the population to use the knowledge effectively.

Staff development therefore is the growth or realization of a person’s ability and potentials through the provision of learning and educational experiences (Acheampong, 2006). The staff is assigned roles, given task in higher positions, with the aim of developing him to attain the goals of the organisation.

It is also a process that helps organisation to grow, adapt to technological developments, fulfils social responsibility and provide employees the greater job satisfaction (Harbison 1976, p.25). In fact, senior or upper level workers are given general and conceptual skills to enable them improve on organisational performance to achieving organisational goals.

Staff training and staff development are important because they lead to increased stability of an organisation, since they create a reservoir of qualified

employees who easily replace those who get transferred, retired or exited from the organisation for various reasons.

According to Pinnington, and Edwards, (2000), Staff training and development is an important investment in human resource, since it increases employees' productivity. The acquisition of new skills, knowledge and attitudes helps employees to increase both quantity and quality of output in their work.

They also reduce work related accidents. This is because proper training in job skills and safety techniques enhances employee abilities to handle work related equipment carefully. Training and Development of staff in an organisation is important because they increase a worker's value to an organisation and this prepares him/her for promotion.

Herzberg, Mausner, and Peterson (1957), are of the view that training and development enhances job motivation and satisfaction. Dissatisfaction which leads to tardiness, absenteeism, and turnover and job restriction can be greatly reduced when employees are trained to experience direct job satisfaction associated with a sense of achievement and the knowledge that they are developing their own inherent capabilities at work.

They further asserted staff training and development reduce the problems, which are associated with the supervision of employee. This is because a well designed training and development programme enhances employees' abilities to learn new work methods and equipment and also helps them to adjust to changes in the context of their job.

It is conclusive from the above that, staff training, staff development are relevant to organisational goal attainment because, they lead to reduction in work related accidents, increase stability of an organisation, increase workers' value in an organisation, enhances motivation and satisfaction, reduces role overload, role conflict and role ambiguity to the attainment of organisational goals.

Employee motivation and reward system

Employee motivation has been accepted and widely studied in human resource from 1930s onwards. Motivation is defined as the process of gratifying the internal needs of individual through different actions and behaviours. The level of motivation that is given to individual can influence the complexity of mental and physical drives, and when joint with the environment will make the people to behave or perform in a particular way (Lee-Ross, 2002). According to Dubin (as cited in Kumar & Sharma, 2001), motivation is a force which moves the person to act, and push him or her to continue in the course of action that has already been initiated.

Mensah (2000) saw motivation to refer to the level of desire of an individual to behave in a certain manner at a time. According to him, in an organisational context, motivation may refer to the willingness of an individual to respond to organisational requirements in the short run. It causes people to make choices, from the available alternatives, about how to best allocate their energy and time. That goes to suggest that people normally tend to be more motivated in

activities/relationships that offer the greatest perceived rewards or the fewest penalties, that is, they will observe priorities

According to Griffin and Moorhead (2009), there are different types of rewards, which help in order to attract qualified candidates and retain useful and valuable employees in the company. These include: base pay, incentive systems, indirect compensation, perquisites and awards.

Regarding the contribution of pay to the level of motivation, Lindner (1998) found that interesting work and good pay are paramount to higher employee motivation. He also observed that carefully designed reward systems that include job enlargement, job enrichment, promotions, internal and external stipends, monetary, and non-monetary compensation can be used to motivate employees. In addition, the reward system enables company to use advance technology which will record the individual performance of employees, therefore, their achievements and their contributions towards the organization will be recorded real-time with the support of different data. As a result, people will work at their best, because they know the monitoring system of the organization, in terms of performance is connected to the reward system. In general, they will be motivated to work at their best in order to maintain the level of their performance and match the standards of the company. Furthermore, the reward system can also help to create positive competition inside the organization. This supports the assertion of Vroom (1964) cited in Kumar and Sharma (2001) that the level of motivation people feel in doing a particular activity depends upon the extent to which the results are expected to contribute to their own particular needs or goals.

It has been found that without motivation, employees will not contribute towards the productivity and success of overall performance of the organization (Agrawal, 1995). According to him, every employee is in need of the skills, knowledge and capabilities to acquire the results with connection to the requirements of the organization. But, it is also vital for them to have the will to achieve the results. The degree or level of motivation of the employees is directly connected to their level of commitment towards their work and determination to work in connection to the high standards.

Motivations can be from financial or non-financial motivators. Both offer effective way of motivating employees, thus maintaining their loyalty and make them stay. Reward system is composed of all organizational components, which include people, processes, rules and procedures, together with the decision-making activities, which involved the process in allocating compensation and benefits to employees, in exchange for their contribution to the organization. The main purpose of reward system is to attract, retain and motivate qualified employees. This help to maintain the equality and fairness of rewards being offered towards the employees, which are primarily based on their performance and contributions to the company (Griffin & Moorhead, 2009).

Moreover, research has revealed that motivated employees are more productive. To be effective, managers need to understand what motivates employees within the context of the roles they perform. Of all the functions a manager performs, motivating employees is arguably the most complex. This is due, in part, to the fact that what motivates employees changes constantly (Bowen

& Radhakrishna, 1991). For example, research suggests that as employees' income increases, money becomes less of a motivator (Kovach, 1987). Also, as employees get older, interesting work becomes more of a motivator.

However, a study conducted by Dickson (1973) revealed that employees are not motivated solely by money and employee behavior is linked to their attitudes. This suggests that even though financial motivation is considered as the primary factors which attract valuable candidate, it is always the nonfinancial motivators which help to sustain valuable employees. This is because of the fact that non-financial motivators focus on the emotional and psychological well-being of individual employees. For instance, having a fair and equal working environment, which include having fair payment and benefits to each and every employees will be very helpful.

Cascio (1992) thinks that whatever motivational perspective an organisation chooses, it is typically made operational through the organisation's reward system. Reward refers to anything the organisation provides in exchange for services. Whereas some rewards are tied to performance, such as pay increases, incentives, promotion etc, others are not, including base pay, benefits, holidays, etc. Cherrington and Wixom (1983), also asserted that people do what they are rewarded for doing. They think reward in its broadest sense is something given in return for 'good received'. In organisations it involves exchange relationships. Rewards in organisations are awarded to employees in exchange for 'good received' that is for performance.

Steer and Porter (1983) are of the view that, the ways in which rewards are distributed within organisations and their relative amount have considerable impact on the levels of motivation. In most organisations the quantum of employees' rewards corresponds to their level of training and development. An employee is more satisfied and ready to do his job if he/she is well trained. Organisational rewards includes anything an employee values and desires that an employer is able to offer in exchange for employees contributions.

According to Cascio (1992), rewards include both financial and non-financial rewards. Direct rewards are financial payments employee gets. On the other hand, non-compensational rewards are all the things that enhance a worker's sense of self respect and esteem, such as training to improve job skills; status to improve individuals' perception of self worth (Cascio, 1992). Study leave with pay forms part of this category. According to Cascio (1992), rewards without the employee consent may lead to reduced motivation to do the job well. That explained why most teachers leave the service when they do not get the study leave with pay, after teaching the required number of years.

Reward systems must be made effective, if they are to serve their intended purpose. They must satisfy the basic needs of employees, comparable to those offered by other organisations in the immediate area, multifaceted, and most importantly distributed in a fair and equitable manner.

Motivation, job satisfaction and job performance

Mayo (1924-1933) cited in Mensah (2000), the champion of human relation approach to motivation who studied into working conditions and level of productivity to management at the Hawthorne place of the Western Electric Company in Chicago, believed that a happy worker is very productive. He sought to find the various conditions on worker's productivity. Job satisfaction is a very important attributes which is frequently measured by organisations. It is a pleasurable emotional state resulting from appraisal of one's job.

Maslow (1970) cited in Stoner and Freeman (1989), theorized that individuals are motivated to fulfill a hierarchy of needs, with the need for self-actualization at the top. According to Maslow, individuals will be motivated to fulfill whichever need is proponent, or most powerful. The prepotency of a need depends on the individual's current situation and recent experiences, starting with the physical needs that are most basic, to self-actualisation as the highest level. The implication of this theory is that, basic physiological needs of employees must be satisfied by a wage sufficient to feed, shelter, etc to job security. According to Maslow, when all other needs have been adequately met, employees will become motivated by their need for self-actualisation.

McClelland, (1961) cited in Stoner and Freeman (1989), found that the need for achievement is closely associated with successful performance in the work place. He for example found out the study of his Three-point description of achievement motives that people who succeed in competitive occupations were well above average in achievement motivation. Herzberg (1969) cited in Stoner

and Freeman (1989), developed a two-factor approach to work motivation in which job satisfaction was attributed to factors related to job content and to job context. Weiss (2002) argued that job satisfaction is an attitude, and points out that researcher should clearly distinguish the objects of cognitive evaluation which are emotions, beliefs and behaviors. According to Mayo (1924-1933) cited in Mensah (2000), job satisfaction can be an important indicator of how employees feel about their jobs and a predictor of work behaviours such as organisational absenteeism and turnover.

Moorhead and Griffin (1998), argued that job satisfaction and organisational commitment are important work-related attitudes. They assert that employees' mood, assessed in terms of positive or negative affectivity also affect attitudes in organisations.

Vroom (1964) cited in Kumar and Sharma (2001), analysed the results of twenty studies that measured both satisfaction and performance, and the findings was that, the two (satisfaction and performance) had median correlation of 14, and correlation coefficient of +86.0-31. Kreitner and Kinicki (2002) suggested that, one of the biggest controversies within organisational research, centers on the relationship between satisfaction and job performance. Herzberg (1969) cited in Kinicki. (2002), believes that job satisfaction motivates better job performance. His hygiene factors ease sources of dissatisfaction and, his motivators foster job satisfaction. Herzberg argues that job satisfaction leads to higher performance while others contend that high performance leads to job satisfaction. Hellriegel et al. (1989) thinks that employee effort is not only a variable that affects

performance; abilities, traits, and role perceptions also influence performance. They went on to suggest that, employee performance can be maximized by rewarding him/her with salary, job security, and rewards that are personally satisfying.

Employee retention and turnover

Turnover is expensive in terms of cost in recruiting and training for replacement. In effect, organisations can manage turnovers so that if it occurs, it will occur among employees the organisation can afford to lose (Steers and Porters, 1982). Therefore, the GES needs to take a cue from this to prevent many more teachers from leaving the service.

Lawler (1967) suggested that, satisfaction is very much influenced by the actual rewards a person receives and the organisation has much control over these rewards. This means that, organisation can influence employees' satisfaction levels, and that is what the GES is trying to achieve through the study leave with pay, even though it still has difficulties.

According to Abassi and Hollman (2000), employee turnover is the rotation of workers around the labour market; between firms, jobs and occupations; and between the states of employment and unemployment. The term "turnover" is defined by Price (1977) as the ratio of the number of organizational members who have left during the period being considered divided by the average number of people in that organization during the period. Employee turnover is a ratio comparison of the number of employees a company must replace in a given

time period to the average number of total employees. Frequently, managers refer to turnover as the entire process associated with filling a vacancy: Each time a position is vacated, either voluntarily or involuntarily, a new employee must be hired and trained.

Ongori (2007) conducted a review of literature and found that employees are the backbone of any business success and therefore, they need to be motivated and retained in organisation at all cost to aid the organisation to be globally competitive in terms of providing quality products and services to the society. And in the long-run the returns on investments on the employees would be achieved. According to Ongori, management should encourage job redesign-task autonomy, task significance and task identity, open book management, empowerment of employees, recruitment and selection must be done scientifically with the objective of retaining employees. He also asserted that managers should examine the sources of employee turnover and recommend the best approach to fill the gap of the source, so that they can be in a position to retain employees in their organisation to enhance their competitiveness in the this world of globalization.

Costly (as cited in Ongori, 2007) points out that a high labour turnover may mean poor personnel policies, poor recruitment policies, poor supervisory practices, poor grievance procedures, or lack of motivation. All these factors contribute to high employee turnover in the sense that there is no proper management practices and policies on personnel matters hence employees are not recruited scientifically, promotions of employees are not based on spelled out

policies, no grievance procedures in place and thus employees decides to quit. Costly also found that wages, company benefits, employee attendance, and job performance are all factors that play a significant role in employee turnover.

From the above argument, it can be argued that study leave with pay provides an avenue for teachers to up-grade themselves to fill up vacancies. At the same time, the ordeal that teachers go through leads to job dissatisfaction and eventually results in turnover.

Summary of literature review

The chapter contains the review and discussion of earlier findings that are relevant to the issue under investigation. The review has been organized into the following sub-themes: The concept of Training and Development, Study Leave with Pay, Employee Motivation and Reward System, Motivation, Job Satisfaction and Job Performance as well as Employee Retention and Turnover.

The review showed that staff training and development can empower organisations and their staff members to overcome challenges. It has been realized that training and development can help an organisation to achieve its mission and targeted business goals. The concepts of training and development are seen as any learning activity which is directed towards the acquisition of specific knowledge, skills, and attitudes necessary for successful performance in an occupation or task. Such activities also assist an employee to learn new ways of doing a job better, all to achieving organisational goals (Stoner & Freeman, 1989; Pinnington &

Edward, 2000) Researchers have categorized the methods of job training into two types namely; on the job and off the job training.

While motivation is seen as the process of gratifying the internal needs of individual and driving force that influence willingness of an individual to respond to organisational requirements in the short run, reward system is composed of all organizational components, which include people, processes, rules and procedures, together with the decision-making activities, which involved the process in allocating compensation and benefits to employees, in exchange for their contribution to the organization. It refers to anything the organisation provides in exchange for services. The main purpose of reward system is to attract, retain and motivate qualified employees (Cascio, 1992; Mensah, 2000; Dubin cited in Kumar & Sharma, 2001; Lee-Ross, 2002). Lindner (1998) found that interesting work and good pay are critical factors that contribute to higher employee motivation. The various forms of reward systems include base pay, incentive systems, indirect compensation, perquisites and awards (Griffin & Moorhead, 2009). The review has also revealed that motivating employees can result from either financial or non-financial motivators. Both offer effective way of motivating employees, thus maintaining their loyalty and make them stay. Non-financial motivators focus on the emotional and psychological well-being of individual employees. Although financial motivation can contribute greatly towards organizational growth, Dickson (1973) found that employees are not motivated solely by money and employee behavior is linked to their attitudes.

Job satisfaction and performance are factors that relate to job content and job context. The literature review has pointed out that job satisfaction motivates better job performance. The level of satisfaction possessed by an employee can serve as either a motivator or demotivator to alter job performance. Herzberg (as cited in Kinicki, 2002) argues that job satisfaction leads to higher performance while others contend that high performance leads to job satisfaction. Hellriegel et al. (1989) also found that employee performance can be maximized by rewarding him/her with salary, job security, and rewards that are personally satisfying.

Finally, the review has shown that employee motivation will invariably determine the level of satisfaction that the employee will attain. Also, research also indicates that employee motivation and satisfaction determine the levels of job satisfaction and employee retention and turnover. Employee turnover, according to Abassi and Hollman (2000), is the rotation of workers around the labour market; between firms, jobs and occupations; and between the states of employment and unemployment. It has been asserted by Ongori (2007) that management should encourage job redesign-task autonomy, task significance and task identity, open book management, empowerment of employees, recruitment as well as selection with the objective of retaining employees. However, the review of literature has pointed out that large quantities of empirical studies concerning the topic under investigation were carried out in different localities and with different instruments. The paucity of research on prospect and challenges associated with staff development in the Ghana Education Service has provided the motive for this study to be conducted in the Ghanaian context.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter is in two sections. The first section will focus on the geographical setting as well as the demographic characteristics of the study area. The second part discusses the design, the population, the sample as well as the sampling procedure used in the study. In addition, the research instrument, data collection procedure and how data would be analysed have been described.

Profile of the study area

Bolgatanga Municipality is located in the center of the Upper East Region, and is also the regional capital. It has a total land area of 729 sq km and is bordered to the North by the Bongo District, South and East by Talensi-Nabdam District and Kassena-Nankana District to the West. It was established by LI 1797 (2004).

The population of the municipality is 122,464 with a growth rate of 1.1%. This is lower than the national rate of 2.7%. The population density is 141.2 persons per sq. km. This is far greater than the national density of 79.3 persons per sq. Km. Greater part of the population (52.3%) is of school going age and therefore should be in Junior Secondary School and above while less than 45% of the population are either in Nursery or Primary or not of school going age.

The Municipality Education Office is headed by the Metropolitan Director, assisted by the four front-line Assistant Directors. There are 188 pre-tertiary schools made up of 71 kindergartens, 66 primary schools, 46 junior high schools 4 senior secondary schools and 1 Technical school. These are grouped into ten circuits with Bolgatanga West ‘B’ circuit with the highest number of schools. (Ghana Education Service, Statistical section, Bolgatanga, 2003).

Staffing

The basic schools are poorly staffed and there exist a number of untrained teachers especially in the rural areas. The tables depict the existing situation in the municipality. There are more trained teachers (370) than untrained teachers (213) in Primary schools in the study area. At the junior secondary schools level, there are more trained teachers (288) than untrained teachers. The difference between the trained and untrained teachers is small. This is not so good news for the study area, since more trained teachers are needed to teach the numerous schools in the area

Table 1: The state of teachers in the municipality (2000/2006)

Level	Male		Female		Total		Grand	
	Trained	Un-trained	Trained	Un-trained	Trained	Un-trained	Total	PTT
Primary	141	127	229	86	370	213	583	64.0
JSS	199	54	89	15	288	69	357	81.0
Total	340	181	318	101	658	282	940	70.0

Source: Municipal Directorate, GES, Bolgatanga (2007)

Quality and effective teaching are adversely affected by a high pupil-teacher ratio (PTR). This situation is shown in the Table 2. The normal class size is thirty-five (35) students. From table 2, it is evidenced that teachers are handling more students than the normal class size of 35. This is affecting quality teaching as teachers find it difficult in controlling the class due to the high numbers.

Table 2: Pupil-teacher ratio (P.T.R.)

Circuit remarks	Enrolment	Teachers	P.T.R
Bolga Central	6,145	206	30:1
Bolga North-East	4,358	119	37:1
Bolga North-West	7,459	194	38:1
Bolga South-East	3,990	126	32:1
Bolga South-West	4,026	83	49:1
Bolga West	6,180	140	44:1
Zuarungu East	3,268	90	36:1
Zuarungu West	3,999	104	38:1
Municipal	39,425	1,062	37:1

Source: Municipal Directorate of Education, Bolgatanga (2007)

Research design

The survey research design was adopted for this study since the researcher was interested in studying the opinions or perceptions of GES staff on the prospects and challenges of the study leave with pay and how that affects staff

development in the Ghana Education Service in the Bolgatanga Municipality. A survey research according to Aborisade (1997), is one in which the researcher is interested in studying certain characteristics, attitudes, feelings, beliefs, motivations, behaviour, and opinions, of a group of people or items. In survey research, the researcher is interested in studying the characteristics of a population through their perceptions and attitude. Perception, just like attitude, is a hypothetical construct. One can only measure perception through its expression in what a person does and says (Oppenheim, 1992). Thus inference is given as the main tool of tapping perception and attitudes (Gatumu 1998). It was against this background that the descriptive survey was also employed for the study. Ary, Jacobs and Razavieh (1990) have explained that descriptive research studies are designed to obtain information concerning the current status of phenomena. They are directed towards determining the nature of a situation, as it exists at the time of the study. The descriptive design was chosen because it has the advantage of producing good amount of responses from a wide range of people. At the same time, it provides a meaningful picture of events and seeks to explain people's perceptions and behaviour on the basis of data gathered at a point in time. Also, in-depth follow-up questions can be asked and items that are unclear to the respondents can be explained using descriptive design (Fraenkel & Wallen, 1993).

However, descriptive survey design may produce unreliable results because they delve into private matters that people may not be completely truthful about. The questionnaire require subjects who can articulate their thoughts well and sometimes even put such thoughts in writing (Seifert & Hoffnung, 1991).

These disadvantages notwithstanding, the researcher considers the descriptive survey the most appropriate design for carrying out the study on prospects and challenges of the study leave with pay and how that affects staff development in the Ghana Education Service in the Bolgatanga Municipality. Exploring prospects and challenges of study leave with pay and how that affects staff development requires a methodology that is adaptable and sensitive to variables that influence GES's staff' perceptions of study leave practices in the Bolgatanga Municipality. According to Nolan, Hawkes and Francis, (1993), it is difficult to fully explore the concept of study leave solely through one research method as on survey research. Therefore, the research design employed both qualitative and quantitative methods to seek out and describe the GES staffs' perceptions and preferences regarding study leave with pay practices.

Population and sample

The target population for the study comprised all teaching staff of basic schools, senior high schools and management staff at the Educational Directorate in the Bolgatanga municipality. Two representatives of the two teacher unions, that is, Ghana National Association of Teachers (GNAT) and National Association of Graduate Teachers (NAGRAT) were also be included. They have either enjoyed the study leave with pay or need upgrading in order to climb up the career ladder.

Sampling procedures and sample size

The simple random sampling was used to select two circuits from the eight circuits of the Bolgatanga municipality and a total of 200 respondents from three hundred twenty-six (326) respondents. The breakdown is as follows; 104 teachers at the basic level, 90 teachers at the senior high schools level, 4 Education Officers, and 2 from the two teacher unions (GNAT and NAGRAT). The lottery method was used; pieces of paper were cut using the same measurement and the names of the schools were written on them. Each piece of paper was folded, rolled and put in a container. The pieces of paper were then thoroughly intermixed. The rolled papers were then picked one by one without the selector looking into the pool. This was, however done with replacement in order to maintain the same probability for each school to be selected. Thus when one was picked, it was recorded and put back into the container. In the event of the same school being picked twice, the second picking was ignored and the rolled piece of paper returned to the pool. This process went on until the required number or sample size for each category of respondents was reached. The inclusion of the choice of teachers in the basic schools is significant because it appears most of the teachers at this level are young (ages between 20 and 40). Apart from that, majority of the teachers in the basic level have just a certificate 'A' (Three-Year Post Secondary). As such they are more likely to want to further their education or make plans to leave the teaching service for a better venture if the conditions of the study leave do not change. Teachers of senior high schools were also be

included because; they have already enjoyed the study leave with pay and may have certain experiences when they applied for the study leave with pay.

Four officers of the Ghana Education Service and two representatives of the two teacher unions were purposively selected. Key informants in this study were the Municipal Director of Education and Deputy Director, Human Resource Management/Development, two circuits' supervisors and a representative each from GNAT and NAGRAT. In all, 176 respondents, consisting of 170 teachers, four (4) Officers of the Ghana Education Service and two (2) representatives of the teacher unions constituted the sample.

Research instruments

In this research, data were collected through the use of survey instruments. According to Gall, Borg and Gall (1996), questionnaires and interviews inquire about the feelings, motivations, attitudes, accomplishments, and experiences of individuals while the questionnaire is more commonly used in quantitative research, because its standardised, highly structured design is compatible with this approach. The interview is more commonly used in qualitative research, because it permits open-ended exploration of topics and elicits responses that convey unique meaning of the respondents' words (Gall et al., 1996). The use of both of these research instruments can ensure the credibility of the obtained results.

The general purpose of this research is to collect data from participants about their characteristics, experiences and opinions (Gall et al., 1996). The questionnaire, developed by the researcher, was designed as a survey instrument

to elicit teachers' perceptions and establish a profile of the teachers experiences of study leave with pay in the Bolgatanga Municipality. The work of Bobson (1999) was considered during the development of the questionnaires. The modifications and additions to the surveys were based on the literature and the specific context of the study. The opportunity for written responses was provided in some parts of the survey, requesting the respondents to share their views and any other comments with the researcher. The comments were recorded and used to enhance the presentation of data and to complement the discussion of the findings.

Gall et al. (1996) advised that it is helpful to vary in some way the approach used to generate the findings the researcher intends to corroborate. Therefore, a semi-structured interview procedure was used to acquire specific answers to questions referring to teachers' perceptions and preferences on study leave with pay. This allowed the researcher to probe into areas on which respondents were unable to expand their idea. This qualitative method of data collection allowed the participants freedom to express their ideas about a variety of issues relating to study leave with pay, not addressed or limited in the survey.

To complement the survey data, individual semi-structured interviews were conducted with a sample of four Education officers and two from the teacher unions were interviewed. The interviews incorporated open-ended questions, which allowed the participant to derive responses from their own perspective. The questions guiding the interview were developed from the review of literature on study leave with pay and modified according to the specific context of the study.

Pilot testing

Validity and reliability are essential to the effectiveness of any data-gathering procedure (Best & Khan, 1998). Reliability is the degree of consistency that the instrument or procedure demonstrates. Validity is defined as the appropriateness, meaningfulness, and usefulness of specific inferences made from the instrument or procedure results (Gall et al., 1996). Therefore, the research instruments were pretested on 30 respondents to ascertain their validity and reliability. The purpose of the pilot testing was to gain an insight into the relative strengths and weaknesses of the research instrument in order to make possible improvements prior to the main study. One expert, my supervisor and colleagues reviewed the instrument, commented on its appropriateness, and made recommendations for change. These colleagues and expert were selected on the basis of their experience in the area of study. The feedback from those most knowledgeable in the area under study helped to ensure that the survey measured what it was intended to measure. Their recommendations and suggestions were taken into consideration, and some modifications were made to ensure its reliability while extensive use was made of the relevant literature in order to guarantee the construct validity of the inventory. The instrument was, therefore, adopted.

Data collection procedure

Before embarking on the data collection exercise, the researcher obtained a letter of introduction from The Director, Institute of Development Studies,

University of Cape Coast, to the Municipal Director of Education, Bolgatanga, and requesting permission for the researcher to conduct the study in the district. The Bolgatanga Municipal Director of Education subsequently issued a letter to the staff of the various schools in the Municipality to give the researcher the necessary co-operation and support. On reaching each school, the researcher introduced himself and showed the letter of the Municipal Director of Education to the head of the school that subsequently made the contents of the letter known to his/her staff members. Participants in each school were put together and the purpose of the study was explained to them after which the questionnaires were given out.

The researcher was available to explain the meaning of the items that were unclear to the respondents. This was to ensure that the right responses were elicited. Only a few of the respondents asked questions, however. In each school, the completed questionnaires were collected back by the researcher on the same day. This was to ensure a high return rate.

Data analysis

An overview of the open-ended responses was done so that responses that expressed similar idea but were worded differently were put together. Next, both open-ended and closed-ended responses were written out and assigned codes. All the questions in the questionnaire were then coded and computerised. The computerisation was based on the Statistical Product for Service Solution

(SPSS). This aspect of the data processing included the definition of variables, keying in data (codes) and editing the data for missing values and filling in same.

Guided by the research objectives and questions the data analysis took the form of simple frequency tables and percentages. Finally, findings, conclusions and recommendations were made in line with the research problem and objectives and/or research questions.

Ethical considerations

As this study involved the acquisition of personal information, ethical principles were considered during the data collection process. Ethical guidelines were followed to ensure that all the participants of the study were treated with respect and consideration. Before proceeding with data collection and analysis, approval was sought from. The Director, Institute of Development Studies, University of Cape Coast.

The participants were informed of the nature and procedures of the study. They were informed that their participation was voluntary and they had the right to withdraw from the study at any time. Every effort was made to ensure the confidentiality and anonymity of the participants, including removal of names. After the completion of the interviews, participants were given opportunity to review their responses and to make any changes to their statements.

Summary

This chapter has outlined the general research design for this study and the methods used to collect data. The data were gathered from Basic School teachers and administrators of the Bolgatanga Municipality and Municipal Education Office. This study consisted of a quantitative survey followed by semi-structured qualitative individual interviews. Theoretical and practical issues of this type of research have been presented along with the research design, data collection and analysis procedures, and ethical considerations.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter presents the data analysis and discussions. The issues addressed are background characteristics of the respondents, prospects of the study leave with pay, benefits from study leave with pay, challenges in accessing study leave with pay scheme, study leave with pay and teacher motivation, job satisfaction and staff retention in GES.

Background characteristics of respondents

The researcher collected data from the field on the demographic characteristics of teachers. The aim was to establish the category of teachers patronising the programme and to find out how the respective characteristics tend influence the level of participation in the programme. With regard to gender, there were more males (75.3%) than females (24.7%) in the sample. This does not reflect the demographic distribution of gender in Ghana. This might be due to sampling error or otherwise.

With respect to age of the respondents, the majority of the respondents (95.9%) were between 20 and 49 compared with only 4.1% who were aged 50 or more years while the mean age was 34.5%.

On the issue of marital status, the results of the study suggested that there were more married persons (77.1%) than those who were either, single, divorced or widowed (22.9%).

Related to the issue of marital status is family size. Investigation into this aspect of respondents background reveals that an overwhelming proportion (90%) of the respondents have between 1 and 5 family size compared with only 5.3% of the respondents with a family size of more than 10.

The educational status of individuals is an important determinant in their assessment of their personal situations. Low educational level is generally associated with lower professional status and lower salaries and opportunities. Teachers with low educational level may want to upgrade and advance in their professional status if they have enough finance and opportunity such as study leave with pay and the needed requirements to further their education in any of the Government Tertiary institutions.

This study attempted to ascertain the educational level of the respondents. It was discovered that the majority of respondents (72.9%) who accessed the study leave with pay scheme of the GES were first degree holders when compared with non-degree holders (27.1%).

The religious affiliation of the respondents was also investigated. It was found out that about 87.1% of the respondents are Christians while 12.9% were either traditionalist or Muslim. This was expected because Ghana is predominately a Christian society. This variable however, appears to have little or

no bearing on respondents access to study with pay scheme of the GES but only a characteristics of religious affiliation of the respondents.

With respect to rank, it was found out that majority of the respondents (80%) were Principal Superintendants and Senior Superintendants I.

Length of service of the respondents with GES was also ascertained. The results are that most of the respondents had worked between 6 and 15 years (78.8%) before accessing the scheme. Only 6.5 percent of the respondents had worked between 1-5 years before accessing the scheme.

Assessments of the prospects of the study leave with pay scheme of GES

This study tried to assess the prospects of the study leave with pay scheme of the GES. The issues addressed through research question two and three which explored whether or not respondents have ever gone on study leave with pay and for how long, basis for granting of study leave by GES and reasons for requesting for study leave with pay are presented below.

Study leave with pay beneficiaries

About 88.8% of the respondents had ever gone on study leave with pay while 11.2% had never had the opportunity. This means that there is a high demand for study leave with pay by the staff of GES. This finding lends support to the assertion by some researchers and educationists including Nyaogbe, (1993) that the study leave policy measures aimed at addressing the large number of basic and secondary school teachers who qualify for the facility at any given period.

When asked about how long respondents were away on study leave with pay, the duration mentioned ranged from 2-5 years with a mean of 3.9 and a standard deviation of .60. This means that the mean number of years respondents were away on study leave with pay could be relied on as a measurement of Central tendency and therefore it can be concluded safely that most of the respondents spent about 3.9 or approximately 4 years away from their employment.

Basis for granting of study leave with pay

Another aspect of the assessment of the prospect of the study leave with pay scheme of the GES was to enquire about the basis for granting of the study leave with pay since this has implication for fairness and transparency. Table 3 shows that the basis for granting of study leave with pay includes place of service, relevant of course and number of years in service area.

Table 3: Basis for granting of study leave by GES

Basis for granting of study leave by GES	Frequency	Percent
I had served the minimum number of years required	140	82.4
I had served in rural area	9	5.3
My course of study was relevant to GES	15	8.8
I had served more years than other within my subject area	6	3.5
Total	170	100.0

Source: Field Survey, 2009

Furthermore, it can be observed from Table 3 that about 82.4% of the respondents reported that they served the minimum number of years required while only 3.5% claimed they had also served more years than others within his or her subject area. This suggests that the policy of minimum number of years required is being enforced and applied in addition to location of service (rural), relevance of course to GES and subject area (17.6%).

Reasons for requesting for study with pay

Table 4 presents the reasons why respondents requested for study leave with pay. The main reasons that were reported included meeting selection criteria and right to access, meeting financial commitment while in school and to enable respondents pay for fees, Teaching and learning materials (TLM) and accommodation.

Table 4: Reasons for requesting for study leave with pay

Reasons for study leave with pay	Frequency	Percent
Met selection criteria and my rights to access it	17	10.0
Helped me meet financial commitment	119	70.0
Enabled me paid for fees, (TLM)	34	20.0
Total	170	100

Source: Field Survey, 2009

As can be seen from Table 4, about 70% of the respondents reported meeting financial commitment while in school as the main reason for requesting for the study leave with pay while 30% requested for it because they met the

selection criteria including right to access it and to enable them pay for fees, learning materials and accommodation while in school. Most of the respondents reported financial commitment as the reason they requested for study leave with pay.

Benefits derived from study leave with pay

Another important area explored relating to research question three of this study was to find out the extent to which GES staff in the Bolgatanga Municipality have benefited from study- leave- with pay scheme. The benefits as reported by the respondents cover payment fees or buy learning materials, acquisition of knowledge, and up-grading of knowledge, salary in terms of loans. Table 5 presents the detail results on the benefits derived from study leave by the respondents.

Table 5: Benefits derived from study leave

Benefits derived from study leave	Frequency	Percent
Payment of fees/ buy learning materials	100	59.4
It helped me to acquire knowledge to teach better	7	4.1
Up-grading of knowledge and rapid promotion	12	7.1
Was able to solve financial difficulties at home whiles in school	16	9.4
Taking salary in school and therefore not accessing SSNIT loans	34	20.0
Total	170	100

Source: Field Survey, 2009

According to Cascio (1992), rewards include both financial and non-financial rewards. Direct rewards are financial payments employee gets. On the other hand, non-compensational rewards are all the things that enhance a worker's sense of self respect and esteem, such as training to improve job skills; status to improve individuals' perception of self worth (Cascio, 1992). This mirrors the study leave with pay of the GES as reported by the beneficiaries (Table 5).

In this study, about 59.4% or more than one-half of the respondents believed that the study leave with pay help them to pay for their fees and buy learning materials. Hence, it appears that teachers sense of self respect and esteem, improvement in job skills and status would improve their perception of self worth. Additionally, about 40.6 percent of the respondents were of the view that they benefited either by way of acquisition of knowledge to teach better or up-grading of knowledge for promotion. This reflects Vroom's (1964), claim that the level of motivation people feel in doing a particular activity depends upon the extent to which the results are expected to contribute to their own particular needs or goals. This study has revealed that the beneficiaries of the scheme aspire to acquire knowledge with the hope of teaching better and gaining promotion. This implies that staff training and development is an important investment in human resource, since it increases employees' productivity while the acquisition of new skills, knowledge and attitudes helps employees to increase both quantity and quality of output in their work (Pinnington & Edwards, 2000). Other benefits were; solving financial difficulties and taking salary while in school and therefore not accessing SSNIT loans. Thus for most of the respondents, had it not been the

study leave with pay, it would have been difficult for them to pay for their fees and learning materials while in school. This is related to the general notion in Ghana that school fees are on the higher side and only few people are able to afford especially, courses that are of great demand. In effect, what the respondents are saying is that the study leave with pay scheme of the GES is of great benefit, as well as great relief and as such every effort must be made to sustain it to benefit as many staff as possible.

When asked to indicate who benefits most from the study leave with pay scheme, the response was that teachers benefit more (62.4%) than any other persons or the government and the schools (37.6%). Respondents were also asked about the number of times they have benefited from the scheme. The results showed that most of the respondents (77.6%) had benefitted once while 22.4% had benefited twice or thrice. For most of the beneficiaries to be teachers is not surprising since GES is mostly made up of teachers and for most of them to have benefited once is an indication that there is the need to give chance to others waiting in the queue before those who want to access the scheme for the second or third time.

Respondents were also asked why to explain why they were refused study leave with pay at the first instance. About 57.9% of the respondents explained that it was due to the competitive nature in accessing the scheme, so everyone could not get because of the quota system. This aside, if one choose a course where there were already many more qualified teachers, one was not certain to get it

(2.4%). Other reasons had to do with the number of years served being less than what others have and the choice of the course (2.4%).

Factors influencing teachers' retention in the GES after benefiting from the scheme

Research question five seeks to ascertain the factors influencing teachers to return to the classroom after benefiting from the study leave with pay. Teacher motivation, job satisfaction and staff are the main issues addressed. The responses obtained from the respondents are love of the profession and students, unavailability of work elsewhere, promotion or increase in salary, further study with pay and bonding of teachers.

It can be deduced from Table 6 that the factors reported by the respondents bordered on the social, economic, job security and security of the scheme.

About 43% of the respondents reported that love of the profession and for the students is one of the factors responsible for teachers to return to the classroom after benefiting from the scheme while only one respondents pointed out that teachers return to the classroom after benefiting from the scheme because they want to continue to enjoy further study leave with pay or get promotion faster than their colleagues.

Table 6: Factors influencing teachers’ retention in the GES after benefiting from the scheme

Factors influencing teachers retention in the GES after benefiting from the scheme	Frequency	Percent
Love of the profession and students	73	43.0
Unavailability of work elsewhere	64	37.6
The upgrading and salary adjustment moving from previous rank to higher rank	13	7.6
To continue to enjoy upgrading and salary adjustment, to get promotion faster than their colleagues	1	0.6
The bonding of teachers awarded the scheme	19	11.2
Total	170	100.0

Source: Field Survey, 2009

Other respondents (45.2%) felt that teachers’ job security coupled with the several unavailability of jobs elsewhere as well as the fact that some teachers would like to upgrade themselves, get more salary and move from a lower to a higher rank are some of the factors that account for teachers retention in the GES after benefiting from the scheme. Thus the factors motivating teachers to retention in the GES after benefiting from the scheme can be said to reflect the occupation, education, financial and social and economic status aspirations of the respondents.

Mechanisms to ensure teachers return to classroom after study leave

This study also tried to ascertain the extent to which study leave with pay has brought about teacher retention in GES. Table 7 shows the mechanisms to

ensure that teachers return to the classroom after benefiting from study leave with pay.

Table 7: Mechanism to ensure teachers retention in the GES after study leave

Mechanism to ensure teachers retention in the GES after study leave	Frequency	Percent
Provision of extra duty allowances and provision of remuneration and high salaries	39	22.9
Proper sanctions should be applied to all those teachers who do not return to the cities	6	3.5
Improving the conditions of service in the sector	55	32.4
Bond teachers awarded the scheme and enforce the bond	70	41.2
Total	170	100

Source: Field Survey, 2009

The mechanism included extra duty allowance and provision of remuneration and higher salaries, application of sanctions to those who refuse to return to serve as deterrent to others, improving conditions of service in the GES and bond teachers, and enforcement of the bond. Most of the respondents (41.2%) were in favour of the latter mechanism followed by improving the conditions of service in the GES (32.4%) while really 23% of the respondents wished that provision of extra duty allowances and provision of higher salaries would help do

the trick. Only a few 3.5% of the respondents advocated for application of proper sanctions to those who failed return to GES after benefiting from the scheme.

It is gratifying to note from the responses of the respondents that the mechanisms being suggested is not only to their personnel interest but also they proposed mechanisms that aim at safeguarding the scheme and therefore its sustainability in the long run.

Challenges in accessing the study leave with pay scheme

Research question four seeks to identify some of the challenges in accessing the study leave with pay scheme. The issues addressed include accessibility to the scheme, criteria for selection, process of accessing the scheme and difficulties faced in securing the study leave with pay. Other issues considered were awareness of rules governing the award of the scheme, opinion about the quota system. The rest of the issues were management role in making the scheme more accessible and number of teachers returning to classroom or otherwise.

Accessibility of study leave with pay to teachers

One of the challenges envisaged in this study was the accessibility of study leave with pay for teachers. Table 8 depicts the findings of the investigation into this accessibility issue.

Table 8: Accessibility of study leave with pay to teachers

Accessibility of study leave with pay to teachers	Frequency	Percent
It is difficult in terms of the number of years to serve	16	9.4
The scheme is fraud with corruption, biases and nepotism	12	7.1
It is difficult to access the scheme due to the quota system	73	42.9
It is transparent and accessible to those who are willing to go by the rules and regulations	15	8.8
Selection criteria is difficult	54	31.8
Total	170	100.0

Source: Field Survey, 2009

From Table 8, it can be seen that the majority of the respondents (74.7%) reported that it is difficult in terms of the number of years to serve coupled with the fact that the scheme is fraud with corruption, biases and nepotism. Only 8.8% of the respondents indicated that the scheme is accessible because it is transparent and accessible to those who are willing to take advantage of it and also go by the rules and regulations. Clearly, it appears from the responses provided by the respondents that it is easy to access the studies leave with pay especially with the introduction of the quota system and selection criteria. This has serious implications for bribery and corruption as already pointed out by some of the respondents, while transparency is questionable.

On the other hand, measures such as the quota system, number of years to serve, selection criterion and rules and regulations are not strictly adhered to, therefore the sustainability of the scheme will be at stake, since resources will be over utilised in the granting of the study leave with pay to many teachers.

Criteria for selecting teachers for study leave with pay

Another aspect of challenges in accessing the study leave with pay which was investigated in this study was the criteria for selecting teachers for study leave with pay. The responses that came up included relevance of programme to GES, number of years served in the service, area of interest, completion of three years bond service, quota and category of subjects and teaching in a deprived area. The details of these issues are presented in Table 9.

Table 9: Criteria for selecting teachers for study leave with pay

Criteria for selecting teachers for study leave with pay	Frequency	Percent
Programme of study should be relevant to GES	4	2.4
Based on the number of years served in the service and the area of interest	143	84.1
Completion of three years bond service, programme applied for and the institution	12	7.1
On quota bases and on category of subjects	9	5.3
Teaching in a deprived area	2	1.2
Total	170	100.0

Source: Field Survey, 2009

Observation of the data in Table 9 shows that over 80% of the respondents reported that one of the criteria for selecting teachers for study leave with pay is the number of years one has served and the area of interest. This is to be compared with about 16% of the respondents who indicated relevance of the programme of study, completion of a bond, quota and teaching in a deprived area. The majority of respondents reported that the number of years served is a criterion for selection of teacher on the scheme suggest that the length of service of a potential beneficiary is being emphasised. This has implications for staff attrition since too long period of service before access to the scheme can be a disincentive to staff retention. On the other hand, if the length of service is too short this will not be good for GES. It is human and financial resources that would be stretched to the limit since so many teachers would be in a queue to access the scheme.

When respondents were asked to indicate whether the criteria are fair to all the teachers, nearly 73% said that the criteria are not fair while about 27% reported that the criteria are fair to all teachers. For the majority of the respondents to indicate that the criteria are not fair suggest that there is the need for a review of the criteria for selecting teachers for the scheme if the criteria are to be seen as transparent and fair to all.

Reasons for unfairness of selection criteria

This study also tried to ascertain the reasons for unfairness of the selection criteria. Table 10 clearly shows that a number of reasons account for this phenomenon. About 83.1% of the respondents attributed the unfairness to

selection criteria to the fact that some teachers are always granted not because of the selection criteria set, but because of the ties they have with the officers in charge of the scheme or that some qualified teachers cannot be granted due to low quota in some of the subject's areas.

Table 10: Reasons for unfairness of selection criteria or otherwise

Reasons for fairness of selection criteria or otherwise	Frequency	Percent
Some teacher are always granted not because of the criteria set, but because of ties to officers who grant the scheme	80	64.5
Some programmes are relevant to GES but the quota system may not allow them	3	2.4
Some qualified teachers cannot be granted due to low quota in some subject areas	23	18.6
Ability to pay those in charge of study leave with pay	16	12.9
Discrimination in terms of disability	2	1.6
Total	124	100.0

Source: Field Survey, 2009

About 16.9% of the respondents see not only the quota system to be hindrance but also ability to pay those in charge of the scheme as well as discrimination on grounds of disability. The latter two reasons even though were reported by a small proportion of the respondents, suggest how much 'filth' is

getting into the operation of the scheme in terms of selection of teachers for study leave with pay.

Process of accessing study leave with pay

Another aspect of the challenges in accessing study leave with pay that was investigated under this study was the process of assessing study leave with pay. Table 11 presents the results. About 41.2% of the respondents reported that the process is unfair and cumbersome in nature and therefore does not bring about encouragement. While about 28.2% of the respondents in their view, the process is not transparent, riddled with manipulations and employs a quota system. Yet others (30.6%) are of the opinion that the process gives encouragement to those who have served for a long period and are also able to pursue highly prioritised courses adding that the application process is easy to follow. For most of the respondents to see the process of accessing study leave with pay to be unfair, cumbersome and not transparent is to emphasise the earlier suggestion that the selection criterion for study leave with pay is unfair and therefore a challenge not only in terms of accessing the scheme but also in terms of the scheme's sustainability.

Difficulties faced in securing study leave with pay

As part of identifying the challenges in accessing the study leave with pay scheme, respondents were asked to indicate what difficulties they faced in securing study leave with pay. The difficulties that came up included issues such

as corruption, quota system, and cumbersome administrative structures and follow ups of the application.

Table 11: Process of accessing study leave with pay

Process of accessing study leave with pay	Frequency	Percent
Because of the quota system	19	11.2
It gives more courage to those who served long years and are also able to pursue the highly prioritized courses	19	11.2
The unfair and cumbersome nature of the process does not bring about encouragement	70	41.2
Application process is easy	33	19.4
The process not transparent and riddles with manipulation	29	17.1
Total	170	100.0

Source: Field Survey, 2009

Table 11 of these is about 41.1% of the respondents reported that the quota system makes it difficult for them to secure the study leave with pay. This suggests that the organisation has much control over rewards and can influence employees' satisfaction levels as suggested by Lawler (1967). About 29% of the respondents reported that there is too much corruption in granting of the study leave. Another proportion of the respondents (17%) however, claimed that they did not face any difficulties in securing the study leave with pay. For the majority

(82.9%) of the respondents to report that they faced some difficulties in securing the study leave with pay is an indication that qualifying to access the scheme alone is not enough, there are other hurdles applicants need to clear with the quota system and corruption being the most serious difficulties to deal with respectively.

Table 12: Difficulties face in securing study leave with pay

Difficulties face in securing study leave with pay	Frequency	Percen
I did not face any difficulty	29	17.1
The difficulty is that there is too much corruption in granting the leave with pay	49	28.8
The usual quota system	69	40.9
Administrative structures is cumbersome	13	7.6
Follow ups of application and photocopying of documents	10	5.9
Total	170	100.0

Source: Field Survey, 2009

Awareness of rules governing award of study leave or otherwise

Another aspect of the challenges in accessing the study leave with pay that was explored by this study was whether or not respondents were aware of the rules governing the award of the study leave with pay scheme. The study revealed that indeed, majority of the respondents (78.2%) were aware compared with 21.8% of the respondents who reported that they did not know about the rules. Even though a small proportion of the respondents did not know about the rules, it is important for the management of the scheme to make copies of the rules

available to staff from time to time if any misconceptions about the scheme are to be dealt with.

For those who indicated that they did not know about the rules governing the award of the scheme, they were asked to explain why. Their reasons had to do with lack of orientation about the scheme for newly recruited teachers and knowledge about the rules come to the notice of applicants rather too late or when they are about to fill in the application forms. This suggests that some teachers gain admission into higher institution to pursue courses that are not GES approved courses. This can create misunderstanding and misconception about the scheme, because the rules are not known by some (21.8%) of the applicants.

On the other hand, Table 13 shows that those who indicated they are aware of the rules governing the award of study leave with pay, explained that there are conditions of service for teachers to read and also there are circulars on the scheme in the schools for teachers to read. This means that while some teachers are fact finding type others are not and therefore only get to know about the rules when they are filling in the application form to access the scheme.

Opinion about introduction of quota system

Respondent's opinion about the quota system was sought because it was envisaged that the introduction of the quota system would be a possible challenge in accessing the study leave with pay. In line with this, Agyeman (1986) was of the view that a profession is an occupation; especially one needing advanced education and special training. This also the view of many teachers who are desirous for more academic laurels to enhance their work and as such a lot of

teachers normally gain admission into tertiary institutions but few are able to make it because of the conditions including the quota system attached to securing the study leave with pay. Respondent's opinions about the quota system are presented in Table.

Table 13: Awareness of rules governing award of study leave or otherwise

Awareness of Rules Governing Award of Study		
Leave or otherwise	Frequency	Percent
No because newly trained teachers are not always oriented about the study leave with pay scheme	6	3.5
Yes because there are conditions of service for teachers to read and also there are circulars on the scheme in schools for teachers to read	112	65.9
No because the rules come just when teachers are ready to fill the forms	34	20.0
Teachers gain admission to higher institution to pursue courses that are not GES approved courses	18	10.6
Total	170	100.0

Source: Field Survey, 2009

It can be deduced from the responses that the respondents opinion about the quota system reflects their concerns including quota system is unfair, limited to certain courses, few qualified teachers are able to access the scheme. Table 14 suggests that the majority of the respondents have negative opinion about the introduction of the quota system with pay with 47.1% of the respondents

expressing the opinion that it is not the best because some teachers who were qualified are not able to access the scheme while 15.9% were of the opinion that the quota system is good because it affords every teacher the opportunity to access the scheme when due. The opinions expressed by the majority of the respondents suggest that the quota system remains one of the major challenges teachers faced in accessing the study leave with pay. However, without the quota system it would be difficult for the management of the scheme to meet the demand for the scheme.

Table 14: Opinion about introduction of quota system

Opinion about introduction of quota system	Frequency	Percent
It does not provide a fair playing ground for all teachers since teachers in the sciences have higher chances of being awarded the scheme	12	7.1
The quota system encourage teachers to read certain courses	2	1.2
It is good because it will give every teacher the opportunity to access it when due	27	15.9
It is not good because the number of teachers awarded is so small, and this affects the quality of teachers in the field	49	28.8
It is not the best because some teachers who are qualified are not able to access the access	80	47.1
Total	170	100.0

Source: Field Survey, 2009

Factors likely to enhance/hinder the sustainability of the scheme

Factors likely to hinder sustainability of the scheme were also explored. The responses presented are that, the factors relate more to attitude of teachers, demand for the scheme, the administration of the scheme and its financial implications.

In particular, about 47% of the respondents cited corruption and lack of transparency in the award of the scheme while about 25% of them reported that the large numbers of teachers applying for the study leave with pay can hinder the sustainability of the scheme. Put together, about 28% of the respondents indicated that the failures of teachers who have benefited from the scheme to return to the classroom drain the scheme. Indeed, this lends supports to Steer and Porter's, (1982) claim that turnover is expensive in terms of cost in recruiting and training for replacement and therefore organisations can manage turnovers so that if it occurs, it will occur among employees the organisation can afford to lose. This implies that the GES needs to take a cue from this to prevent many more teachers from leaving the service.

Management role in making scheme accessible to teachers

Management role in making scheme accessible to teachers was also envisaged in this study as a challenge in accessing study leave with pay. Table 15 presents the results. About 52.2 percent of the respondents suggested that management should abolish the quota system or increase the quota so as to have more teachers to upgrade their knowledge while some respondents (23.5%) were of the opinion that management should give teachers in less deprived areas

priority instead of placing emphasis on subjects and courses. Only 9.4% of the respondents were of the view that management should make the scheme opened to all teachers who have served the minimum number of years required. This aside some of the respondents (15.9%) were of the view that management should consider decentralising the awarding of the scheme to the school levels. Thus, the focus of management's role in making the scheme accessible to teachers is on quota system; abolishing it or increasing the quota. However, abolishing the quota system might not be the solution to accessing the scheme easily as some teachers might think.

Table 15: Management's role in making scheme accessible to teachers

Management's role in making scheme accessible to teachers	Frequency	Percent
Although priorities should be place on subjects or courses, attention should also be given to teachers in the less deprived areas	40	23.5
The quota system should be abolished	49	28.8
They should increase the quota so as to have more teachers upgrading their knowledge	38	22.4
Decentralize the awarding of the scheme to school level	27	15.9
It should be opened to all teachers once they served the number of years required	16	9.4
Total	170	100.0

Source: Field Survey, 2009

All the key informants corroborated the responses given by the teachers in the interview, but said that steps will be taken to address some of the problems raised by the teachers. For instance, in reaction to the question on the quota system, the NAGRAT and GNAT officials said that, the quota system and other restrictions on the study leave with pay is making it difficult for teachers to upgrade their knowledge. As such the GES must grant study leave with pay to teacher applicants who will gain admission to various tertiary institutions, provided they meet the requirements outlined in the GES conditions of service such as teaching for three years after training college before study leave is granted. Other issues raised by the key informants were that; while the NAGRAT and GNAT officials were optimistic about a change in policy as a result of submission made to the GES council, officers at the Regional and Municipal offices of the Ghana Education Service believe that the policy is in the right direction. This is because of the high turnover of teachers who have benefitted from the policy. Moreover, the courses some teachers offer at the tertiary institutions are not needed in the classroom and also the teachers coming from the training college are lesser than those who qualified for the Tertiary institutions.

Views of key informants on the study leave with pay scheme

The views of key informants including the municipal director of education, and three of his assistants from human resource supervision and management of teaching learning and the two teacher unions on the study leave with pay scheme.

The issues addressed were; policy on Ghana Education Service study leave with pay; administration of the scheme; difficulties encountered during the process of granting study leave with pay; benefits of the scheme; sustainability of the policy and extent to which the policy is a means of upgrading the skills and competencies of teachers in the Ghana Education Service?

On the policy on study leave with pay scheme, the four officers at the Municipal Education office and the representatives of the two teacher unions indicated that, the GES was committed to the development of the capacity of the human resource through training and development and that the granting of study leave with pay shall be guided by the GES study leave policy and that the quota system has been decentralized to the regional districts and levels.

With respect to the administration of the scheme, officers at the Education office complained of the huge numbers of teachers applying for the facility but only few numbers were granted study leave, and that has been a challenge to the GES. However, they indicated that teachers needed to be abreast with the conditions of the policy so as to avoid being disappointed. They also hindered that they follow strictly the rules and regulations as much as possible to avoid any errors.

In spite of rules and regulations governing the award of the study leave with pay policy, most teachers apply for courses that are not captured in the policy and use politicians and opinion leaders to obtain the facility. Others also use fake admission letters to secure the facility and these have been some of the difficulties they were facing.

They indicated however that teachers and non-teachers have benefitted from the scheme socially and economically. In particular, the scheme enables some beneficiaries to continue to solve some social family problems. Economically, beneficiaries are able to purchase learning materials because the scheme allows them to continue to draw salaries.

With respect to the sustainability of the policy, they corroborated the views of the teachers that, love for profession and love for the students, unavailability of jobs elsewhere, promotion, extra duty allowance, provision of remuneration and increased salaries, application of sanctions and enforcement of bond and improvement in general conditions of service will to enhance the sustainability of the scheme.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents the summary, conclusions and recommendations of the study including the main purpose of the study and the methods used. The summaries of findings are presented within the framework of the research questions.

Summary

The main purpose of the study is to assess the prospects and challenges of the study leave with pay scheme in the Bolgatanga Municipality in the Upper East Region. In all, one hundred and seventy (176) respondents were involved in the study. Both quantitative and qualitative methods of enquiry were used to examine the problems in the study. Quantitative data were obtained from the used of survey and secondary data provided qualitative data for the research. The main instrument used was a self developed questionnaire and interview guides. This was developed from the review of the literature subsequently. The questionnaires were administered to the respondents. The return rate of the questionnaire by the respondents was satisfactory (85%) for the research purposes. The returned questionnaires were analysed using the Statistical Product and Service Solutions (SPSS version 15.0). Analyses of the data included frequency, counts and

percentages. The findings were analysed and presented in a manner to address the objectives of the study.

Summary of key findings

- The prospects of the study leave with pay scheme are that most (82.4%) of the beneficiaries were teachers who had either served the minimum number of years required or that the programme they pursued was relevant to the GES. Thus, the minimum number of years served and relevance of the programme to GES are pre-requisite requirements among others for granting of study leave with pay by GES. While most (70%) of the respondents reported that the main reason for assessing the scheme was to help meet financial commitments while in school.
- The benefits that are derived from the scheme are financial and non-financial in nature. These were; payment of fees/ buy learning materials helps to acquire additional knowledge/earn promotion, meet other financial commitment at home and enjoy salary while in school. However, nearly 60 per cent of the respondents indicated payment of fees and buying learning materials as the benefits they derived from the scheme.
- Majority (80.6%) of the respondents reported that it was either love of the profession and students or unavailability of work elsewhere that influenced them to return to the GES after benefiting from the scheme. Other factors included upgrading and salary adjustment, promotion and enforcement of bond.

- The challenges in accessing the study leave with pay scheme are that most (73%) of the respondents perceived the selection criteria such as the number of years one should served, subject of interest, relevance of the programme to GES, completion of previous bond and quota system as some of the challenges facing the scheme. While majority (87%) of the respondents were of the opinion that the process of assessing the study leave with pay is cumbersome, lack transparency, riddle with manipulations, fraud, corruption, bias, nepotism and favouritism. These aside, the number of teachers applying for the scheme is equally a challenge to the scheme.
- Factors likely to enhance the sustainability of the scheme as reported by most (88.2%) of the respondents included; love for profession and love for the students, unavailability of jobs elsewhere, promotion, extra duty allowance, provision of remuneration and increased salaries, application of sanctions and enforcement of bond and improvement in general conditions of service. While factors likely to hinder the sustainability of the scheme as reported by most (87%) of the respondents included corruption, lack of transparency, and huge number of teachers applying for the scheme.

Conclusions

Even though there is a high demand for the scheme, its prospects appear to be bleak since the selection criteria, basis for granting of study leave with pay and management of the scheme are marred with lack of transparency, manipulations,

fraud, corruption, bias, nepotism and favouritism while the process can best be described as cumbersome in nature.

The benefits derived from the scheme are social and economic in nature. In particular, the scheme enables some beneficiaries to continue to solve some social family problems. Economically, beneficiaries are able to purchase learning materials because the scheme allows them to continue to draw salaries. The factors that are influencing teachers to return to the GES were either love of the profession and students or unavailability of work elsewhere, upgrading and salary adjustment, promotion and enforcement of bond.

The main challenges to the scheme can be traced to the selection criteria, process in accessing the scheme and demand for the scheme. The selection criteria can be described as unfair; the process is cumbersome in nature; huge number of teachers applying for the scheme while the management of the scheme is associated with lack of transparency in the management of the scheme especially manipulations, fraud, corruption, bias, nepotism and favouritism.

Even though factors such as love for profession and love for the students, unavailability of jobs elsewhere, promotion, extra duty allowance, provision of remuneration and increased salaries, application of sanctions and enforcement of bond and improvement in general conditions of service are likely to enhance the sustainability of the scheme. Factors such as corruption, lack of transparency in the management of the scheme and huge number of teachers applying for the scheme among others are likely to hinder the sustainability of the scheme.

Recommendations

- With respect to the high demand for the scheme, GES should source for funding from international bodies to support the government budgetary allocation for the scheme. For instance, GES can collaborate with education related NGOs to help by sponsoring teachers to go for further studies or make financial contributions towards the scheme especially in areas where both NGOs and GES stand to benefit equally. To overcome the difficulties including the cumbersome nature of the process in accessing the scheme, there is need for GES to decentralise the process.
- To ensure that staff continue to enjoy the benefits of the scheme, GES should make available to all staff not only the rules and regulations governing the administration of the scheme but also take advantage of teachers' love for the profession, to ensure that each staff stands an equal chance of enjoying the benefits from the scheme.
- With respect to retention of teachers who have benefitted from the scheme, it is recommended that GES should take advantage of its motivational, reward systems and sanctions: GES should provide extra duty allowances, adequate remuneration and attractive salaries alongside application of appropriate sanctions including the bond and ensuring that all those teachers who default are made to refund the amount spent on them with interest.
- To overcome the challenges of the scheme such as the high demand for the scheme, lack of transparency in the management of the scheme, GES

can overcome these challenges by way of encouraging the upgrading of knowledge through Distance Learning programmes at some of the tertiary institutions in the country. If teachers are supported financially through Distance Learning programmes within the framework of a well-defined policy, they will be able to upgrade their academic knowledge and at the same time stay in the classroom. Also, management of the Scheme should try to follow the right procedures by keeping in line with what is spelled out in the study leave document to enable teachers to access the scheme.

- The management of the scheme should ensure that not only the rules and regulations governing the administration of the scheme are made available to all members of staff but also to ensure that there is transparency in the process and the quota system. This will ensure that each person stands an equal chance of benefiting socially and economically from the scheme.

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APPENDICES

APPENDIX A

QUESTIONNAIRE FOR TEACHERS

I am a Postgraduate student of Human Resource Development at the Institute for Development Studies, University of Cape Coast, writing a dissertation on Ghana Education Service Study Leave with Pay Policy. I would be most grateful if you could respond candidly to this questionnaire. Be assured of utmost confidentiality.

Please answer the following questions. Tick inside the appropriate box or fill in where spaces are provided.

A. Personal information

1. Sex: Male []

 Female []

2. Age:

 20 – 29 []

 30 – 39 []

 40 – 49 []

 50 + []

3. Marital status:

 Married []

 Single []

 Divorced []

 Widowed []

4. Family size:

 None []

- 1 – 5 []
- 6 – 7 []
- 10 and above []

5. Educational level:

- Degree []
- HND []
- Diploma []
- Post Secondary []
- Others (specify)

6. Religious affiliation:

- Christian (specify)
- Traditional []
- Moslem []
- Others (specify)

7. Rank:

- Assistant Director I []
- Assistant Director II []
- Principal Superintendent []
- Senior Superintendent I []
- Senior Superintendent II []
- Superintendent I []
- Superintendent II []

8. Length of years in GES:

- 1 – 5 []
- 6 – 10 []
- 11 – 15 []
- 16 – 20 []

B. Prospects/benefits of study leave with pay scheme

9. Have you ever gone on study leave with pay? Yes [] No []

10. If yes, for how long?

11. On what basis did GES grant you the study leave?
.....
.....

12. Why did you request for study leave with pay?
.....
.....

13. What specific benefits did you derive from your study leave? List them.
.....
.....

14. In your opinion, who benefits most from the study leave with pay scheme?

- (a) Teachers []
- (b) Teacher beneficiaries []
- (c) Government []
- (d) Schools []

15. How many times did you apply for the study leave with pay before you were granted?

- Once []
- Twice []
- Three times []
- Other (specify)

16. If more than once, explain reasons for the refusal at the first instance.

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.....

C. Challenges teachers face in accessing study leave with pay

17. How accessible is the study leave with pay scheme to teachers?

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.....

18. What are the criteria for selecting teachers for study leave with pay?

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.....

19. (a) Are the criteria fair to all teachers? Yes [] No []

(b) Explain your answers:

Yes:.....

.....
No:

20. How does the process of accessing the study leave with pay scheme encourage more teachers to apply to the scheme?

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.....

21. What difficulties did you face in securing the study leave with pay scheme?

.....

.....
22. (a) Are teachers aware of the rules governing the award of the study leave with pay scheme?

Yes [] No []

(b) Explain your answer:

.....
.....
23. What is your opinion about the Quota system introduced in the study leave with pay policy?

.....
.....
24. What should management do to make the scheme more accessible to teachers in your area?

D. Study leave with pay vis-à-vis staff retention

25. In the past ten years, how many teachers have returned to the classroom in your school after benefitting from the study leave with pay scheme?

All of them []

About 50% []

Cannot tell []

Less than 50% []

None of the teachers []

26. How many teachers did not return to the classroom in your school after benefitting from the study leave with pay scheme in the past ten years?

All of them []

About 50% []

Cannot tell []

Less than 50% []

None of the teachers []

27. What factors cause teachers to exit from the service after being granted study leave with pay?

.....
.....

28. What factors do you think influence teachers who benefit from the scheme to return to the classroom?

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

29. What mechanism should GES put in place to get teachers who enjoy study leave with pay to return to the classroom?

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.....

E. Sustenance of the study leave with pay scheme

30. In what ways can the study leave with pay scheme be sustained?

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.....

31. What specific thing(s) do you think the GES need to do in order to sustain the scheme?

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.....

32. What do you think teachers can do to sustain the scheme?

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.....

33. What role in your opinion should NGOs that have education as part of their project activities play to ensure the sustenance of the scheme?

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.....

34. What role in your opinion should the District Assemblies play to ensure sustainability of the scheme?

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.....

35. What factors are likely to hinder the sustainability of the scheme?

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.....

36. What do you expect Government to do to sustain the study leave with pay scheme?

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APPENDIX B

INTERVIEW GUIDE FOR KEY INFORMANTS (OFFICERS AT THE MUNICIPAL AND REGIONAL EDUCATION OFFICE)

1. What is the present policy on Ghana Education Service study leave with pay?
2. How is the scheme administered? (Probe: will you say teachers see your selection approach fair? Why do you say so? etc)
3. What difficulties do you encounter during the process of granting teachers study leave with pay? (Probe: how do you manage these difficulties/)
4. What benefits do the following people derive from the study leave with pay scheme?
 - (a) Teachers
 - (b) Non-teaching staff
 - (c) Government
5. What can be done to sustain the policy?
6. To what extent is the policy a means of upgrading the skills and competencies of teachers in the Ghana Education Service?