UNIVERSITY OF CAPE COAST

RECRUITMENT AND RETENTION OF ACADEMIC STAFF IN GHANA: A
CASE STUDY OF TAMALE POLYTECHNIC

EDDIE WILLIAMS KWASI TWI

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BY

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DECLARATION

Candidate's Declaration

I hereby declare that except for references to other peoples work which has been duly acknowledged, this dissertation is the result of my own original work and that it has neither been submitted in whole nor part for any other award in this university or else where.

Candidate's Signature ……………………………… Date: ………………… …

Name: Eddie Williams Kwasi Twi

Supervisor's Declaration

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

Supervisor's Signature: ………………………… Date: ……………………

Name: Mr. S.K. Atakpa

ABSTRACT

The purpose of this study is to find out the process of recruitment of teaching staff and the factors that militate against the recruitment and retention of this category of staff in Tamale Polytechnic. The research design considered most appropriate for this study is the descriptive design. This is because it gives an opportunity to the researcher to get the opinion of the population concerning some issues of interest and relevance to the study. A sample size of 28 was used from a total population of 140 HND teaching staff of Tamale Polytechnic for the 2008/2009 academic year.

The research instrument used to collect data was a set of questionnaires developed by the researcher. Both closed-ended and open-ended items were included to add up to 37 items and under sub-headings. The responses of the 28 respondents were coded into the SPSS computer programme and analysed under its four sections tables of frequencies and percentages were used to describe, illustrate and explain findings.

Key findings included the fact that the HND teaching staff population was predominantly male. Also, only 11 out of the 28 respondents have a second degree. Nearly 80% of the respondents were non-resident staff and they saw the type of accommodation they live in as not suitable. Respondents were not happy with their salary levels, welfare services and allowances. Some suggestions and recommendations on the basis of the findings included the fact that the polytechnic management ensured that the recruitment procedure was enhanced.

ACKNOWLEDGEMENTS

DEDICATION

To two friends who saw me through illness:

Gifty and Dr. Abebrese.

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CHAPTER ONE

INTRODUCTION

Background to the study

According to Annoh, (1988), Tamale Polytechnic was established through the efforts of Governor Guggisberg's 1925 Education Ordinance. This governor saw education as a keystone of national development and as such enacted the 1925 Education Ordinance which among other things postulated the idea of expanding technical education at the lower level Education by opening four technical schools at Yendi, Mampong Ashanti, Asuansi and Kibi in 1926.

The Yendi School was later transferred to Tamale in 1951 as a Trade Training Centre. In 1954, it was redesigned Government Trade School and later as Junior Technical Institute in 1956. All these changes were geared at improving the quality of training and the physical infrastructure of the school so as to be able to achieve the aims and objectives it was set up for more efficiently.

The Institute (as it was known in those days) was later elevated to the status of a Technical Institute on 30th October 1963. According to Tamale Polytechnic Brochure,(2001), most of the staff and the Principal at that time were mostly expatriates. On 23rd August 1984, it was up-graded to the status of a Polytechnic. This upgrading was done in principle only, for, the school was still running Craft and advanced Craft courses of the City and Guilds of London

Institute; as well as Technician courses. Staff development programmes however did not take place so as to equip and make them better prepared to face the challenges ahead in the new endeavour. Also, physical structures were not improved to undertake or cope up with the new level of operations. At this juncture, Catering and Business courses were introduced with the same old facilities still in place.

Consequently, the Ministry of Education (MOE) launched the "Tertiary Education Reforms" in 1991, which resulted in the founding of the University College of Education in Winneba and the six polytechnics in Accra, Cape Coast, Ho, Kumasi, Takoradi and Tamale initially. Later, four other Polytechnics were introduced at Bolgatanga, Koforidua, Sunyani and Wa to tertiary level.

The governments of many developing countries, including Ghana, consider the vocational and technical education sector to be an important component in their development agenda. The training institutions in this sector help to equip citizens with the skills needed by industry to enable them make meaningful contributions to the economy and at the same time help to reduce unemployment.

The Tamale Polytechnic has a unique role to play so far as technical education is concerned. This is because it serves the three regions of the North, namely: Northern, Upper-East and Upper-West Regions.

Presently, this Polytechnic has to play a dual role of running both tertiary and non-tertiary courses in the implementation of the Educational

Policies in this Country. As such, presently the tertiary programmes have to be run concurrently with Craft and Advanced Craft programmes. This phenomenon has resulted in the Polytechnic being in session all year round with the same staff.

Statement of the Problem

Tamale polytechnic started with the few Ghana Education Service staff that after an initial screening exercise opted to remain in the Polytechnic at the time the Polytechnics were upgraded to tertiary status. Each Polytechnic has since made efforts to step up staff development. However, it appears no Polytechnic has met its full compliment of staff.

The Report of the Technical Committee on Polytechnic Education in Ghana (June, 2001) stated that the Polytechnics since their upgrading to tertiary status in 1993 has been beset with numerous problems including: inadequate funding, lack of physical and academic facilities, absence of a distinct scheme and a condition of service coupled with inadequate staffing. The Presidential Education Reform Review Committee (GOG, 2002) also reported that the most pressing problem in the Polytechnics was lack of competent lecturers to handle the courses of the HND programmes effectively.

The National Council for Tertiary Education (NCTE) in 1996 set up two Committees to carry out a re-designation exercise of academic and non-academic staff. However, staffs continue to leave the institution. This observation was confirmed by the management of Tamale Polytechnic at the 2001 Council Meeting that a lot of qualified staff had left the polytechnic. The

same exodus of staff happened in the 2006/2007 academic year. The Council confirmed that it was difficult to recruit requisite qualified staff to, and retain them in the Polytechnic. This situation started since the inception of the tertiary programmes in the school. The high attrition rate does not auger well for effective academic works. It is estimated that between 5 – 20% of staff leave each year, especially to the University of Development Studies. The question is: Why is the Polytechnic retention rate very low and not attracting enough new and qualified staff? Specifically, are there factors that drive staff from the Polytechnic, or, are there factors that do not attract staff to this Polytechnic and make them stay long? It is the desire of the researcher to find answers and solutions for these questions.

Purpose of the Study

The purpose of the study was to ascertain the effectiveness of the process of recruiting and retaining teaching staff, and also identify the factors that militate against the recruitment and retention of staff in to the Tamale Polytechnic. Specifically, the study sought the strength and weaknesses of the process of recruiting teaching staff, and the factors that militate against the recruitment and retention of quality staff in to Tamale Polytechnic. In this light, the researcher will look at the following:

1.   the Polytechnic not attracting enough new and qualified staff

2.   The retention rate very low, and

3.   improving the situations – both recruitment and retention

Research Questions

Having identified the problem which needs to be investigated and the purpose of the study, the following research questions gave focus to the study:

1. How effective is the recruiting procedure in attracting enough new and qualified staff?

2. What factors account for the high attrition rate of teaching staff?

3. What can be done to improve the situations – both recruitment and retention?

Significance of the Study

The significance of the study lies in the fact that the findings of this study would identify whether a relevant employment procedure is a factor for the of the staff regarding the Polytechnics not attracting new and qualified teaching staff, identify factors causing the high attrition rate. Finally, by finding solutions to the attrition, retention of staff will not be a problem. Consequently, the study will be beneficial to the Polytechnics, the MOE, and the nation as a whole. It may also be useful to educational planners, policy makers and administrators who wish to identify areas where support for manpower and materials are needed to ensure effective teaching and learning. Finally, to all those who are interested in the study of retention and attrition of staff, this will be an impetus for further research.

Delimitation of the Study

The study was delimited to three schools of the Polytechnic namely; the School of Engineering, School of Applied Sciences and the School of Business

and Management Studies. The teaching staffs were members of Polytechnic Teachers' Association (POTAG). Finally, the subjects of the study include only the teaching staff of the (2007/2008) lecturers in Tamale Polytechnic.

Limitations of the Study

A noticeable limitation of the study was the attitudes of the respondents towards accepting to answer the questionnaire. Although confidentiality was guaranteed, the attitude of the lecturers' was a source of worry to the researcher. Some of the lecturers were not ready or willing to answer the questionnaire because of fear of being victimized by the polytechnic administrators for expressing their views. The researcher had to spend some time to explain the essence of the study. For this reason some of them could not even provide answers to all the questions posed. This uncooperative attitude on the part of some of the lecturers might have affected the quality of the study, since the lecturers' views mostly formed the basis of the study.

Definition of Terms

The following definitions would be used through the study, unless, otherwise specified.

i. Recruitment: All efforts made to come by the academic and non-academic staff (manpower) requirement of the Polytechnic. These include direct recruitment, secondments from Ghana Education Service (GES) to the Polytechnic, and national service.

ii. Retention: The states of being in the Polytechnic for a considerable period of time, that is, say, five years or more without leaving.

iii. Human Resource Planning: A rational approach to the effective recruitment, retention and development of people within an organisation, including, when necessary, arrangements for dismissing staff.

Organisation of the Study

This report is made up of five chapters. The first presents the problem at hand, the purpose, delimitation, limitation, significance, and definition of terms as well as the organisation of the chapters. Reviews of some relevant and related literature are considered in the second chapter. The third chapter is devoted to the discussion of the methodology employed in the study. Issues as: population sample, sample techniques, data collection instruments and procedures are discussed in chapter three. The fourth chapter presents data analysis and discussion. The fifth chapter summarizes the major findings as well as the conclusions and recommendations of the study.

CHAPTER TWO

Literature review

Introduction

In this chapter, the researcher tried to explore related literature that is relevant to support the objectives of the study. A search of literature reveals that a lot of work has been done on recruitment and retention of teachers at the basic and second cycle levels of education whilst none had been done at the polytechnic level.

The literature is reviewed under the following headings:

1 Characteristics of staff

2 Manpower planning

3 Recruitment of personnel

4 Selection of personnel

5 Placement and induction of personnel

6 Staff retention

7 Staff development

8 Staff motivation

Characteristics of Staff

According to Agyenim-Boateng (1996), the teacher is the pivot of classroom instructional activity. Quoting Windham (1998), Agyenim-Boateng stated that the characteristics of the teacher are indicators of teacher quality and

education effectiveness. This implies that the effectiveness of polytechnic education depends on the characteristics of the academic staff. "These indicators are formal educational attainment, age, teacher training attainment, experience and specialization" Agyenim- Boateng (1996). While the latter holds that the standards for the qualification of teachers are specified by the government at the national level, Windham also holds that the standards are quite controversial and have much to do with the state of supply and demand of teachers as well as relevance of education and training attained by teachers for recruitment.

As regards experience, Windham (1998) stated that it refers to skills that have been acquired over time from formal and informal experiences that the teacher has been exposed to. He also observed that: like standards, the experience of the teacher is controversial.

According to him (ibid), the expression of the variable "experience" as far as the number of years of teaching is concerned is debatable. He continued to point out that this variable varies from teacher to teacher within and among countries.

According to Windham, the age of a teacher can be used as an indicator of emotional maturity or experience when these two characteristics cannot be directly measured. In many communities, the authority of a teacher and respect accorded him or her are determined by his or her age.

The United Nations Education scientific cultural Organization conducted a study in 1988 that discussed teaching staff requirements of selected second cycle schools over the world. This study came up with the basic assumption that

good quality teachers come from those who have good basic education, and appropriate teacher training experience. This study (UNESCO 1988), shared a similar viewpoint as Windham (1998) that individual governments set standards for the qualifications of teachers.   The study however, pointed out that qualifications vary according to the level of teaching involved and the educational qualifications of the individual involved. It noted that teaching qualifications are raised from time to time as far as standards are concerned with the aim of improving the quality of the teaching and learning process.

The UNESCO study indicated further that the experience of the staff could be used to identify weaknesses in the system of the teaching and also identify staffing needs. For example, teachers in less endowed schools are prone to handling mixed ability and mixed age groups to a greater extent than those in more endowed schools. As such, it would be more useful to have teachers with more experience to teach in less endowed schools.

Agyenim-Boateng quoting Finch and McCough (1982), was of the view that the states' requirements for staffing of schools should focus on a good balance of some characteristics as: age, experience and education. Agyenim-Boateng (ibid) citing Pederson (1973), continued to state that in a socio-economic analysis of teacher turnover, this researcher tracked the movement of teachers between and out of Michigan school districts and found that higher salaries in receiving districts were especially important in attracting young male teachers below the age of 30.

Manpower Planning

Planning is very essential in all endeavours of human activity. As such, planning of manpower cannot be overemphasized. Rebore (1982) supports this assertion by stating that:

Planning is a process common to all human experience. Before embarking on a journey, an individual must understand where he is, know where he wants to go and decide how best to get there. In an elementary form, this exemplifies the essence of the process even as it is applied to educational organisations.

He emphasized that, through the process of manpower planning, a school needed the right number of people, with the right skills at the right place, and at the right time and that these people are capable of effectively carrying out those tasks that will aid the organisation in achieving its objectives. For any organisation, and for that matter a school to achieve its objectives, it needs financial resources, physical resources and people. An organisation that does not plan for its human resources will often find that it is not meeting either its personnel requirements or its overall goals effectively. For example, a manufacturing company may hope to increase productivity with new automated equipment, but if the company does not start to hire and train people to operate the equipment before installation, the equipment may remain idle for weeks or even months.

According to Rebore (1982), staff who were one of the elements of an organisation's resources, is taken for granted, and yet they are the force that

directly affects the main objective of a school - to educate children. In some school districts, long and short-range objectives are couched in ambiguous language and often known to central office administrators only. This makes it difficult to involve building principals in the hiring process when unexpected vacancies occur, when replacements are needed because of natural attrition, or when new programmes must be staffed.

Rebore saw manpower planning as a process that ensures the smooth development of an organization.

> We assess where we are; we assess where we are going; we consider the implications of these objectives on future demands and future supply of human resources; and we attempt to match demand and supply so as to make them compatible with the achievement of the organizations future needs.

Cole (1996) likened human resource planning to any other form of planning and emphasized the fact that it is a means to an end. In this case the end is to secure the human resources in order to achieve corporate objectives. According to Cole, organizations that have adopted corporate planning or strategic approach to human resource planning (manpower planning), need to do an overall assessment of the current strengths and weaknesses of the employee situation. This assessment will have led, where necessary, to a number of long-term proposals for Human Resource Planning aimed at securing sufficient numbers and categories of suitable employees to undertake the task of producing the organization's goods or services to the standards expected by the

end-users. Even organizations that rarely plan far ahead usually have to make some assessment of their present employee situation so as to ensure that an appropriate range of skills is available for all the mainstream activities of the organization. To this end, Cole assumes that a systematic and planned view of Human Resource Planning is the norm.

Adesina (1990) in discussing the goals of personnel administration in a School System stated that the overall goal of the personnel administration is to recruit adequate and qualified staff, develop and maintain the staff so that they would be able and willing to render effective and efficient educational services to the students. It should be noted that the statement took into consideration the qualitative and quantitative aspects of the staff required. The staff must be adequate and qualified to face the tasks set for them in the school system.

He emphasized the fact that the premises upon which a personnel plan can be classified are internal, and external. Internal premises relate to those conditions within the school system, which would influence the school's personnel plan. Examples of these are: student enrolment, financial solvency or indebtedness of the school, the conditions of physical facilities available and so on which can pose as constraints or promoters of a school's personnel plan. External premises would see such realities like shortage or over supply of staff required in the job market and political and governmental intervention and control, population trends and government fiscal policy.

Irrespective of what premises affect the personnel plans the planning process should consists of:

1   Recognition of the problem

2   Collection of data relating to the problem

3   Identification of alternative solutions.

4   Analyzation of data relating to each alternative solution

5   Selection of one best solution among several alternatives.

According to Rebore (1982), within the school system, manpower planning is sometimes understood only within the confines of the instructional programmes. However, for every teacher there is usually a support employee. This is because a contemporary school district employs not only teachers and administrators but also cooks custodians, maintenance personnel, secretaries, computer programmers, drivers and telephonists who are often thought to be employed only by private business sector by the average citizen.

To this end, the organization's strategy and the external environment broadly define the limits within which the human resource plan must operate. Forecasting and human resource audits can then determine more specific human resource needs.

Recruitment of Personnel

Cole, (1996) stated that recruitment is concerned with giving meaning and answers to questions like:

1   How do we ensure our anticipated needs for replenishing or adding to our workforce?

2   By increasing traineeships and apprenticeships?

3   Or by recruiting trained and experienced people?

4   How much provision should be made for recruiting part-timers and contract staff?

Agyenim-Boateng (1996), quoting Fosu, (1993) says that teachers are the keystones in the educational arch, and that it is very essential for a school to acquire them. Their recruitment and retention is very crucial in order to carry out the arduous task of rendering efficient service.

Richey (1963) stated that recruitment is a process of attracting qualified practitioners for existing or anticipated opening. He noted that this often called for external search for staff, but internal searches must be considered also. He stressed that regardless of the type of recruitment strategy adopted, finding qualified and competent human resource staff is a very difficult and time consuming task.

According to Cole (1996), there are two major methods of recruiting staff. These are: General recruiting and specialized recruiting. He stated that general recruiting is most appropriate for operative employees and takes place when the organization needs a group of workers of a certain kind – for example, typists or salesmen. This system follows comparatively simple, standardized procedures. On the other hand, 'Specialized recruiting' is used mainly for higher-level executives or specialists, and occurs when the organization wants a particular type of individual. In this type of recruitment, candidates get personalized attention over an extended period.

Cole (1996), was of the view that before employees are recruited, recruiters must have clear ideas regarding the new employee's activities and responsibilities. As such, job analysis is an early step in the recruitment process. This process is known at the 'operative' as job description whilst at the 'managerial' level, it is known as a position description. He stated that this description lists the title, duties and responsibilities for that position. Once the position description has been determined, and accompanying hiring or job specification is developed. This "hiring specification" according to him defines the educational experience and skills an individual must have in order to perform effectively in the position.

It has been demonstrated from experience that certain recruitment methods produce the best candidates for a particular job vacancy (Rebore, 1982). Rebore (ibid) stated that before initiating the recruitment process, each job vacancy should be analysed to ascertain what method would be most effective. As an example, an advertisement for a business manager's position appearing in the classified section of 'School Business Affairs' will most likely reach individuals with the required qualifications. On the other hand, an advertisement in a local newspaper will probably produce few, if any, qualified candidates.

To this end, Rebore (ibid), enumerated these methods for recruitment: internal search, referrals by employment agencies, colleges and universities, professional organizations, unsolicited or walk-in candidates, and finally, organizations representing minorities.

Apart from employing staff through these means, Rebore identified another source, which is through Employment Agencies. They also fall into two categories, namely, public or state agencies, and private agencies. He has noted that for all practical purposes, teachers and administrators have made limited use of employment agencies in searching for professional positions. This is not the case for support personnel such as custodians, bus drivers and cafeteria workers. Rebore emphasized the fact that because people in education seldom use private or public employment agencies, college and university placement services are a good source of potential candidates.

Stoner and Freeman (1989), also conceded to what Rebore said that methods of recruitment include internal search or recruitment from within, and outside recruitment. They were of view that recruitment takes place in the labour market, and for that matter, the method to be adopted by the recruitment personnel in an organization so as to meet the organization's needs relies largely on the availability of the right kind of people in the area labour pool as well as the type of position to be filled. They identified three main advantages of staff recruitment from within a school district. On the first hand, the one recruited is familiar with the school or organization; as such he or she is likely to be successful due to this familiarity with the school district or organization. Furthermore, recruitment from within will foster loyalty and inspire greater efforts with members of the organization. Lastly, they believe that it is less expensive to recruit from within an organization than from without.

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The main advantage Stoner and Freeman recognized as far as employees are concerned is the fact that it reduces the chance of injecting fresh ideas in to the school system or organisation. This is so because fresh talents bring in to its fore fresh ideas from outside.

According to Agyenim-Boateng (1996), in Ghana and Brong Ahafo Region in particular, educational administrators use several procedures in recruiting teachers. These include direct postings, assurance notes and transfers. In his study, he found out that 49.1 percent of teachers were recruited through direct posting. This implies that GES Headquarters Accra or the National Service Secretariat posted these teachers to the region. He noted also that 49 percent of teachers were also recruited through the assurance notes procedure. Heads of accepting schools issued these. It was noted in his study that only a small percentage (2.3%) of the teachers were recruited through transfers.

Another important finding of Agyenim-Boateng's study of recruitment of teachers in Brong Ahafo Region is that: the region did not use external means of recruitment of teachers; such as college and universities, and general advertisement or placement agencies (Adesina, 1990; Appleby, 1981; Stoner and Freeman, 1989). The region rather depended on applicants and national sources (Adesina, 1990). In Ghana placement agencies do not exist, therefore, the region did not use it. As far as Ghana is concerned, National Service Scheme (NSS) has been responsible for posting newly trained teachers and other graduates among the sectors of the economy. He noted also that the schools did not use general advertisements because of the expense involved.. He

concluded that if the headmasters had absolute authority to find their own teachers, perhaps the staffing positions in their schools might improve as Adesina (1990); Appleby (1981) Stoner and Freeman (1989) suggested.

In his study, Agyenim-Boateng (ibid) discovered some factors that attracted teachers to the Brong Ahafo Region. When teachers were asked to indicate the main reasons for their acceptance of posting or transfers to this region or why they decided to apply for assurance notes to be recruited to schools in this region, the following reasons were noted:

1   Hailing from the Brong-Ahafo Region

2   Desire to be away from teachers' home region

3   Attracted by availability of accommodation in the school of their choice.

4   Attracted by availability of social amenities.

5   Attracted by the behaviour of students in the schools of their choice

6   Spouses resident in the region

An important finding by Agyenim-Boateng's study is that home region of the teachers was an important recruitment factor in the Brong Ahafo region. As many as 79 (44.6%) willingly accepted postings or transfers to the region because they wanted to be away from their home region whilst 66 (37%) teachers were also in the region because they hailed from the region.

This negated the findings of Antwi (1992) that Ghanaian graduate secondary school teachers from the Brong-Ahafo region refused to accept

postings to the region and thus, the region depended on foreign teachers to staff the schools. According to Agyenim-Boateng, by the time he collected the data, only six foreign teachers were present in the schools visited in the region.

In his study, Agyenim-Boateng (ibid) noted a lot of effects that the recruitment procedures have on the schools in the Brong-Ahafo region. Notably among them was the fact that the procedures had drawn more teachers to the region. He also emphasized that they had also afforded teachers who hailed from the region and those who hailed from other regions but desired to stay away from their home regions the opportunity to apply for assurance notes to be posted to this region.

Another positive effect he noted in the study was that schools with adequate accommodation facilities, adequate social facilities, such as constant electricity and water supply as well as good educational facilities for teachers' children and medical facilities, attracted more qualified teachers For example, in 1993/1994 academic years, 55 applied for assurance notes from Wenchi and Dormaa Secondary Schools (Agyenim-Boateng, 1996).

The study according to Agyenim-Boateng had identified some negative effects also. An important negative effect of the recruitment procedures of the region is that the system had made it possible for qualified teachers who were posted to the rural area schools to move to the urban schools after some time by applying for assurance notes and being transferred to other schools in the urban areas. As a result of this practice, the rural schools were understaffed especially at the beginning of the academic year because only few teachers were willing to

be posted to the rural areas. For example, the study showed that in the 1993/94 academic year, only four teachers applied for transfer to schools in the rural areas but as many as 31 teachers left the rural schools to the urban schools. This analysis showed clearly that the recruitment procedures used in the region had contributed to the disparity in the distribution of professional teachers between the rural and urban schools in the region.

Selection of Personnel

In the process of tapping the labour market for suitable skills and experience, recruitment comes first and is followed by selection (Cole, 1996). Recruitment's task is to locate possible applicants and attract them to the organization whilst selection's task is to cream off the most appropriate applicants, turn them into candidates and persuade them that it is in their interests to join the organization, for even in high unemployment times, selection is much a two-way process.

He continued that, the candidate would be assessing the organization, just as much as the organization is assessing him. As far as Cole was concerned, the main objective of selection therefore, is to be able to make an acceptable offer to the candidate who appears, from the evidence obtained to be the most suitable for the job in question.

According to Stoner and Freeman (1981), selection is a process of appointing people to occupy vacant positions in an organization or institution. This process involves mutual decision making by both the employer and

employee on their respective sides. The organization or employer has to decide whether or not to make a job offer and how attractive the offer should be so as to entice relevant candidates. As such, Stoner and Freeman posited that the objective of selection was to get individuals that will prove successful on the job.

According to Cromback and Glessers (1965), selection refers to the specific condition of an organization in which a number of positions have to be filled with at least one more individual than there are placement vacancies. For example, when the job market is extremely tight, several candidates will be applying for each position, and the organization will use a series of screening devices to hire the candidate. When there is a shortage of qualified workers, or when the candidate is a highly qualified executive or professional who is being courted by several organizations, the organization will have to sweeten its offer and come to a quicker decision.

Adesina (1990) noted that selection of personnel for the school system is one of the most critical decisions that confront the school administrator. At this stage, the administrator decides to fill existing vacancies with people or candidates who not only meet established qualifications but also appear to be in the best position to make maximum and effective contributions to the overall success of the system. Adesina stressed the point that in the school system, if a bad judgement is made in selecting the candidates, the process of correction can be too long and cumbersome because in this system, personnel are difficult to dismiss as against the situation in private enterprises where provisions are made for summary dismissals.

Cole (1996), noted that the selection process is one of the most widely used techniques in interviewing prospective candidates. Psychological testing technique is the next process used in terms of popularity. Cole emphasized that application forms and letter of application also play vital roles in the selection process. An application form or a letter of application tells an organization whether or not an applicant is worthy of an interview or a test of some kind. This initial information according to him constitutes the bedrock of the selection process, i.e. prima facie evidence of an applicant's suitability or unsuitability for the position in question. Applicants are required by most organizations to write a letter outlining why they are interested in the vacant post and how they propose to justify the role they think they could play in it.

Cole (ibid), stated that in the selection interview process, questions are employed. This is the primary means by which information is obtained from the candidate at the time. Two types of questions are involved – closed questions and open questions. The closed question type requires a specific answer or a Yes/No response. On the other hand open question type requires a person to reflect on, or elaborate upon, a particular point in his own way.

According to Cole (1996), psychological tests or selection tests as they are often called are standardized tests designed to provide a relatively objective measure of certain human characteristics by sampling human behaviour. These tests fall into four (4) categories as follows 1. Intelligence tests, 2. Aptitude tests, 3. Attainment tests, and 4. Personality tests

Rebore (1982), in support of this assertion noted that selection is an expensive exercise and as such recruitment exercise should be done thoroughly well so that it will lead to appointment of people who will not need to be dismissed later. This implies that management must ensure that selected individuals will remain on the job. Rebore stated that four outcomes are always possible when carrying out a selection process. These are:

1. Having accepted a candidate who would prove well on the job;

2. Rejecting someone who would not do well on the job;

3. Selecting someone who would not do well on the job; and,

4. Rejecting someone who would do well on the job.

As far as Rebore (ibid) was concerned, the first two selection decisions are good because they are decisions that are favourable to the organization or institution. He on the other hand regards the other two decisions as wrong because they would lead to the employment of wrong hands that would not do well on the job.

Methods of Selection

Agyenim – Boateng (1996) quoting the Winconsin University Teacher Placement Bureau stated that in 1965, this Bureau attempted to employ fully the value of interviews in employment process. The study revealed that the most frequently discussed topics in interviews were, in order of frequency; type of work experience, teaching philosophy, interest in children, college grade-point average, professional ambition, preparation and qualification.

Agyenim – Boateng (ibid), continues that the study considered information on methods of interviewing candidates for posting to be too inadequate to be conclusive. Divergent opinions have been expressed regarding the selection of employees. While Sigglekow (1956), was of the view that one candidate must be interviewed by one interviewer, Fields (1980) proposed interviewing candidates   in groups

In a study, Siggelkow (1956) suggested the following four criteria by which the success of interviews may be measured:

1   Does the prospective employer give candidates an opportunity to express themselves adequately?

2   Does he conserve valuable time during the interviews by not discussing items with which candidates are probably already familiar?

3   Does he acquaint the candidates with information about the community?

4   Does he attempt through any key questions to get insight into the individuals teaching philosophy?

According to Agyenim – Boateng (1996), in an attempt to find out whether there is a relationship between letters of recommendation and selection of teachers, Bozilth (1959) analysed 256 letters of recommendation, most of which were written by school administrators and professors of education. He found out that there was no relationship between what the letter writers said about the individuals and the later measures of the characteristics mentioned in

the letters. He therefore concluded that letters of recommendation though good should not be used as an accurate basis for selecting a candidate for a vacant position.

Agyenim – Boateng quoting Chambalain and Rindred (1966), stated that this group (Chamberlain and Rindred) discussed a number of factors that may influence final selection of teachers. They stated that, district heads who stress high professional standards will base their decisions on four important criteria of: teaching experience, preparation, professional reputation and personal characteristics of teachers. According to them, other less important factors that may influence the final selection of teachers include: residence, marital status, sex, age, and element of prejudice.

According to French (1982), The Standard hiring sequence (selection process) follows the seven step procedure:

1 Completed job application

2 Initial screening interviews

3 Testing

4 Background investigation

5 In-depth selection interview

6 Physical examination, and

7 Job offer

In practice, the actual selection process will vary with organizations and between levels in the same organization. For example, the selection interview for lower-level employees can be quite perfunctory, heavy emphasis may be

placed instead on the initial screening interview or on tests. Cromback and Glessers (1965), supported this view and continues to state that although written tests designed to define a candidates interests, aptitudes, and intelligence have long been a staple of employment screening, their use have declined over the last two decades. According to them, many tests have proved to be discriminatory in their design and results, and it has been difficult to establish their job relatedness when they have been subjected to judicial review.

Findings by French (1982), and supported by those of Cromback and Glesseers (ibid), indicate that in selecting middle or upper-level managers, on the other hand, the interview may be intensive – sometimes lasting 8 hours or more and there may be little or no formal testing. Instead of initially filling out an application form, the candidate may submit a resume'. Completion of the formal application may be delayed until after the job offer has been accepted. Some organizations omit the physical examination for managers hired at this level.

For many positions, particularly in management, the in-depth interview is an important factor in the organization's decision to accept or decline the offer. As far as Cromback and Glessers (ibid) are concerned, the most effective interview – those that are best able to predict the eventual performance of applicants – are usually planned carefully. They stressed that: ideally, all candidates for the same positions are asked the same questions. Most interviews however are far less structured and deliberate.

Inadequate interviewing can lead to poor employment decisions. Nehrbass (1977) has identified three common defects in interviewing that may produce inaccurate information about job applicants. The first defect is the imbalance of power in the interview situation. This refers to the situation whereby the interviewer being experienced and at ease, while the interviewee being inexperienced in interviewing and ill at ease because the job represents a livelihood, a career and an important part of his or her self-image.

The second defect of interviews is that they may cause the job candidate to adopt "phony" behaviours in the desire to project an image that is acceptable to the interviewer. Sometimes, the "act" put on by a qualified applicant is so obviously false or projects an image so contrary to the organization's style that a less qualified candidate who projects realistic image is offered the position.

The third defect is the tendency of interviewers to ask questions that have no useful answers, such as "Tell me about yourself" or "what do you say is your greatest weakness?" Applicants sensing the lack of skill and preparation of an interviewer who asks such open-ended questions may feel uneasy and give superficial answers or may try to second-guess the interviewer and go off on a lengthy tangent. Nehrbass (ibid) asserts that interviews that focus on the requirements of the job and the actual skills and abilities of candidates will provide interviewers with more useful information and be better predicators of performance.

According to Premack and Wannus (1985), it is apparent to realise that the interview process may also prove unreliable because of the differing

objectives of the interviewer and interviewee. The prospective employer wants to sell the organization as a good place to work and may therefore exaggerate his or her qualities. In order to eliminate this tendency, by prospective employers, some organizations have introduced the "realistic job preview" (RJP), in which candidates are exposed to the unattractive as well as the attractive aspects of the job, and by using structured, focused interviews to acquire a more accurate picture of each interviewee's likely job performance

Placement and Induction of Personnel

In the process of employing a new employee, placement and induction are the last process the individual has to undergo. Rebore (1982) was of the view that placement and induction are interrelated processes. That it involves placing the individual in an assignment and orientating him/or her to the school community.

He asserts that both processes are interrelated and continuous due to the fact that some staff members will be reassigned each year and will require a certain amount of induction. Placement and induction should not therefore, be viewed as a one – time task but rather as an ongoing concern of the personnel department.

Placement

It is very crucial to recognize the fact that a new employee should not be told that he or she has been hired for a particular job in a specific school or place. The selection process will result in the employment of an individual for a certain position. Rebore (ibid) conceded this assertion with the statement inter-

alia: "The employee must understand from the outset that the assignment can be changed, even immediately, if the employer deems that to be in the best interest of the school or organization".

In every organization as well as schools, there must be a placement policy of its staff. Rebore (1982) has outlined some pertinent points that should govern the placement of new staff out of the placement function.

To him, this assists people to know what is expected of them as their policy elements are:

1. Authority must be best towed on the one who is placing the individual on the assignment.

2. The wishes of employee must be put in to consideration, but these must not conflict with the districts programming, staff balancing, and the welfare of the students.

3. Educational preparation and training, certification, experience, working relationship, and seniority in the school system.

Rebore (ibid) acknowledged the fact that when the wishes of the employees are considered it brings out harmony. If not, it culminates into discontent. They cite that significant cause of low morale in teachers is the assigning of individuals to schools, grade levels and subject areas they find unbearable.

Rebore (ibid), observed that the development of survey forms to be filled by teachers to indicate their desire for a change will facilitate the

placement (policy) exercise with some amount of success. The notes that the use of the staff survey forms will minimize discontent and over assignment.

For placement complaints, he outlined a grievance procedure a dissatisfied employee must follow for redress. They are:

1. An employee who is dissatisfied must initiate an interview with the administrator who processed the assignment change.

2. If an agreement is not reached at this point the employee may initiate an interview with the superintendent of schools and submit a request for assignment review form.

3. If the employee continues to be dissatisfied, he may resign his position or employment with the school district.

Induction

Induction is the process designed to acquaint newly employed individuals within a school system and the relationship he/she must develop to be a successful employee stoner and freeman (1981), also alludes this statement and continues that the processes of induction or orientation should begin immediately new members of staff cause the staff induction process is to help recently employed individuals become oriented to a new environment. This includes the community, the school system, the teaching position, and the people with whom they will be working.

Stoner and Freeman (ibid) quoting McCleary and Henkley, observed the importance of induction process in these words: Orientation requires sensitive planning and careful execution. It is during the orientation period that new staff

members gather their first impressions concerning the school's policies, objectives, leadership, and method of operation. Moreover, it is at this time that initial acquaintance is made with colleagues and with the community inhabitant's characteristics, needs and services. Since first impression are often lasting every effort should be expended during orientation to assure that new staff members gain cornet understanding of the many facets of school and community life.

According to Rebore (1982), induction is one of the administrative functions that is often neglected or loosely organized in many school districts. He notes that the industrial and business communities place a high priority on induction; they have recognized for many years the cause – and – effect relationship of this process to employee retention and job performance.

Adesina (1990), also notes that a new member of staff in to the school system not only to ensure a smooth and orderly start but also to minimize the problems of advisement that confronts these new members. They identified some points to be followed so as to achieve a good orientation. These include:

1. Clarification of the purposes to be served in the induction programme.

2. An organization of the activities of the induction process, and,

3. A follow – up on the adjustment of the inductee.

Adesina (ibid) points out that school principals must be clear in their minds what they expect to achieve when they plan an induction process for their

staff the continues that broadly the purpose should be to facilitate the adjustment of new staff to their new working continuous, circumstances, and environment. This is so because it is pertinent that new staff from principal to the gateman needs to know the policies, procedures and history of the school system and its people and the relative functions of the people in the system vis-à-vis the new staff. The new members need to know where to go for information and which authority within the system to consult in the case of difficulties they would need to know how to get things done. This aspect of the task can be made easier through the preparation of a briefing kit which must be up to date.

Adesina (ibid) had also observed that school principals should make use of variety of with the system in organizing the induction process rather than taking all the tasks upon themselves. He points out that in school systems, there are generally people within with long experience who can effectively assist in organizing an induction process, as such, the process can be divided in to activities and delegated to individuals as responsibilities assigned to them to be carried out. Efforts must be made to ensure that the activities are short meaningful, and effective. It is important to allow inductees to ask questions or express opinions on some or all of the issues or things he has heard or seen. After a week or so, the principal should have a follow – up exercise on the programme to find out how the new members is getting on or take steps to find out whether the induction process has in fact served it's purpose.

Adesina (1990) had identified some universally applicable objectives of an effective induction programme. They are:

1. To make the employee feel welcome and secure.

2. To make the employee become a member of the "team".

Teachers are the assigning of individuals to schools, grades, levels and subject areas they find unbearable.

Rebore (ibid) observed that the development of survey forms to be filled by teachers to indicate their desire for a change will facilitate the placement (policy) exercise with some amount of success. The notes that the use of the staff survey forms will minimize discontent and over assignment.

For placement complaints, he outlined a grievance procedure that a disgruntled employee must follow for redress. They are:

1. A disgruntled employee must initiate an interview with the administrator who processed the assignment change.

2. If an agreement is not reached at this point, the employee may initiate an interview with the superintendent of schools and submit a request for assignment review form.

3. If the employee continues to be dissatisfied, he may resign his position or employment with the school district.

4. To help the employee adjust to the work environment.

5. To inspire the employee towards excellence in performance.

6. To provide information about the community, school system, school building, faculty, and students.

7.   To acquaint the individual with other employees with whom he will be associated.

8.   To facilitate the opening of school each year.

He continued that: another serious problem of secondary school teaching in Lagos is the high turnover rate. In a survey, he carried out a study on the attrition of teachers in Lagos state secondary schools, and the results were quite revealing. Among the questions asked in the questionnaire was, "what is the longest period you have ever spent in a school?" The period ranged from one to eight years for qualified teachers. The figure indicated that the length of service decreased consistently with the standard of certificate. When all the teachers including those employed in the other 4 divisions of the state and in the city of Lagos, the average service in school was exactly 2.27 years. The implication of this result is very serious. This result means that a student who spends 4 years in a school must have been exposed to several teachers (at least 2) in single subject

Chamberlain and Kindred (1966) observed that when the rate of employee turnover is kept at a minimum, both the economy and efficiency increase. For that matter, they hold that: there is a close relationship between stability of employment and instructional efficiency. The movement of teachers within the teaching profession leads to some loss of efficiency because of the demands for meetings and new situation.

Chamberlain and Kindred (ibid), held that teachers who move horizontally and vertically within the field of education are motivated by these factors:

1. Opportunities for promotion that include higher salaries or the opportunities for salary increases, lower living costs, reduced teaching load, better opportunities for professional improvement, greater security more desirable living conditions or better instructional facilities.

2. Dissatisfaction with their present position because of a desire to teach near home, failure to receive a satisfactory salary increase, desire to live in a larger community, disagreement with administrative personnel, dissatisfaction with community customs, desire for new contacts or an unwillingness to meet higher professional standards.

3. Dismissal for reasons of misconduct, staff reduction or unfair administrative practice

In a study by Lohman (1963) job satisfaction was found to be the major reasons for teacher turnover. Twenty per cent of the teachers he studies left to take appointments in other educational positions others reasons that prompt teachers to leave the profession are: maternity leave, transfer of spouse, retirement, failure to be hired and leaving for further studies.

Ament (1970) studied some Ghanaian teachers undergoing further studies at the University College of Cape Coast (now, University of Cape

Coast). His study revealed 46.6% of the teachers old not intend to make teaching a long-term vocation. The researcher realized that a high rate of turnover a long teachers height remain a serious problem in Ghana for sometime to come. He indicated that the teaching profession might not only lose graduates who are potential teachers but also a large number of graduates who are seasoned teachers with rich teaching experience. He commented that, though increased remuneration might lead to lower turnover rate among teachers, a lot more needs to be done in the form of developing and improving the career and vocational aspects of teaching.

Retention of Staff

According to Antwi (1992), teachers do not stay long in teaching profession due to the attitude of the public towards the teaching profession. He observed that, in school teachers, morale was low due to the disparity between their conditions of service and that of other organizations.

Richey (1963) contended that teachers can only be retained in schools if the system will be obliged to provide personal services which have been duly recognized for an individual to achieve job satisfaction.

According to him, these personal services include: selecting teachers who are capable of providing educational leadership to children and parents in the community, ensuring good personal relationship, more attractive living and working conditions for staff, continuous orientation programmes that will enable the teacher to deliver, Instituting a programme of communications adequate to keep teachers informed and be able to participate in the operation of

the school, and finally, ensuring a co-operative evaluation systems that will assist each teacher to identify his/her strengths and weaknesses.

Others he mentioned included: a salary schedule that will enable the classroom teachers to secure rewards commensurate with those of other professions. In-service training programmes that will help teachers develop their potentials to the maximum. Strengthening policies related to turnover, retirement, group insurance, sabbatical and emergency leaves as well as releases for professional meetings and courses. Emphasis should be placed on good conduct of students by their parents; requisite personal and professional guidance for new teachers and service awards in recognition of outstanding teaching accomplishment.

Chapman and Hutcheson (1982) believed that the individual's decision to remain in the teaching profession was influenced to a greater extent by material rewards. Casey (1979) also believed that teachers are just like other workers in other occupations where money is used effectively as an incentive to motivate.

Rebore (1982), acceded to this belief by stating that rewards are the rationale behind every labour effort. People have the notion that high pay will retain the highly qualified teachers in the classroom. To this end, the Carnegie forum on education and economy (1989) recommended that "lead" teachers be paid as much as $72,000 per year, in the belief that "higher pay is an absolute prerequisite to attracting – and keeping – the people we want in teaching".

Goodlaid (1983) pointed out that though money is not the primary reason teachers give for entering the teaching profession, it ranks second for leaving. According to him, teachers begin their careers with a willingness to forgo high salaries, rather expecting intrinsic rewards; but if frustrated in their expectations, salaries become a source of considerable job satisfaction which often manifests itself through high rates of turnover. For this reason, though intrinsic rewards are centrally paramount to teacher market decisions, they are not sufficient to retain them if their salaries are perceived to be woefully inadequate.

Both the two factor and equity theories give theoretical support to the effectiveness of salary improvements as a mechanism for increasing teacher retention. Hertzberg et al (1959) are of the view that; rewards which are extrinsic such as salary, operate to improve the environment of employees. As far as they are concerned, hygiene factors do not cure job dissatisfaction but help to prevent it. As such, increase in salaries will make work environment of teachers less unpleasant and thus reduce their job dissatisfaction and consequently improve retention.

According to Hertzberg et al (ibid), the equity theory suggests that employees are more satisfied with their compensation when their earnings compare favourably with those of comparable workers at other sites.

Combining the two approaches, Jacobson (1988) noted that retention is related to satisfaction with intrinsic rewards received and that rewards satisfaction is a function of comparison between actual earnings and estimates

of alternatives earning potential. To this end, the effect of salary increases on teacher retention needs to be examined in relative terms rather than absolute terms. This is so because theoretically increases in salary will not improve reward satisfaction if the increases do not improve comparison between actual and alternative earnings.

Staff Development

Change is a constant condition of our way of life. Important changes in communication channels through technological advances place before a student and educator changes in the political, economic, scientific, and social status from every corner of the world. The mandate of public schools is, of course, to educate the children, adolescents, and young adults of our country to help them meet the challenges that tomorrow will bring because of these changes.

As an organization, a school needs well qualified administrators, teachers, and support personnel to fulfil this mandate. Rebore (1982) contended that as the positions and job requirements within a school district becomes more complex, the importance of staff development programmes becomes more important because demand increases. Cromback and Glessers (1965), stated that training programmes are directed towards maintaining and improving current performance, while development programmes seek to develop skills for future jobs.

According to Bishop (1980), personnel development is pre-eminent among those processes designed by the system to attract, retain, and improve the quality and quantity of staff members needed to solve its problems and to

achieve its goals. He continues to state that the process of personnel development is vitally linked to personnel planning, since it will be recalled, a sound human resources plan calls for:

1. Improving their performance in their present positions of all incumbent position holders.

2. Developing key skills of selected personnel so as to fill anticipated vacancies.

3. Promoting the self development of all personnel in order to enhance their influence as individuals and to facilitate need satisfaction.

Cole (1996), also stated that development usually suggests a broader view of knowledge and skills acquisition than training, it is less job-oriented, it is concerned more with employee potential than with immediate skills; it sees employees as adaptable resources.

Cole (1996), continued that there are many organizations in the commercial field that carry out a minimum of staff training and development because, as a matter of policy they prefer to recruit staffs that are already trained or professionally qualified. These organisations are prepared to pay the top market-rates for skilled staff, and what they put into recruitment, selection and pay and benefits they do not put in to training and development.

According to Cole (ibid), one of the reasons for the establishment of Industrial Training Boards in Britain was precisely to ensure that all organizations in their scope contributed to total training costs, even if they carry out little or no training themselves. He reiterates the fact that majority of

organizations, however do have a positive policy on training and development. In some cases, the company provides resources to ensure key skills are maintained within the organization; in other cases the policy may refer comprehensively to the various actions that it will take to ensure not only a regular supply of skilled, but also a high degree of personal motivation through development opportunities provided by the company.

Cole stated that a term frequently used to describe well-organised training (development) is 'systematic training'. This can be illustrated diagrammatically as a cycle of events, which is initiated by the organization's policy, and sustained by its training organization as shown:

Training Policy

Establish training organisation

Identify Training needs

Evaluate training Required

Plan   Training

Carry out training
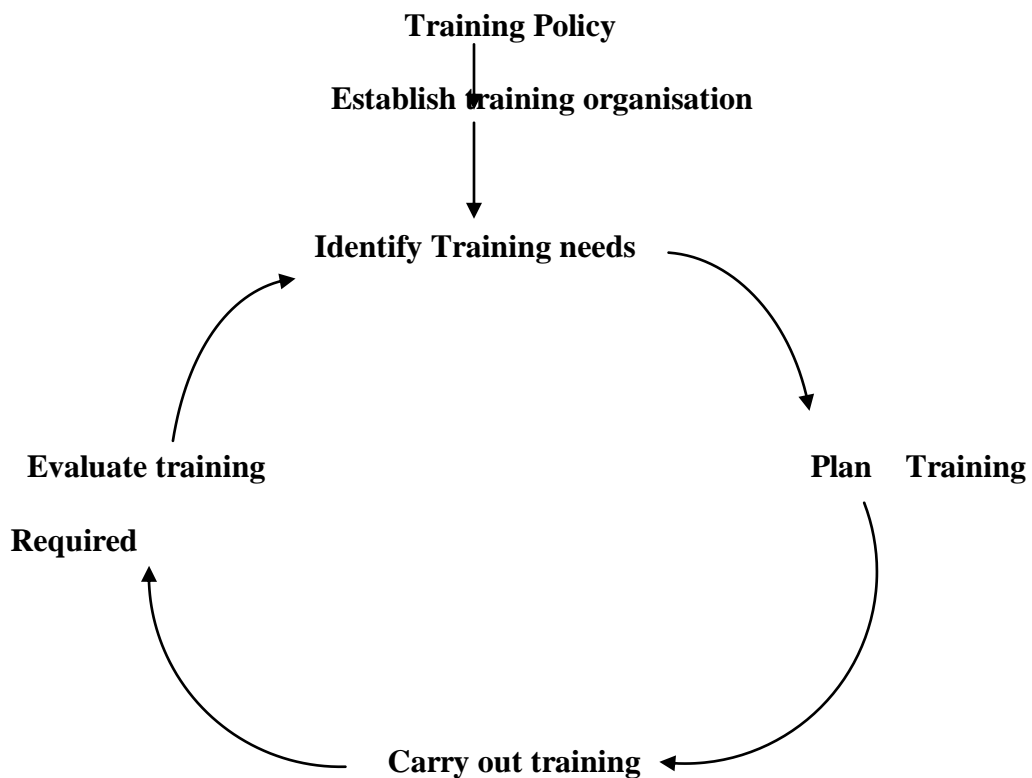
Source: Adopted from Cole (1996: 43)

Figure1. Systematic Training: The Basic Cycle

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Once the training organization has been set up, the first priority is to establish what the training and development needs of the organization are. This will involve the use of job descriptions, employee appraisal records and other record and other data which may indicate such needs. The next step required is to plan the training required to meet the needs identified. This entails such matters as setting budgets and timetables, and deciding on the objectives, content and methods of training to be employed. The implementation of plans is usually a joint affair between the training specialists and their line and functional colleagues. Having implemented the required training, it is important to evaluate the results, so far as possible, so that subsequent changes to content methods can be made, if necessary. Events then move on to identification of new needs, which re-starts the cycle afresh.

According to Cole (1996), the benefits of systematic training include:

1   The provision of a pool of skilled manpower for the organization,

2   The improvement of existing skills,

3   An increase in the knowledge and experience of employees,

4   Improvements in job performance with resulting improvement in productivity overall,

5   Improved service to customers,

6   Greater commitment of staff (i.e. increased motivation),

7   Increased value of individual employees' knowledge and skills, and

8   Personal growth opportunities for employees.

Cole (ibid) identifies the fact that, where training standards are laid down precisely, it is easier to assess the value of the training. One of the ways in which organisations attempt to set clear standards is by:

1. Establishing the overall purpose of a particular programme, and

2. Setting specific objectives for the kind of behaviour expected of trainees at the end of the training.

Cole (1996) continues to state that it is easier to set specific objectives for measurable features of behaviour, than it is for those features which are difficult to measure.

Teacher Qualification and Student Achievement

The importance of qualified teachers in promoting quality education is widely acknowledged. The quality is even more important in the case of teaching at the Polytechnic because of its integrated nature. Previous research on teacher effectiveness has established that teacher background and quality (age, sex, education and experience) affect teaching behaviour and teaching quality (Locheed & Komena, 1988).

Consequently, Avalos and Haddad (1979) and Fuller (1986), in their studies on education in developing countries, found that there was consistent positive relationship between the number of years of formal education received by the teacher and the achievement of their pupils. For example, of their 60 studies which examined the effects of teacher education on pupil achievement, 60% found a positive relationship.

In another research, specifically in Africa, it was found that formal education attainment of teachers was positively related to pupils' achievement. The studies were directed at Science Education in Uganda and English and Mathematics in Bostwana (Heyneman & Loxley, 1982). However similar study by Psacharopoulos (1985) found negative results in two other studies: academic and vocational tests in Tanzania, and national examinations in Uganda. The study by Psachropoulos (1985), showed negative relationships between pupils' grade and teacher behaviour (time keeping, experience index, professionalism index and an assessment feedback index). However, the study in Tanzania and Uganda also showed a positive relationship between school grade performance and teacher behaviour indices, which they attributed to the fact that more qualified teachers, were being assigned to higher classes.

William, cited in Yemlomey (2001), after studying Guatemalan primary schools, vis a vis teacher qualification, remarked that "when the population of qualified teachers fell below 33% (with a teacher-student ratio of approximately 1 to 35), the resource in the school is almost completely wasted" (p. 50).

In the opinion of Heyneman and Loxley (1982), teaching experience is also related to students' achievement in developing countries but the effects are less positive for teachers of formal education. This is because, according to Hayman and Loxley, out of 23 studies which examined the effect of teachers' experience, only 43% reported positive effect in Africa. There were mixed results, however, with multivariate studies reporting positive effects in Botswana, though a study in Uganda reported no effect.

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In conclusion, Avalos and Haddad (1978) and Fuller (1987) held the view that one way in which teacher education and experience could affect pupils is through more effective use of material inputs, such as textbooks. However, teacher education experience, could also contribute to the use of personally developed materials, which in turn could enhance pupils' achievement. Another way that teacher education and experience could affect students' achievement is by ensuring that more of the intended curriculum is actually taught during the course.

Effective Teaching

Kariacou (1995) emphasised that central to the process of learning to teach are concepts and definitions of the 'good' and 'effective' teacher. Trying to define an effective teacher has long occupied the thoughts of many citizens, teachers and professional researchers.

Besides, Kariacou (1995) stated that, within the educational community, there has been diversity in the definition of effective teaching. Some have defined it in terms of rapport with students in a nurturing, caring environment for personal development. Others have defined the effective teacher as the person who creates a tone for learning and has a superior command of a particular academic subject. Effective teachers have control of the knowledge bases of teaching and learning and use the knowledge to guide the science and art of their teaching practice.

Proponents of the knowledge - of - subject matter approach to competence do not deny the importance of teacher effectiveness. They argue

that effective teachers have control of the knowledge base that guides what they do as teachers, both in and out of the classroom. In fact, professionals by definitions, have control over information (the knowledge base) that allows them to deal with certain matters with much more insight and more effectively than the average person (Kariacou, 1995).

According to Kariacou (1995) debates among researchers had largely reflected a quickening of interest in effective teaching since the late 1960's. This stems from an understanding gained by close observation of the classrooms and from awareness of need to consider the perceptions of both teachers and students regarding classroom task and interactions. Thus, research into effective teaching now largely focuses on exploring the inter-relationship between three main elements: teacher perceptions and strategies; students' perceptions and strategies, and characteristics of the learning task, activities and experience.

Three main approaches have been used to look at effective teaching. The first approach centres on two central concepts "active learning time" and "quality instruction". The former is concerned with the amount of time pupils spent during a lesson (or while at school) while the latter is concerned with the teacher actively engaged in teaching experiences that relate to the intended educational outcomes. These outcomes, have dominated research on effective teaching in the USA for the last two decades.

The second approach focuses on teaching as an essentially managerial activity, and has sought to identify central teaching skills or competencies,

which underline effective teaching. The third approach focuses on the key psychological concepts; principles and processes that would appear to be involved when effective teaching is taking place. This approach centres on students psychological state and how it relates to the success or failure of an educational activity.

Finally, effective use of time could bring about effective teaching and learning. According to Avalos and Haddad (1978) and Fuller (1987) studies showed strong evidence from developing countries that, instruction time is an important factor relative to student achievement, hence, the more time that is available for learning, the more learning that occurs.

CHAPTER THREE

Methodology

This chapter covers the methods and research procedures. It deals with: research design, population, Sampling technique and procedure, instruments, data collection procedure and data analysis.

Research Design.

A research design is simply a plan which specifies how data relating to a problem should be collected and analysed. It also provides the procedural outline for the conduct of any investigation. Gay (1992) explains that research design indicates the basic structure of a study, the nature of the hypothesis and the variables involved in the study. The research design considered most appropriate for this study was the descriptive design.

The descriptive design was considered appropriate because, according to Anderson (1995), it gives an opportunity for the researcher to get the opinion of the population concerning some issues of interest and relevance to the study. The study mainly dealt with recruitment and retention of staff in Tamale Polytechnic.

Population

The target population was defined and restricted to include the HND teaching staff of Tamale Polytechnic for the 2008 / 2009 academic year.

Available statistics, from the office of the registrar, put the overall target population at 140.

Sampling Technique and Procedure

Sampling refers to the process of selecting these individuals. The sample, which is selected from the population, should be enough to generate confidence in the data collected and the subsequent generalisation to the population (Anderson, 1995).

In order to increase the validity of the data of the study, the stratified sampling that incorporates elements of proportional simple random sampling was adopted for selecting the respondents. The stratification was based on Programmes, Departments and Schools in the Polytechnic. Table 1 shows the breakdown of the study population according to the number of lecturers by the eight programmes and the schools offering them. The three schools formed the sampling frame.

A set of criteria for selecting respondents was established. The list of the eleven HND programmes in Tamale Polytechnic was grouped into their respective schools. These were the School of Business, the School of Engineering, and the School of Applied Sciences. A simple, stratified proportional random sampling was used, for the three main groupings, to ensure a representative sample for the study.

From each of these main groupings, 20 percent of the population was randomly selected. According to Ary, Jacob and Razaviel (1990) for a descriptive

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survey it is suggested that the researcher uses a minimum of 10-20% of the population as sample.

Having decided on the sample size of 20% (28) of the total population of 140, systematic sampling was used. Using the frame of given population, the sample was drawn from fixed intervals in the population.

Population

Table 1

Population of the Study

School	Programme / Department	Number of Lecturers
	HND Accountancy	12
School of Business	HND Marketing	8
	HND Secretarial & Management Studies	5
	Sub Total	**25**
	HND Mechanical Engineering	18
School of Engineering	HND Building Technology	14
	HND Agricultural Engineering	12
	HND Visual Arts	17
	Sub Total	**61**
School of Applied Sciences	HND Statistics & Mathematics	13
	HND Catering & Hotel Management	12
	Liberal Studies	23
	Computer Studies	6
	Sub Total	**54**
	Grand Total	**140**

Source: Office of the Registrar (Tamale Polytechnic, 2008).

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The total population was divided by the total sample size to determine what interval to use, in this case the interval size of 5 was used, that is, 140 divided by 28. The starting number was then picked at random to select each 5th name thereafter. For example, assuming the starting number selected is 5 then the selected names would have the numbers 5, 10, 15, 20, 25 and so on. The population list was obtained from the Polytechnic Registrar. In the end, a total number of 28 lecturers from all the Schools were proportionally and randomly sampled. Table 2 displays the samples for the respective schools.

Table 2

Sample of the 2008 / 2009 Teaching Staff by Groupings

Programme Groupings by School	Population	Sample size (20%)
School of Business	25	5
School of Engineering	61	12
School of Applied Sciences	54	11
Total	**140**	**28**

Source: Field Data, 2009

Instrumentation

The research instrument used to collect data was a set of questionnaire developed by the researcher. According to Kerlinger (1973), in most cases the questionnaire is widely used for collecting data in educational research because of its effectiveness for securing factual information about practices and conditions of which the respondents are presumed to have the knowledge. Generally, the questionnaire has a high degree of transparency and

accountability as compared to interview technique. In addition, the method and procedures in the questionnaire design can be made available to other parties for verification.

The items in the questionnaire were framed in simple, precise language and were motivating enough to obtain the willingness and enthusiastic co-operation of the respondents. Both close-ended and open-ended items were included in the questionnaire on the recruitment and retention of HND teaching staff. The open - ended items were such that respondents were free to organise information and give their views on the subject matter, whereas, the close-ended items guided respondents to choose from possible options given in the questionnaire.

The 37 items were organised into four sections. Section A, with six items dealt with the personal information of the HND lecturers. Section B, contained 11 items of staff recruitments. Section C, had 10 items which probed the lecturers views about their retention. The fourth and final Section D, with 10 items dealt with factors affecting the attrition of lecturers.

Pre-testing of Instrument.

As a necessary part of the research process, a pre-testing of the instrument, involving some selected HND lecturers of Cape Coast Polytechnic was conducted in April 2008. The rationale and objectives of the pre-test were to help the researcher: to assess the appropriateness and reliability of the questionnaire; to rehearse the data collection procedure in order to appraise its appropriateness, and to find out possible flaws and problems with regard to the

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chosen instrument and operational procedures with a view to effecting any necessary changes, modifications, corrections and adjustments as deemed appropriate.

The list of the eleven HND programmes in Cape Coast Polytechnic was grouped into their respective three schools. A simple, stratified proportional random sampling was used for the three main groupings to ensure a representative sample of the study. From each grouping 10 percent of the population was randomly selected.

Having decided on the sample size of 10% (10) of the total population of 100, systematic sampling was used. Using the frame of given population, the sample was drawn from fixed intervals of five in the population, as proposed for the main study. The proposed method was followed to proportionally and randomly sample from a total of 100 lecturers from all the Schools. A set of questionnaires originally containing 37 – items was administered to the lecturers. Respondents were asked to indicate their level of disagreement to statements about their demographic characteristics and attrition and retention among others. Response categories ranged from agree to disagree on a five point Likert scale.

The institution (Cape Coast Polytechnic) was chosen for the pre-testing because the population (HND lecturers) had similar demographic characteristics with that of Tamale Polytechnic which was used as a case study. A visit was made to the institution to seek audiences and permission of their management to conduct the survey. Out of the total number of 50 lecturers sampled, 40 of them

responded to the questionnaire. The data collected from the 40 respondents were coded and analysed using the Statistical Package for Social Sciences Version 10.0 (SPSS) computer programme. The analysis produced both descriptive and statistical data. The results of the pre – testing helped in the following ways:

1   The wording for few statements were modified

2   The 3 point, Likert scale was adopted for the study instead of 5 point,

3   It provided the researcher prior knowledge of the problems likely to be encountered during the conduct of the main research.

Data Collection Procedure

The aim of descriptive research is to increase knowledge and or to understand the current status of a phenomenon in terms of what exists. These are achieved through relevant, accurate and appropriate data collection, analysis and interpretation. Anderson (1995) asserted that data collection is a stage in the research process whereby a researcher gathers any relevant information for the solution of the research problem under study.

A letter from the coordinator Institute of Education of the University of Cape Coast was sent to the authorities of the Polytechnic to arrange for space and convenient day and time for administering the questionnaire. This prior notice was very important for it gave the respondents ample time to get prepared for the questionnaire.

Rapport was established with the respondents in the school. This was to do away with any possible hostilities, anxiety and apathy, which could hinder

the progress and success of the study. The month of July 2008 was used for the data collection. Completed questionnaires were retrieved from the lecturers with 100% (28 questionnaires) return rate after about three week's duration.

Data Analysis

The data collected from the 28 respondents were coded into the SPSS computer programme and analysed. The questionnaire was analysed based on its four sections. The response of the last question number 37, on the questionnaire which is an open – ended question, and sought to invite any additional comment that respondents might have, were written down and the common responses were arranged into four main themes and analysed. Tables of frequencies and percentages were used to describe, illustrate and explain findings in chapter 4.

CHAPTER FOUR

Results and Discussion

The study was undertaken to investigate the main factors that influence the recruitment and retention of academic staff in Tamale Polytechnic. Data were collected from 28 lecturers. This chapter provides the results and discussions.

Demographic Background of Respondents

Tables 3 to 5 summarise the socio-demographic characteristics of the respondents. Issues covered include gender, age, educational background and characteristics of the respondents.

Gender and Age of the Respondents

It is important to consider the background information about the respondents in a study like this. Background information helps in determining the extent to which the data respondents provide could be depended upon. The resulting information would assist in knowing the type of respondents who were involved in the delivery of lectures and the day-to-day administration of the institution. This information would help us to assess the quality of teaching being offered in this polytechnic. This is so for the fact that teacher characteristics are some of the indicators of quality of education.

Table 3 shows the gender distribution of the respondents of Tamale Polytechnic. Of the 28 total respondents, majority of them 18(64.3%) were male,

whilst 10(35.7%) were females. The lack of gender parity in the teaching staff is not surprising, since female enrolment in the school system, particularly in the Northern Region, is low.

Table 3

Gender of respondents.

Gender	Frequency	Percent
Male	18	64.3
Female	10	35.7
Total	28	100.0

Source: Field Data, 2009

Age of the Respondents.

The analysis on Table 4 shows the age distribution of respondents.

Table 4

Age of Respondents?

Age range	Frequency	Percent
below 20 years	3	10.7
20-24 years	6	21.4
25-29 years	2	7.1
30-34 years	2	7.1
35-39 years	1	3.6
40 - 45 years	8	28.6
50 years and above	6	21.4
Total	28	100.0

Source: Field Data, 2009

According to the Table, out of the total respondents of 28 lecturers, 8 (28.6%) aged between 40-45 years, six (2.4%) aged between 20-24 years, another six (2.4%) aged above 50 years. 3 (10.7%) of the respondents aged below 20 years.

Again, 2 (7.1%) of the respondents aged between 20-24 years, also the same percentage of the respondents aged between 30-34 years. Finally, only 1 (3.6%) of the respondents out of the total number of 28 aged between 35-39 years was identified. The age of the respondents, according to the analysis could be said to be fairly distributed. However, one may not be wrong from saying that the lecturer population of Tamale Polytechnic is aging.

Academic Qualification

According to Cromback and Glessers (1965), selection refers to the specific condition of an organization in which a number of positions have to be filled with at least one more individual than there are placement vacancies. Furthermore, the MOE (2001) stipulates that the minimum qualification for HND programme lecturers in the Polytechnics is a Masters degree. In addition to the basic requirements stated by the Ministry of Education, lecturers are expected to satisfy respective departmental requirements. Table 5 presents academic qualifications of respondents.

Table 5

Academic qualification of Respondents.

Qualification	Frequency	Percent
HND	4	14.3
Diploma	3	10.7
Degree	10	35.7
MEd/MSc/MA	8	28.6
MPhil	3	10.7
Total	28	100.0

Source: Field Data, 2009

However, according to Table 5, out of the total number of 28 respondents, 10(35.7%) were first degree holders, 8(28.6%) MEd, MSc, MA, holders. Again 4(14.3%) were HND holders, whilst 3 (10.7%) were MPhil and Diploma holders. The analysis clearly indicates that majority of the respondents, do not satisfy MOE requirement as Polytechnic lecturers

Research Q. 1: How effective is the employment procedure in attracting enough new and qualified staff?

The responses in relation to the first research question (How effective is the employment procedure in attracting enough new and qualified staff?) are presented in Tables 6 - 12. The reasons are discussed under taught programmes, employment status and duration of work in Tamale Polytechnic.

It is very important for all stakeholders in the field of education to realise the fact that the solution to the problem of quality in all educational institutions among other things, lies in educating and retaining qualified and dedicated teachers (Antwi, 1992). For that matter, here in Ghana, it is important for the National Council for Tertiary Education to plan to produce and retain a large number of lecturers for the polytechnics. In order to retain these lecturers at post, their status, conditions of service and prospects of promotion must be made attractive.

Table 6

Distribution of respondents by department

Departments	Frequency	Percent
Agric Engineering	6	21.4
Accountancy	9	32.1
Building Technology	5	17.9
Catering & Hotel Management	5	17.9
Marketing	1	3.6
Statistics, Maths &Science	2	7.1
Total	28	100.0

Source: Field Data, 2009

Table 6 presents responses as to which programmes the 28 respondents teach in the Polytechnic. According to Table 6, 9(32.1%) teach Accountancy, 5(17.9%), Building Technology and Catering & Hotel Management, whilst 6(21.4%) teach Agricultural Engineering. Marketing and Statistics, Mathematics & Science have the least number of lecturers, 2(7.1%) and 1(3.6%) respectively.

According to Antwi (1992), teachers do not stay long in teaching profession due to the attitude change of the public towards the teaching profession. He observed that, in school, teacher's morale was low due to the disparity between their conditions of service.

Richey (1963) contended that teachers can only be retained in schools if the system was obliged to provide personal services which have been duly recognized for an individual to achieve job satisfaction.

Table 7

Status of respondents

Status	Frequency	Percent
Employed full-time	22	78.6
Employed part-time	2	7.1
On contact	1	3.6
Just graduated	1	3.6
On national service	2	7.1
Total	28	100.0

Source: Field Data, 2009

Consequently according to analysis in Table 7, which looked at the employment status of respondents, out of the total number of 28 respondents 22(78.8%) were employed fulltime, 2(7.1%) were employed part – time and on national service, whilst 1(3.6%) were on contract and just 1(3.6%) graduated.

Table 8

Working experience of respondents

Experience	Frequency	Percent
Less than 1 year	6	21.4
1-10 years	5	17.9
10-20 years	4	14.3
20-30 years	1	3.6
30 - 40 years	6	21.4
40-50 years	6	21.4
Total	28	100.0

Source: Field Data, 2009

In an effort to know how long respondents have been working in the Polytechnic, Table 8 shows that, out of a total number of 28 respondents, 6(21.4%) of the respondents had been working for the Polytechnic for   40-50 years, 30 -40 years, and less than 1 year, whilst 5(17.9%) had been working for

1-10 years, 4(14.3%) for 10-20 years and 1(3.6%) had worked for the Polytechnic for 20-30 years.

Table 9

Mode of application

Channels	Frequency	Percent
Through friends	12	42.9
Print media	11	39.3
Internet	5	17.8
Total	28	100.0

Source: Field Data, 2009

As to how respondents got to know about existing vacancies before applying, analysis on Table 9 indicates that 12(42.9%) were aware of the vacancies through friends before applying, 11(39.3%) through the print media, whilst 5(17.8%) through the internet

Table 10 sought to find out the existing procedures one goes through before appointment.

Table 10

Appointment procedure

Appointment procedure	Frequency	Percent
Applied for assurance	1	3.6
National service	8	28.6
Direct appointment	17	60.7
Direct postings from school	2	7.1
Total	28	100.0

Source: Field Data, 2009

According to the analysis, out of the total number of 28 respondents 17(60.7%) had direct appointment, 8(28.6%) through national service, 2(7.1%)

through direct postings from school, whilst only 1(3.6%) applied for assurance letter before being appointed

Agyenim-Boateng (1996), quoting Fosu, (1993) stated that teachers are the keystones in the educational arch, and that it is very essential for service in a school to acquire them. Their recruitment and retention is very crucial in order to carry out the arduous task of rendering efficient service.

Richey (1963) stated that recruitment is a process of attracting qualified practitioners for existing or anticipated opening. He noted that this often calls for external search for staff, but internal searches must be considered also. He stressed that regardless of the type of recruitment strategy adopted, finding qualified and competent human resource staff is a very difficult and time consuming task.

On mode of employment, Table 11 stated that 23(82.1%) were in permanent employment, 4(14.3%) were in temporary employment, whilst only 1 (3.6%) was on contract.

Table 11

Type of Employment

Mode	Frequency	Percent
Permanent employment	23	82.1
Temporary employment	4	14.3
On contract	1	3.6
Total	28	100.0

Source: Field Data, 2009

Recruitment of Staff

Table 12 presents responses as to whether certain facilities are available for the lecturers upon their recruitment. The issues considered are

recruitment procedures, remuneration, staff development, accommodation, welfare and benefits.

According to Bishop (1980), personnel development is pre-eminent among those processes designed by the system to attract, retain, and improve the quality and quantity of staff members needed to solve its problems and to achieve its goals. Consequently, the process of personnel development is vitally linked to personnel planning.

Recruitment: In Table 12, 21(75.0%) being the majority of the respondents, were of the view that they were satisfied with the recruitment procedure they went through, 4 (14.3%) indicated their dissatisfaction whilst 3(10.7%) were not sure.

Remuneration: Again, analysis in Table 12, indicated that out of the total number of 28 respondents, 19(67.9) were satisfied with their remuneration, whilst 4(14.3%) were not satisfied and only 1(3.6%) was nor sure about the issue of remuneration.

Staff development: According to analysis in Table 12, out of the total number of 28 respondents, 11(39.3%) were satisfied with their staff development, whilst 10(35.7%) were not satisfied and 7(25.0%) was not sure about the issue of their staff development.

Table12

Staff satisfaction with appointment

Issues	Satisfied		Not satisfied		Not sure	
	No.	%	No.	%	No.	%
Recruitment	21	75.0	4	14.3	3	10.7
Remuneration	19	67.9	8	28.6	1	3.6
Staff development	11	39.3	10	35.7	7	25.0
Accommodation	9	32.1	15	53.6	4	14.3
Welfare	17	60.7	3	10.7	8	28.6
Benefits	13	46.4	7	25.0	8	25.0

Source: Field Data, 2009

Accommodation: Provision of official on-campus accommodation for lecturers is among the conditions of service of Tamale Polytechnic, however according to Table 12, majority 15(53.6%) of respondents were not satisfied with their official accommodation, 9(32.1%) were satisfied, whilst 4(14.3) were not sure.

Welfare: In Table 12, 17(60.7%) being the majority of the respondents, were of the view that they were satisfied with the welfare issues, 7 (25.0%) indicated their dissatisfaction about issues concerning their benefits, whilst 8(25.0%) were not sure.

Benefits: According to analysis in Table 12, out of the total number of 28 respondents, 13(46.4%) were satisfied with their benefits, whilst 10(35.7%)

were not satisfied and 7(25.0%) was not sure about the issue of their staff development

Research Q. 2: What factors account for the high attrition rate of staff in Tamale Polytechnic?

The second research question sought to answer what factors account for the high attrition rate of staff in Tamale Polytechnic. Table 13 shows the frequency of retention of lecturers. These are job description, salary package, allowances, welfare, benefits, future prospects and accommodation.

Chapman and Hutcheson (1982) believe that the individual's decision to remain in the teaching profession is influenced to a greater extent by material rewards. We must not forget that teachers are just like other workers in other occupations where money is used effectively as an incentive to motivate.

Retention of Staff

Table 13 presents responses as to whether certain facilities are available for the lecturers upon their retention. The issues considered are job description, salary package, allowances, welfare, benefits, future prospects and accommodation.

Table 13

Level of satisfaction with conditions of service

Issues	Satisfied		Not satisfied		Not sure	
	No.	%	No.	%	No.	%
Job Description	26	92.8	1	3.6	1	3.6
Salary Package	12	42.8	15	53.6	1	3.6
Allowances	5	17.9	14	50.0	9	32.1
Welfare	5	17.9	16	57.1	7	25.0
Benefits	6	21.4	14	50.0	8	28.6
Promotion Prospects	10	35.7	10	35.7	8	28.6
Accommodation	9	32.1	12	42.9	7	25.0

Source: Field Data, 2009

Job Description: Analysis in Table 13 shows that, out of a total number of 28 respondents, majority 26(92.8%) and 1(3.6%) were either satisfied with their job description and another 1(3.6%) were not sure about their job description.

Salary Package: Similarly, according to Table 13 out of a total number of 28 respondents, 12(42.8%) were satisfied with their salary package, whilst majority of respondents 15(53.6%) and 1(3.6%) were not sure of their salary package.

Allowances: Table 13 also displays the results of analysis. As many as 5(17.9%) respondents were satisfied with their allowances but majority

14(50.0%) respondents were not satisfied with their allowances, whilst 9(32.1%) were not sure with what to say.

Welfare: Provision of official on-campus accommodation for lecturers is among the conditions of service of Tamale Polytechnic. However, according to Table 13, majority 15(53.6%) of respondents were not satisfied with their official accommodation, 9(32.1) were satisfied, whilst 4(14.3) were not sure.

Benefits: According to Table 13, as many as 14(50.0%) of respondents were not satisfied with their benefits, 8(28.8%) were not sure whilst only 6(21.4%) were satisfied with their benefits.

Promotion: Asked about their future prospects in terms of being promoted by the polytechnic, 10(35.7%) of the respondents were satisfied, yet another 10(35.7%) were not pleased with the way they were promoted. Whilst 8(28.6%) of the respondents were not sure about their future prospects in Tamale Polytechnic.

Accommodation: Finally, Table 13 also sought to find out whether accommodation is a retention factor of respondents in Tamale Polytechnic. In response, 12 (42.9%) were not satisfied, 9(32.1%) were satisfied and 7(25.0%) were not sure about their official accommodation status in Tamale Polytechnic.

Do you enjoy working at the polytechnic? If yes give reasons

Change is a constant condition of our way of life. Important changes in communication channels through technological advances place before a student and educator changes in the political, economic, scientific, and social status

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from every corner of the world. The mandate of public schools is, of course, to educate the children, adolescents, and young adults of our country to help them meet the challenges that tomorrow will bring because of these changes.

As an organization, a school needs well qualified administrators, teachers, and support personnel to fulfil this mandate. Rebore (1982) contended that as the positions and job requirements within a school district becomes more complex, the importance of staff development programmes becomes more important because demand increases.

Cromback and Glessers (1965), states that training programmes are directed towards maintaining and improving current performance, while development programmes seek to develop skills for future jobs.

According to Table 14 the analysis shows that, respondents enjoy working in Tamale Polytechnic for the following stated reasons only: 13(46.4%) stated they enjoy working in this polytechnic due to the challenging environment existing, and 15(53.6%) out of 28 respondents said they enjoyed working with the Polytechnic due to the self – development opportunities available.

Table 14

Reasons for enjoying working in the polytechnic

Reasons	Frequency	Percent
Challenging environment	13	46.4
Self development opportunities	15	53.6
Total	**28**	**100.0**

Source: Field Data, 2009

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Do you enjoy working at the polytechnic? If no give reasons

According to Table 15 the analysis shows that, half of the respondents in terms of the issues raised do not enjoy working in Tamale Polytechnic. 14(50.0%) said they do not enjoy working here due to inadequate welfare system, and 14(50.0%) due to lack of promotion in the school.

Table 15

Reasons for not enjoying working in the polytechnic

Issues	Frequency	Percent
Inadequate welfare system	14	50.0
Lack of promotion	14	50.0
Total	28	100.0

Source: Field Data, 2009

Research Q. 3: What can be done to improve the situations – both recruitment and retention?

The third and final research question identified what can be done to improve the situation of both recruitment and retention of staff in Tamale Polytechnic. Table 16 shows the frequency of what can be done to improve on both recruitment and retention of lecturers.

These are captured under the following headings; poor salary, welfare, allowances, attitudinal problem of superiors, poor staff development, lack of fringe benefits and better job prospects.

Table 16

Attrition of Staff

Issues	To a large extent		To an extent		To no extent	
	No.	%	No.	%	No.	%
Poor salary	16	57.1	11	39.3	1	3.6
Poor welfare	14	50.0	12	42.9	2	7.1
Poor allowances	15	53.6	9	32.1	4	14.3
Attitudinal problems of superiors	11	39.3	15	53.6	2	7.1
Poor staff development	13	46.4	14	50.0	1	3.6
Inadequate fringe benefits	13	46.4	10	35.7	5	17.9
Better job prospects	21	75.0	7	25.0	0	0

Source: Field Data, 2009

Poor salary: Analysis in Table 16 shows that, majority of respondents 16(57.1%) were of the view that high attrition of staff to a large extent is due to poor salary, 11(39.3%) agreed to an extent and 1(3.6%) did to agree.

Poor welfare: According to Table 16, majority of respondents 12(42.9%) agreed that attrition of staff to an extent caused attrition of staff. Half of the respondents, 14(50%) agreed to a large extent that attrition of staff

depended on poor welfare. 11(39.3%) agreed to an extent, whilst 2(7.1%) did not agree that poor welfare contributes to high attrition of lecturers.

Poor allowances: Table 16 again shows that majority 15(53.6%) of respondents agreed to a large extent that poor allowances contributes to high attrition of staff, 9(32.1%) agreed to an extent, whilst 4(14.3%) did not agree.

Attitudinal problems of superiors: According to Table 16, also indicates that, 26(86.3%) being majority of respondents either agreed to a large extent or to an extent that attitudinal problems of superiors contributes to high attrition of staff whilst 2(7.1%) were not in agreement that attitudinal problems of superiors contributes to high attrition of staff.

Poor staff development: Analysis in Table 16, clearly indicates that almost all respondents 27(96.4%), were of the view that poor staff development of the Polytechnic enhances high attrition of staff, whist only 1(3.6%) of the respondents did not agree.

Inadequate fringe benefits: On attrition of staff, Table 16 again reveals that, an overwhelming majority of respondents 23(82.1%) agreed to an extent or large extent that, inadequate fringe benefits was the root cause of high staff attrition.

Better job prospects: Finally, Table 16 shows that a clear majority 21(75.0%) and 7 (25.0%) of respondents were of the view that, to large extent or to an extent respectively, better job prospects is a major factor that impinges on the high attrition of lecturers in Tamale Polytechnic.

Summary

The analytical procedure made use of frequencies and percentage distributions. A summary of the main results of the study is as follows:

1. Adequate number of teaching personnel is not being attracted to the Polytechnic due to various reasons, however the main reasons associated with phenomenal is due to the fact that, the condition of service in Tamale Polytechnic is nothing to write home about.

2. A lot more can be done to retain members of staff of the Polytechnic by improving on the conditions of service of staff, and

3. Unsatisfactory management of the Polytechnic, better conditions of service, too much bureaucracy , attitudinal problem of superiors and indiscipline among others are factors which needs to be addressed in other to improve the situation of both recruitment and retention of staff in Tamale Polytechnic.

In the next chapter, an overall summary of the study has been outlined; and recommendations for further research have also been highlighted.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary and conclusion of findings of this study. Recommendations, which may help to alleviate some of the problems of recruitment and retention of staff in Tamale Polytechnic, are also made.

Summary of the Study

The main purpose of the study was to ascertain the effectiveness of the recruitment process used for the teaching staff and to identify the factors that militate against the recruitment and retention of quality staff in Tamale Polytechnic. The respondents used in the study comprised 28 HND lecturers out of a population of 140. A simple, stratified, proportional random sampling was used for the three main groupings (schools of business, engineering and applied science) to ensure a representative sample of the study. From each of these main groupings, 20 percent of the population was randomly selected. Data were collected through questionnaire and examination of documents.

Main Findings and Conclusions

One finding relating to background information of the respondents is that the HND lecturers' population was predominantly male. Further, most of the lecturers and majority of the respondents fell within the age range of 40 and 45 years. Out of 28 only 11 lecturers have M Ed and MPhil degrees, majority are employed full time and permanent. The School of Business had the highest population. Nearly 80% of the population were non- residential lecturers (not in

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Polytechnic residential Accommodation) and they perceive the type of accommodation as unsuitable.

The data showed that over 90% of the respondents were satisfied with their recruitment process and remuneration procedures. The major weakness identified was that over 50% of respondents were not satisfied with their residential accommodation.

Regarding retention of staff, over 50% of respondents were not satisfied with their salaries, welfare and allowances and were of the view that it is a factor that could hamper the retention of staff in Tamale Polytechnic.

Finally, the study also revealed that, majority of lecturers, about 80% were of the view that their overall experience in working at the Polytechnic was either good or very good.

Recommendations

On the basis of the findings of the study some suggestions and recommendations are listed below. It is hoped that these suggestions may help in the solution of some of the problems facing recruitment and retention of lecturers in Tamale Polytechnic.

1. The Polytechnic management should ensure that the recruitment procedure into the Polytechnic is enhanced to ensure that adequate and qualified lecturers are employed for the improvement in quality teaching and learning.

2. The Polytechnic management should again ensure that job description of staff are clearly defined with all the necessary incentives which was

clearly spelt out in their appointment letters be met through internal generated funds, to ensure retention of lecturers.

3. Although generally, majority of respondents have good experience in working with the Polytechnic, too much bureaucracy, indiscipline, job satisfaction as well as unsatisfactory management of the Polytechnic are major factors that contribute to poor recruitment and retention of lecturers in Tamale Polytechnic. I therefore recommend a change in the leadership of the polytechnic with dynamic and more resourceful person who can keep to the task.

4. On staff development, GET - Fund scholarships and other exchange programmes should be sought for lecturers' professional development. Above all, Polytechnic management should ensure that Polytechnic lecturers' wages are comparable with those in the private sector, since teachers in technical education can easily find jobs in the private sector because of their practical skills.

5. Poor salary, welfare, allowances, attitudinal problem of superiors, poor staff development among others were responsible for the high attrition of staff. The Polytechnic Teachers Association and the National Council for Tertiary Education (NTCE) should step up its collective bargaining authority with the government to ensure better conditions of service for its members.

5. Since the Polytechnics are tertiary institutions, authorities (Deans and Heads of Departments) should ensure that they leave up to their

responsibilities by effective supervision and monitoring of lecturers as a means of improving the quality of teaching and learning.

6. The Polytechnic authorities should also contact professional bodies like the Ghana Employers Association (GEA), the National Board for Small Scale Industries (NBSSI) and DREP, to organize periodic seminars, workshops, orientation for lecturers and help promote professionalism.

7. Finally, the Polytechnic authorities should endeavour to establish credit union to cater for the welfare of staff.

Suggestions for Future Research

The study was a pioneering attempt at investigating the recruitment and retention of staff in Tamale Polytechnic. A study covering such a broad area as the recruitment and retention of staff would have been much more useful if a countrywide study was undertaken so as to generalize its findings for the country. In this regard, the combined resources and expertise of the Council for Tertiary Education and the Ministry of Youth and Sports, could be harnessed for future research into the recruitment and retention of staff in all the Polytechnics in the country.

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APPENDIX: A

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University of Cape Coast

Institute of Education

Cape Coast

19th June 2008

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The Principal

Tamale Polytechnic

Tamale

Dear Principal,

<u>REQUEST FOR INFORMATION</u>

My name is Eddie Williams Kwasi Twi; I am a Master of Education in Management student of the Institute of Education of the University of Cape Coast. As part of my Masters programme, I am undertaking a research work to ascertain the recruitment and retention of staff, using Tamale Polytechnic as a case study. I would be most grateful if the staff would be allowed to take time off, to fill in the questionnaire.

The research is to be assessed by the University of Cape Coast for examination purposes only, but should the question of publication arise at a latter date permission would be sought from the participants. All information would be treated as confidential.

It is hoped that the final report will be beneficial to the Polytechnic and to those who take part as well as other stakeholders in the improvement of Polytechnic education.

Your co-operation is therefore highly anticipated.

Thank you.

Yours faithfully,

....

Twi, Eddie Williams

APPENDIX: B

LIST OF ABBREVIATIONS

Centre for Scientific and Industrial Research	CSIR
Construction Technician Course	CTC
Ghana Education Trust Fund	GETFund
Ministry of Education Science & Sports	MoESS
National Board for Professional and Technicians Examination	NABPTEX
National Accreditation Board	NAB

APPENDIX: C

QUESTIONNAIRE

Dear Respondent,

The purpose of this study is to ascertain the Recruitment Practices and Retention of Staff in Tamale Polytechnic. The study is being carried out as partial fulfilment of an M.Ed. Dissertation at the Institute of Education of the University of Cape Coast.

Your participation in the exercise is absolutely voluntary, and your answers will be kept completely confidential. Kindly fill out the questionnaire and make any additional comments you may wish to make in the spaces provided. Remember your views are extremely crucial for the success of the study.

Thank you for your kind co operation.

QUESTIONNAIRE, SECTION A

The following questions are about you personally. Tick (√) only one answer, or supply the appropriate responses to the following items.

PERSONAL INFORMATION

1. What is your gender?

i. Male   [   ]   ii. Female   [   ]

2. Which is your age category?

i. Below 20 yrs	[ ]	v. 35-39	[
ii. 20- 24	[ ]	vi. 40- 45	[
iii. 25- 29	[ ]	vii. 50 yrs and above	[
iv. 30- 34	[ ]		

3. Indicate your academic qualification(s)

i.   HND   Certificate   iv. MPhil   [   ]

[   ]

ii.   Diploma   v. PhD   [   ]

[   ]

ii.   Degree   vi.   Other,

[   ]   specify……….....

iii.   M. Ed   / M Sc / M.A

[   ]

4. In which HND programme do you teach in the Polytechnic?

i. Agricultural Engineering   [ ]   v. Marketing   [ ]

ii. Accountancy   [ ]   vi. Statistics, Maths& Science [ ]

iii. Building Technology   [ ]   vii. Secretariat& Management [ ]

iv. Catering & Hotel Management   [ ]

5. Which of these best describes your employment status before you were employed in the Polytechnic?

i. Employed full- time   [ ]   iv. Just graduated   [ ]

ii. Employed part-time   [ ]   v. Was on National service [ ]

iii. Unemployed   [ ]   vi. Other, specify……   [ ]

6. How long have you been working at the Polytechnic?

i. Less than 1 year   [   ]   iii. 5 – 10 years   [   ]

ii. 1- 5 years   [   ]   iv. 10 – 15 years   [   ]

v. 15 -20 years   [   ]   vi. 20 – 25 years   [   ]

vii. 25 -30 years   [   ]   viii. 30 years and above   [   ]

RECRUITMENT

7. How were you aware of existing vacancy before applying for a job in the Polytechnic?

i. Through friends   [   ]   iii. Internet   [   ]

ii. Print media   [   ]   iv. Electronic   media   [   ]

v. Television   [   ]   vi. Other Specify………………

8. Which of the recruitment procedure(s) did you go through before your appointment?

i. Applied for assurance   [   ]   iv. Direct appointment   [   ]

ii. National Service   [   ]   v. Direct postings from school   [   ]

9. How satisfied are you with the mode of recruitment?

i. Very satisfied   [   ]   iv. Not satisfied   [   ]

ii. Satisfied   [   ]   v. Other, specify   [   ]

iii. Not sure   [   ]

10. How satisfied are you with the following appointment package?

Package	i. Very satisfied	ii. Satisfied	iii. Not Sure	v. Not satisfied
11. Salary				
12. Allowances				
13. Accommodation				
14. Welfare				
15. Fringe benefits				
16. Staff development				

17. How would you rate your job description?

i. Very satisfied   iv. Not satisfied

]   ]

ii. Satisfied   v.   Other,   specif

]   ………………….

iii. Not sure

]

<center>**RETENTION**</center>

18. What is your mode of employment?

i. Permanent Employment   ii. Temporal Employment

]   ]

19. How satisfied are you with the following promised in your appointment package?

Package	i. Very satisfied	ii. Satisfied	iii. Not Sure	v. Not satisfied
20. Salary				
21. Allowances				
22 Accommodation				
23 Welfare				
24 Fringe benefit				
25 Future prospects				

26 List two reasons why you enjoy working with Tamale Polytechnic?

1.--

2.--

27. List two reasons why you don't enjoy working with Tamale Polytechnic?

1.---

2.---

SECTION B

FACTORS AFFECTING THE ATRITION OF STAFF

Instruction. Indicate with a tick (√) the extent to which the following perceived factors apply. Many qualified staff leaves the Polytechnic every year; to what extent do you perceive are some of the reasons why they leave.

Issues	i. To a large extent	ii. To an extent	iii. To no extent
28. Poor Salary			
29. Poor Welfare			
30. Poor Allowances			
31. Lack of suitable accommodation			
32. Poor attitudinal problem of superiors			
33. Poor staff development			
34..Lack of fringe benefits (motivation)			
35. Better job prospects elsewhere			

36 What is your overall working experience in Tamale polytechnic so far?

i. Excellent   [iv. Fair

                                                     ]
ii. Very Good   [v. Poor

                                                     ]
iii. Good   [vi. A waste of time   [

37. What other comments do you have about Tamale Polytechnic?

1. …………………………………………………………………………

2…………………………………………………………………………..