

UNIVERSITY OF CAPE COAST

RECRUITMENT AND RETENTION OF TEACHERS IN BASIC SCHOOLS IN
THE AHANTA WEST DISTRICT OF GHANA

BY

VINCENT YAO ANORVEY

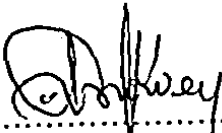
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DECLARATION

Candidate's Declaration

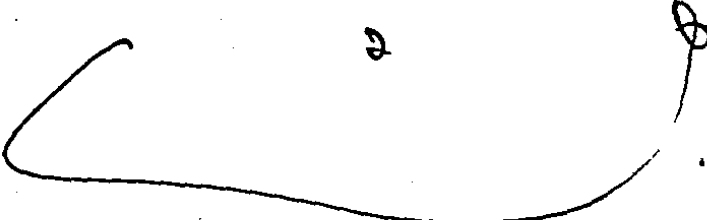
I hereby declare that this dissertation is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature:  Date: 3/09/08

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Supervisor's Declaration

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

Supervisor's Signature:  Date: 4/09/08

Name: Prof. A. Amuzu-Kpeglo

ABSTRACT

This study was concerned with recruitment and retaining of teachers in the Ahanta West District of the Western Region of Ghana. The highlights were on the quantity, quality, factors that attract and those that do not attract teachers and what could be done to retain teachers in the long run. The descriptive survey was the research design that was used. Three questionnaires were the instruments employed for data collection. A sample of 239 respondents was chosen out of the population that comprised classroom teachers, circuit supervisors, basic school heads and district education officials. After data administration, 225 respondents returned the questionnaires collected given a return rate of 94.4%.

The study revealed that indigenous teachers tend to be attracted to, and stay in the district longer than the non-indigenous ones. With the quantity and quality of teachers, the numbers in respect of pupil-teacher ratio is appreciable and it stood at 37:1 as against the norm of 35:1. There was a little problem with quality of teachers, because the non-professional ones in the district form about 30% of the teacher population. Two major factors that made teachers to stay for long periods of time in the district were that most teachers were indigenes of the district and the low cost of living in the district. Finally, teachers suggested that there should be improved conditions of service for them.

Based on the findings, some recommendations were made among which are that, more professional teachers should be posted or transferred to the district. Besides, more indigenous teachers should be sponsored into the teacher training colleges.

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I owe a lot of gratitude to the District Education Officers at the Ahanta West District Education Office especially Messrs James Acquah and Jerome Annan, all the teachers, headmasters/mistresses and circuit supervisors who were involved in the study. I also pay tribute to Mrs. Mary Essien and Mr. Daniel Yawson Essien who meticulously typed the manuscript. Special thanks and appreciation go to Miss Comfort Ahoah for her timely assistance without which the final print out might have been delayed.

In spite of all the names that I have mentioned, any shortcomings and errors that may be detected in the work are all mine. Finally, I thank those who I may have skipped their names but who might have contributed to the success of this dissertation through works of encouragement.

DEDICATION

This study is dedicated to my wife and children.

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CHAPTER ONE

INTRODUCTION

Background to the Study

Ghanaians had an indigenous, largely informal and practical form of education by which they trained their youth to fit and function in their society before Western Schooling was introduced into Ghana. According to Bame (1991), Western schooling was introduced in the form of castle schools by the Portuguese, the first Europeans to visit Ghana in 1471. Similar castle schools were later established by the Dutch, Danes and the English in their castles. However, it was the missionaries of the Basel Mission, Wesleyan Mission, the Breman Mission, the Roman Catholic Mission and the African Methodist Episcopal Zion Mission who, by their educational activities, extended some schooling to the common folks in Ghana. The Government later joined hands with the Missions to carry out the development and expansion of education throughout the country.

The general growth of elementary education was inevitably accompanied by a need for teachers. The need was first met by the monitorial system, which was later abandoned. Later, the Missions and the Government established training institutions to train teachers for the schools (Bame, 1991). In 1848, a seminary was started by the Basel Mission at Akropong for the training of

catechists and teachers. This was followed by another at Abetifi, which was opened in 1898. In 1924, this seminary was merged with the one at Akropong.

The teachers were given a two-year course in the teacher's training school. This remained the country's only teacher training programme until 1909. It was not until 1918 that Aburi 'Kemp' originally established as a girls' school, was chosen as an institution for the training of teachers and catechists by the Wesley Mission. In 1924, it was transferred to Kumasi Wesley College as noted by McWilliam and Kwamena-Poh (1978).

McWilliam and Kwamena-Poh (1978) also pointed out that the Education Ordinance of 1852 made provision for the establishment of a Government Training College. In 1856, the Colonial Chaplain, the Rev. C.S. Hassels was appointed Superintendent and Inspector of Schools, and was to ensure the requisite supply of good and efficient teachers by his own personal training. A small number of teachers were in fact sent to open schools in Eastern and Western Wassaw and Akyem. Their salaries of £1 a month was paid from the Poll Tax revenue. However, the Poll Tax revenue went on declining, and after 1861 dried up completely. Thus, the first attempt by government to found a school system ended in failure owing to the refusal of the people to bear the cost.

In 1902, the system of 'payment by results' was introduced in Ghana when primary education and government expenditure on it were growing very rapidly, with the number of pupils outstripping the supply of well-trained teachers. To McWilliam and Kwamena-Poh, this system was unfair to the

teachers because it implied that the failure of the pupils was automatically the fault of the school.

In 1909, the Accra Training Institution was opened as a non-denominational college. At first it gave a two-year training course for teachers. The Education Department was already holding examinations for teachers' certificates, but teachers in other missions and government schools had to take these - and children had to be taught - without the assistance and advantage of professional training. The need for more training facilities had also been stressed year by year in Education Department Annual Reports without effect. In 1905 the Wesleyan Mission had started classes in Accra for training teachers, but this experiment did not succeed.

Wars, unattractive pay and conditions of service are constraints to high standards and retention of teachers in schools. Similar observations were made by Guggisberg as pointed out by McWilliam and Kwamena-Poh (1978) that during the first world war the Government Training College at Accra was unable to accommodate more than 80 students, and owing to the war the facilities of the college could not be enlarged; the work of Akropong Training College was disrupted. Thus, the shortage of trained teachers grew more and more serious. It was made even worse by a rising flood of resignations - particularly among the more senior experienced teachers - caused by the unattractive pay and condition of service. In 1919, this grew overwhelming: over the whole year 900 teachers had to be newly appointed to keep the total teaching force up to the required strength of 6000.

The reduction of teachers' salaries in 1931 led to the first organization founded by teachers to improve their conditions of service. The Union succeeded in having the proposed cuts lessened and later withdrawn. It then turned to two other main points: unified salary scales and conditions of service for all teachers, whether employed by the government or not, and a pension scheme for all teachers.

Roberts (as cited McWilliam & Kwamena-Poh, 1978) noted that in February 1953, an Emergency Training College was opened at Saltpond "and by the end of that year it had conducted five courses of six weeks and 298 pupil teachers had passed through its cocoa-sheds" (p.88). Based on this experience, 10 Pupil Teachers' Centres were started in rented buildings in various parts of the country. Each ran six courses a year for about 60 students. In this way, about 3,000 pupil teachers attended the six-week course each year.

The Accelerated Development Plan of 1951 gave a new encouragement to those entering the profession by allowing for the payment of salaries to teachers in training. Shortly before the Accelerated Development Plan for Education was set up under the chairmanship of Mr. J.B. Erzuah, the Committee recommended that teachers should command salary scales higher than other persons with similar qualifications, experience and ability in other professions. But, Parliamentary Debates in 1960 indicated that in the next few years the other professions could receive very similar increases in salary and could in many cases offer more congenial working conditions. Consequently between 1956 and 1960, nearly 3,000 teachers resigned to take up other jobs, and the annual loss from the service

by resignation was 8.7 percent, by far the highest rate of wastage in any category of employment in the country (McWilliam & Kwamena-Poh 1978).

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

Imbalances in staffing, high teacher turn over rate, inadequate number and quality of teachers and poor teacher performance were some of the main constraints to the provision of good quality education in Ghana as identified by the Ghana Education Service and its education development partners. Awokoya (as cited in Adesina, 1990) pointed out that if universal primary education is to become a reality, the number of teachers required must be available. He observed that the quality of education depends on the quality of teachers trained since they can only teach what they know. Above all, steps must be taken to improve the conditions of service of teachers if they must be retained during the period of rapid expansion.

To address the issues of teacher recruitment performance and retention in recent years certain activities and programmes have been put in place by the

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

Teachers' unwillingness to accept postings to the rural areas has been an area of great concern to the Ghana Education Service. This situation creates imbalances in staffing in the country and consequent teacher shortages in the rural areas like the Ahanta West District.

The Ahanta West District was created in 1985. It is the smallest district in the Western Region with predominantly a rural population. The district is located in the tropical rainforest zone of Ghana where a host of forest products and oil palm abound. Fishing is the main occupation of the coastal dwellers in the district. The district is also near the Western regional capital, and the district capital is well known for its commercial activities including marketing of fish and palm oil. Many of the schools in the district have good classroom blocks, most of

which were provided by non-governmental organizations. Some of these factors could attract teachers to and retain them in the district. On the other hand, the remoteness of some of the communities, poor infrastructural development, unavailability of social amenities and utility services, poor organizational climate of the schools and uncooperative community attitude, if they exist in the communities in which the schools are set up may repel teachers from the district.

. The Ahanta West District Director of Education at her meeting with the Ahanta West District Education Oversight Committee members at the Ahanta West District Assembly Hall on the 3rd May, 2003 observed that the recruitment and retention of teachers in the district was bad. She lamented that only a few trained teachers willingly accept postings to the district, and even those who do, do not stay long in the basic schools. She added that, usually, there are intra-and inter-district and regional transfers of teachers but the district hardly gets sufficient teachers for its basic schools especially those in the rural areas.

The Director also noted that the rate at which most of the qualified teachers who are posted to the district leave the district far exceeds that at which they are recruited annually. This unfortunate situation compels her to recruit pupil teachers twice every year to fill some of the vacancies. Most of these pupil teachers do not live and work in the district for more than one year.

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

opened in the Ahanta West District. The supply of educational material inputs has also been improved. If the objectives of the government's relevant educational reform policies are to be translated into reality, the government needs not only train and recruit teachers but also, deliberate effort must be made to allocate the trained teachers equitably among all schools for efficient delivery of their services.

Ahanta West District does not fully benefit from the supply of trained teachers because some of these teachers do not willingly accept postings to the schools in the district and make long-term commitment in them. This unwillingness of qualified and committed teachers to accept postings to the rural areas and to remain and teach there for relatively long periods of time is a problem which militates against the realization of the improved quality of teaching and learning component of the FCUBE programme in the district.

In the light of the afore-mentioned problems, this study sought to identify and scrutinize those factors that influence the recruitment and long-term commitment of teachers in basic schools in the district. The study was also to suggest how any identified 'push' factors could be ameliorated to help retain teachers in the schools.

Statement of the Problem

Recent educational reforms in Ghana - The Junior Secondary School concept, the 1987 educational reform, and the FCUBE programme of 1996, all focus attention on increasing access to basic education, improving the quality of teaching and learning and diversifying study programmes among others.

Certainly, there has been an increase in the supply of inputs to the educational sector in the form of teaching and learning materials and an increase in the training of teachers and heads of educational institutions. There has also been a remarkable increase in pupils' enrolment in the schools. Unfortunately, lack of corresponding increase or improvement in the numbers and positions of competent teachers in our schools have tended to impact adversely on the reform programmes. Poor teacher performance and inadequate number of teachers can cause low learning achievements of pupils/students of the first and second cycle institutions in the country. It is also of crucial importance to note that the continuous survival of the schools is being threatened by inadequate supply of teachers.

The Ahanta West District, which was created in 1985, is no exception of shortage of trained teachers and its attendant problems. The district has predominantly a rural population. None of the communities can be considered as urban, not even the district capital. The problem therefore is that only a few trained teachers accept postings to the basic schools in the Ahanta West District. Many of those who accept postings to the schools do not stay for a relatively long periods of time.

There are inter and intra-district and regional transfers of teachers every year but the district hardly gets sufficient trained and committed teachers for its basic schools because the rate at which most of the qualified teachers who are posted to the district leave the schools far exceeds those recruited annually. In

view of that, pupil teachers are often recruited to fill the vacancies created by attrition of the trained teachers.

There might be some push or pull factors that influence the recruitment and retention of qualified and committed teachers in the basic schools in the Ahanta West district. The study was therefore meant to identify these factors and make pragmatic suggestions on how any likely identified push and pull factors could be handled to make them feasible for qualified and committed teachers to willingly accept postings to the schools in the district and also stay for reasonably long periods of time.

Purpose of the Study

The purpose of this study is to find out the adequacy of teaching staff of the basic schools in the Ahanta West District. It also aimed at assessing the teacher recruitment procedures and the extent of teacher retention in the basic schools. It is anticipated that the study would in addition find out which category of teachers – teachers who hail from the district, teachers who do not hail from the district, professionally trained teachers, non-professional teachers, male or female - willingly accepts postings and transfers to the basic schools.

Furthermore, the study sought to identify the category of teachers that make long-term commitment to the schools in the district and possible reasons for their commitments. Finally, the study hopes to come out with factors that contribute a high teacher turnover rate in the basic schools in the district and to make recommendations.

Research Questions

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

1. To what extent do the basic schools in the Ahanta West District have the right quantity and quality of teachers?
2. To what extent do trained teachers willingly apply for or accept posting to the basic schools in the Ahanta West District?
3. What are the factors that attract teachers to the school district?
4. What factors make it possible for the teachers to stay for reasonably long periods of time in the school district?
5. What factors do make teachers not willing to stay in the school district?
6. What can be done to retain teachers in the school district?

Significance of the Study

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

strategies for preventing the occurrences of those factors and ways of inducing more teachers to remain in the schools.

Delimitation of the Study

The study was restricted to 35 basic schools within the Ahanta West district as the researcher had only a limited time available to him. The sample constituted a reasonable representation of all the basic schools in the district; therefore the findings sought to be applied to all the basic schools in the district.

Limitations of the Study

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

Definition of Terms

For the purpose of the study, certain words and terms were used which might not be familiar to readers. Unless otherwise specified, the following definitions were used throughout the study:

1. Pupil teacher – An untrained teacher.
2. Headmaster/mistress – A male or female teacher who is the administrative

head of a basic school.

3. Basic School – A primary or junior secondary school.

4. Circuit Supervisor – An education officer who supervises over a group of basic schools within a defined area in an education district.

5. District Director of Education – The most senior education officer in a district in charge of all first and second cycle institutions within the educational district.

6. District Education Officials – Senior officers at the District Education office who are in charge of all first and second cycle institutions within the education district.

7. Recruitment – All efforts made by educational authorities to obtain instructional personnel for an educational institution.

8. Retention – Ability to keep a teacher in an educational institution for a minimum of three years.

Organisation of the Dissertation

Chapter one explained what the problem was and why it was important to the study. The chapter included the background to the study, statement of the problem, purpose of the study, research questions, significance of the study, delimitation and limitation of the study and definition of terms. Chapter Two, which is the literature review, is organized under six sub-topics namely: characteristics of teachers, recruitment of teachers, selection of teachers, retention of teachers, teacher attrition, shortage and turnover, and summary. The third chapter deals with the methodology adopted for the study. This has also been organized into eight sub-headings namely: introduction, research design,

population, sample and sampling procedures, research instrument, pre-testing of research instrument, data collection procedure and data analysis procedures.

Analysis and discussion of data form the fourth chapter. The first part of the chapter deals with teacher-pupil ratio. Subsequent sections of Chapter Four deal with the biological data of respondents, methods of recruitment adopted to get teachers into the basic schools, problems that face recruitment of teachers into basic the schools , factors do attract, and those that can attract teachers into the basic schools in the district, how long teachers do stay in the district, reasons for which teachers are willing or not willing to stay, how more teachers could be attracted and retained in the school district. Chapter Five, which is the concluding chapter, summarizes and concludes the findings of the study. It gives suggestions as to how teachers could be attracted into the school district and made to stay and work there.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

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

- a. Characteristics of Teachers
- b. Recruitment of Teachers
- c. Selection of Teachers
- d. Retention of Teachers
- e. Teacher Attrition, Shortage and Turnover
- f. Summary

Characteristics of Teachers

Carron and Chau (1996) contended that the quality of education depends on the quality of teachers. Further, they asserted that this is particularly true of primary education; when children are not yet at the stage of learning on their own. They went further to say that it is even more true of developing countries, where, especially in rural zones, other factors involved in the teaching process, such as textbooks are often rare or quite simply non-existent.

It is moreover not uncommon that in those zones the teacher is one of the few or the only learned person. Without the teacher there is no primary education. To conclude, they said that if teachers are discouraged or do not have the necessary pedagogical expertise, pupils learn very little.

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

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

According to them, in theory, a teacher's performance can be influenced by the amount and kind of professional training he or she receives. Finch and McCough (1982) stated that requirements for staffing of schools should focus on a good balance of some characteristics such as age, experience and education.

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

According to Moser (1993) gender, as a concept, is very important for one to understand the disparities, which exist between male and female teachers. The possibilities for making effective interventions in the management of teachers are weakened by lack of gender analysis. This leads to a wrong assumption that the qualities of male and female teachers are the same. For policies and interventions in the education sector to be "gender – responsive", there is the need for people to understand the different roles, needs and constraints, which apply to men and women. On sex of teachers, Avalos and Haddad (1979) in a number of studies comparing male and female teachers, revealed that female teachers were more

satisfied with their career, possessed a better attitude towards their profession, students, and school work, exhibited better mental health and suffered less from problems related to their teaching activities (Egypt by Faraj; India by Verma; Bhatnagar; Mehrotra and Meekanon all cited in Avalos & Haddad 1979). Similarly, in two separate studies dealing with personal characteristics of the teacher and student achievement, Sifuna and Heyeman (as cited in Avalos & Haddad (1979) reported that no significant relationships were found in Kenya in 1978 and Uganda in 1976 respectively. However, Vaizer (cited in Avalos & Haddad) in a study conducted in Indonesia reported that female teachers produced higher achievement at grade 6 levels. Similarly, Dave (cited in Avalos & Haddad, 1979) reported that in India female teachers were more effective in promoting pupil gains and that a positive relationship existed between student achievements and sex of teachers.

There are a few instances of male predominance in teacher population especially in African countries. In a sample of Ugandan teachers studied by Philips (1987), 78 percent of the teachers were men while 22 percent were women. Another study by Bame (1991) revealed that 70 percent of Ghanaian primary school teachers were men.

Similarly, Caillods and Postle-thwate (1989) were of the opinion that the teaching experience of the teacher counts in the learning and achievements of pupils. They added that teachers with more teaching experience have the tendency of developing stronger classroom instructional management skills. They noted that the shortage of qualified teachers is serious in Africa and Latin

America countries. According to them, the proportion of teachers having some training has increased but the situation remains bad in the rural areas where it is difficult to send qualified teachers. To this point, they advocated that efforts must be made to distribute experienced teachers equitably among urban and rural areas. Caillods and Postle-thwate also reported a 'Thai Strategy in dealing with this problem of posting good teachers to the rural areas and retaining them. It involves posting only young male teachers to the rural areas for two years, followed by young female teachers for two years. They then marry at the local level and stay there.

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

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

Recruitment of Teachers

Philips (1987) stated "recruitment encompasses all organizational practices and discussions that affect either number or type of individuals who are willing to apply for or accept a given vacancy" (p. 429). Rebores (1982) on his part said employers do not hire just to fulfil a position but rather to acquire the number and types of people necessary to the present and future success of the school district. He defined recruitment as a process that entails discovering potential applicants for anticipated vacancies. He pointed out two main methods of recruitment: internal search and external sources such as referrals, employment agencies, colleges/universities and advertisements. Internal search resorts to looking for position. He was however of the view that educational organisations have traditionally neglected the concept of promotion from within because of the few types of job categories found in most of the school districts. In his opinion about the other sources of recruitment, Rebores considered recruitment by government agencies and advertisement as the most popular.

Rebores (1982) contended that to recruit personnel, three definite steps must be followed. These are assessment of the human resource in various capacities and at what levels, assessment of the manpower needs for the year and assessment of the available manpower. In addition, he outlined a number of variables that may positively affect the recruitment of teachers and other personnel in a particular region or school district. These variables include employment conditions in the community where the school is located and the

attitude of the people there, salary levels, promotion prospects, fringe benefits, record of behaviour of pupils in the schools, record of academic standard of the institution, accessibility to the area, accommodation and increase in enrolment in the school.

Again, Rebore (1982) was of the view that in countries where salary levels are the same, teachers may not be attracted to work in different districts. He identified other factors that act as constraints and these include promotion, the reputation and policies of institution, the position to be held, salary and fringe benefits, policies of Board of Governors and the human relations of the headmaster. Rebore suggested that in practice, there should be collective negotiations between Boards of Governors or school administrators and employees or representatives of would-be teachers in which proposals and counter proposals could be made for the purpose of agreeing on conditions of employment for specific period of time.

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

Adesina (1990) observed that generally, recruitment of teachers is done through applicant source, through the mass media or other supply sources and through internal and external contacts. School boards, he noted, have found it a fruitful exercise to send representations to institutes of education as well as advanced teachers colleges to contact both professional educators as well as students in the final year for recruitment. Applications are given to the students and in certain cases interviews are conducted on campus before the students disperse. Adesina believed that perhaps this is the most effective and economical way of recruiting teachers for the classroom. For the panel would have a good variety to choose from and enjoy the goodwill of teacher trainers as well as teacher training institutions. Adesina was of the opinion that recruitment of teachers through advertisement in the press is perhaps the most laborious and most expensive of the three. He noted that the present system of recruitment by school boards in Nigeria has made recruitment through the mass media least favourable. A report by the Institute of Education, University of Cape Coast (1986), stipulated that the posting of professional teachers is done by the Postings Board at the Ghana Education Service Headquarters in bulk allocation to the regions for further postings to the districts, institutions and offices. In the case of other personnel without any professional training such as graduates from the University of Ghana and the University of Science and Technology and the Polytechnics, the National service Secretariat does the postings.

The report specifically noted that, often, teachers are unwilling to serve in the rural areas. As a solution, it suggests that people in the rural areas should be

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

In a similar study conducted by Winbilah (1999) in the Bawku East District of Ghana, the findings showed that as high as 74.2% of the teachers in the basic schools in the district were indigenous to the district. The findings of both Winbilah (1999) and Utuka (2000) revealed that teachers accepted postings or transfers to certain districts for the reason that they were natives of those districts. However, while Utuka (2000) found that 14.4% of the teachers in his study accepted transfers or postings to the schools because they were indigenous to the towns or districts in which the schools were located, the result of the study by Winbilah (1999) showed that a majority (54.1%) of the teacher in the basic schools in the Bawku East District accepted postings or transfers to the district for the same reason. Utuka (2000) further found that 17.0% of the teachers were in

the rural areas because of their desire to be away from their own hometowns or districts.

The findings of Winbilah (1999) and Utuka (2000) confirm the views of Soglo (2000). Soglo noted that Ghanaian workers, including teachers, have the tendency of choosing regions and districts in which they are willing to serve. He explained that while some of them would like to be near to their home towns, others opt for urban or rural areas or places far away from their homes for various reasons.

Stoner and Freeman (1989) identified three main advantages of recruitment of staff from within a school district. First, the individual recruited would be familiar with the school district therefore he/she is more likely to be successful as a result of his knowledge of the school/organization and its members. Second, recruitment from within policy helps to foster loyalty and inspire greater efforts among organization members. Finally, the authors thought that it is usually less expensive to recruit from within than from outside.

Selection of Teachers

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

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

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

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

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

In an agreement with Needham (1992) on the need for preparatory work prior to the selection work, Rebore (1982) cautioned that selection process should be implemented through a series of activities, which will minimize the chances of

hiring individuals who will perform inadequately. He advanced the following activities:

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

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

Retention of Teachers

Retention of teachers according to Musaaazi (1988) is the ability of the school system to keep its staff in their jobs and make them want to stay. To him, it

involves a situation where a teacher employee stays long and gets committed to the vision of the school. In order to encourage teachers to stay long in the profession, Musaaazi suggests the following guidelines.

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

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

Opare (1998) found in her study that of all the conditions and facilities that contributed to satisfaction, only one, the opportunity to derive additional income from sources other than teaching was inversely related to the willingness of the teachers to remain in teaching in their schools in the Birim South District. While Opare observed that the opportunity to organize extra classes for a fee and

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

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

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

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

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

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

Similar to the findings of Soglo (2000) are the results of the study conducted by Winbilah (1999) in the Bawku East District which revealed that the basic school teachers who hailed from the district stayed longer in the district than those who did not come from the district. Winbilah (1999) noted that the financial and other material support that those who hailed from the district got from home accounted for their longer stay. Winbilah's findings revealed that the incentives teachers got from the communities were the third most important attributable factor to teachers' remaining in the Bawku East District. About 31.1% of his respondents were of this view.

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

Antwi (1992) pointed out that financial and job prospects affect retention of teachers. The improved financial and job prospects of the graduate teachers which resulted from the implementation of the Mills-Odoi Commission Reports in 1967 accounted partly for the sudden jump which occurred in the number of

Ghanaian graduates entering or being retained in the profession. Furthermore, Antwi (1992) thought that the job market for Ghanaian graduates in the civil service and the parastatal organisations affect the retention of teachers in the country. The opening into the civil and the parastatal organizations has been declining and a growing number of graduates have been seeking career as teachers.

Moreover, according to Antwi (1992), low morale among teachers has been identified as a factor that contributes to the low retention among teachers in the classroom. He stated that the report of the Mills-Odoi Commission in 1967 observed a sharp difference between the extent of attrition among primary school teachers and graduate teachers and emphasized that even among the primary school teachers morale was low. The report noted:

We have been left in no doubt that morale is not high in the teaching service and there is widespread dissatisfaction at the alleged disparity between their conditions of service and those of the civil servants. We have made some comparisons of service and are satisfied that there is some disparity – not so much at the entry levels as in the prospect advancement (p.116).

Further on, Antwi (1992) observed that the estimates of the Planning Unit of the Ministry of Education submitted to the Universities Visitation Committee revealed an attrition rate of teachers of 15 percent between 1966/67 and 1967/68. The sudden growth in the Ghanaian graduate secondary school teachers the following year indicated not only that many new graduates or former civil

servants entered teaching but that there was less attrition among graduate teachers in the teaching field. The major cause of the exodus of teachers in Ghana was attributed to the frustration encountered by teachers in the economic, academic and social spheres.

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

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

- a. Twenty percent of basic salary should be paid to teachers who accept postings to deprived areas as hardship allowance.
- b. Teachers who offer to serve in deprived areas must be given accelerated promotion;
- c. The GES should give priority to teachers in deprived areas when considering applications for study leave;
- d. Teacher education universities should reserve a quota of admission for teachers in deprived areas;

- e. District Assemblies and communities should provide decent accommodation to teachers posted to deprived areas;
- f. The Government's scheme for providing staff accommodation should be expanded to cover more teachers;
- g. Government must provide the necessary facilities as well as teaching and learning materials, to enhance teachers' job satisfaction.

According to Hallack (1990) there is a need for improving the salary and income conditions of teachers and making the teaching profession more attractive. Also, if economic conditions are appropriate, there must be policy options in the budget to cover the increases and regulate mechanisms for revision of teachers' salaries to avoid the risk of bureaucratizing the teaching profession. Hallack noted that when economic conditions are not appropriate, there should be a balanced approach, which reconciles the need for salary issues in the light of overall changes in the public sector and improves administration of the salary budget. He emphasized that the role of incentives should not be overlooked as they make room for introducing more flexibility in the salary scales in some societies and also room for making rural areas more attractive in particular by achieving better integration for teachers in the communities they serve.

Maehr, Midgley and Urdan (1993) observed that people are more personally interested in their work with an organization and do remain longer in the organization when they have a voice in what happens to them, and when their work has meaning and significance in contributing to a higher purpose or goal. To them, when teachers' sense of self-determination and purpose are supported,

teachers are retained and they relate to students in a qualitatively different manner. Thus, by treating teachers in ways that empower them, such as involving them in decisions about policies and practices, and acknowledging their expertise, administrators can help sustain teacher morale and retention. Opare (1998) stated that if teachers stay long in an institution or school, it promotes familiarity with environmental issues, ideals and inspirations. To her, retention of teachers develops true liveliness in the school situation or system.

Teacher Attrition, Shortage and Turnover

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

1. Opportunities for promotion that include higher salaries or the opportunities for salary increases, lower living costs, reduced teaching load, better opportunities for professional improvement, greater security, more desirable living conditions or better instructional facilities.
2. Dissatisfaction with their present positions because of a desire to teach near home, failure to receive a satisfactory salary increase, desire to live in a larger community, disagreement with administrative personnel, dissatisfaction with community customs, desire for new contacts or an unwillingness to meet higher professional standards.
3. Dismissal for reasons of inefficiency, insubordination, misconduct, staff reduction or unfair administrative practices.

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

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

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

According to Antwi (1992) the estimates of the Planning Unit of the Ministry of Education submitted to the Universities Visitation Committee showed an attrition rate of 15 percent between 1966/1967 and 1967/1969. The Anamuah-Mensah Education Review Committee (2002) reported that in the 2000/2001 academic year, there were 19,141 vacancies for teachers at the basic level. However, only 6285 were filled. Of the number teaching at that level, 27,398 were untrained. In addition, there was an attrition rate of about 2,000 teachers per annum. With the drive towards universal basic education, there was the need for additional 33,000 teachers. Therefore, the total number of qualified teachers needed in the pre-tertiary sector as at then was 75,000. However, in the 2001/2002 academic year, there were only 19,686 teachers receiving training in 42 training colleges, giving an annual teacher output of about 6,000. To achieve universal basic education, the Committee predicted that it would take at least 12 years to meet the current requirements for teachers.

The Anamuah-Mensah Education Review Committee of 2002 further noted that those figures did not take into account the need for specialised teachers. There was also an imbalance in the sex ratio of teachers, with more males than females. Between 1995/1996 and 2000/2001 academic years, the male/female ratio of total enrolment for the period stood at an average of 3:2. In 2001, the percentage of females dropped to as low as 27% of the total enrolment for the year. There was a general under-enrolment in female institutions and every effort should be made to increase the admission of females. As a short term measure, the Committee suggested that secondary school leavers could be recruited, given pre-

service orientation and made to teach in order to make for the shortage in teacher supply as a temporary measure.

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

Chapman (1994) claimed that qualified teachers leave teaching at the point that compensation differs significantly from what they would make in other jobs. He was of the view that teacher attrition can be effectively eliminated by raising salaries high enough. He pointed out that most governments already know that, but that retaining the teaching force is not the only or necessarily the most important problem these governments face. Rather, the real question is how to retain trained teachers in the teaching force at the lowest possible cost. The policy issue of concern is weighing the cost of attrition against the cost of retention. He considered other causes of teacher turnover as government policies that inadvertently encourage turnover, poor working conditions, limited alternative access to higher education, the quality and relevance of teacher training and community apathy. Like Chapman, Meena (as cited by Gaynor, 1997) revealed that where teachers' conditions of service and remunerations are inferior to those in the private sector and in other parts of the public sector, it is

frequently observed, over time, a shift away from teaching, as more different job opportunities emerge.

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

Summary

This review of literature has identified a wide range of factors that positively or negatively affect the recruitment and retention of teachers in many environments worldwide, at different levels of education, and at different periods of time. Some writers expressed the view that in recruiting and retaining teachers, teacher quality is a key element among vital characteristics that need to be considered because the quality of education depends on the quality of teachers (Carron and Chau, 1996; Finch and McCough, 1982; and Caillods and Postlethwate, 1989). Some of the researchers have observed that teacher quality is measured by the academic qualification, the professional qualification and length of teaching experience of the teacher and his/her attitude towards work (Adesina, 1990; UNESCO, 1988; Owolabi, 1996; Lockheed and Verspoor 1991; Avalos and

Haddad, 1979). While other researchers like Philips (1987) and Bame (1991) identified the gender of a teacher as a characteristic of the quality of the teacher. Windham (1988) considered the age of the teacher as a pointer to teacher quality.

Studies have shown that Ghana, Nigeria, the United States and some countries have one time or another experienced teacher shortage, attrition and annual turnover Antwi, 1992; Adesina, 1988; and MOE, 1996). Other studies have revealed that the proportion of teachers having some training has increased but the situation remains bad in the rural areas where it is difficult to recruit the required number of teachers as well as qualified teachers (Institution of Education, UCC, 1986 (Report); Cailods and Postle-thwate, 1989; Antwi, 1992; the Anamuah-Mensah Review Commission, 2002).

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

The literature also pointed out that improved conditions of service for teachers, high societal recognition of teachers, good work environment and

improved financial and job prospects for teachers could positively influence retention of teachers in the profession. (The Anamuah–Mensah Education Review Commission, 2002; Gaynor, 1997; Beaudin, 1996; Winbilah, 1999). These writers and researchers believed that if the cost of living is low and basic social amenities are adequately available in a school district, teachers may be attracted to that district and may be willing to stay and work in the district for long periods of time.

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

CHAPTER THREE

METHODOLOGY

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

Research Design

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

Furthermore, this design uses the logical methods of inductive-deductive reasoning to arrive at generalisations. On the contrary, there is the difficulty of ensuring that the items of the questionnaire to be answered are clear and not misleading. Equally vital is the problem of getting sufficient number of the

questionnaire completed and returned so that meaningful analysis can be made. These weaknesses notwithstanding, the descriptive design was considered the most appropriate since the study was to report the way things are.

Population

The population for the study comprised all the teachers of the 75 public schools as well as all the educational officers who by virtue of their positions have a role to play in the recruitment and retention of teachers in the Ahanta West District. Thus, headmasters/ headmistresses as well as all professional and non-professional teachers in the public basic schools in the district were included in the population. The education officers included the District Director of Education and her deputy, the Assistant Director in charge of Human Resource Management and Development who is directly involved in the recruitment and retention of basic school teachers in the district and all circuit supervisors in the district were part of the population for the study.

Sample and Sampling Procedures

The stratified random sampling method was employed by the researcher in selecting the schools for his study. This was an attempt to obtain a representative sample of all the schools in the district for the study and to ensure valid generalization.

The Ahanta West district had a total of 75 public basic schools. The district was stratified into five circuits with an average of 15 schools per circuit. Seven out of the 15 schools in each circuit were randomly selected for the study. All the teachers of the selected schools were selected. This type of sampling was

adopted to give a fair representation of schools from all the five circuits within the district. The sampling was to enable the researcher to collect the required data with the limited funds within the stipulated time.

All the five Circuit Supervisors and the Headmasters/mistresses of all the 35 selected schools were purposely selected because they were directly responsible for the manpower development and management in the selected schools. Moreover, because they play a vital role in the retention of teachers in the schools.

Also, the District Director of Education, her Deputy and the Assistant Director of Education, responsible for Human Resource Management and Development were purposively selected because they were directly in charge of the recruitment and retention exercise in the district, and are thus in a better position to provide relevant information for the study. Precisely, therefore, the study focused on one District Director of Education, one deputy District Director of Education, one Assistant Director for Human Resources and Management Development, five Circuit Supervisors, 35 Headmasters/ mistresses and 196 teachers of the basic schools in the Ahanta West District.

Research-Instruments

The instrument developed and used to elicit relevant data for the study was a set of questionnaires (see Appendices B, C & D). Nwana (1981) observed that the questionnaire is widely used for collecting data in educational research because it is very effective for securing factual information about practices and conditions and for enquiring into the opinions and attitudes of the subjects.

Written questionnaires constructed and used by Winbilah (1999) were adopted to collect data from all respondents in this study. But, because of difference in the geographical locations of respondents in the Bawku East District from those in the Ahanta West District, a few changes were made in the adapted questionnaires to suit those in the latter district. The changes included the following:

- (i) In the questionnaire for teachers, the items on Home District (Bawku East) and Home Region (Upper East) were changed to Ahanta West and Western respectively.
- (ii) "Nearness to the border" which was included in a list of reasons that made teachers stay in the Bawku East District for ranking by all respondents was replaced by "Nearness to the Regional capital" for this study.

The questionnaires were structured for the three different groups of respondents. Classroom teachers had a questionnaire that was different in some aspects from that for the District Director of Education, her deputy and the Assistant Director for Human Resource Management and Development (District Education Officials) who were principally responsible for the recruitment and retention of basic school teachers. The questionnaire for headmasters/mistresses and circuit supervisors were structured differently as those respondents were concerned with the retention of teachers. However, for comparative purposes, similar items were designed in the questionnaires for all the three different sets of respondents to enable the researcher get extra views on similar issues. The questionnaires for teachers had both close and open-ended items, with the close-

ended items in the majority. It sought to obtain the following information from them:

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

For the rest of the respondents, that is the District Director of Education and her deputy, the Assistant Director for Human Resource Management and Development, Circuit Supervisors and Headmasters/mistresses the questionnaires were intended to gather data concerning the recruitment procedures used to recruit teachers into the district in addition to sections (vi) to (ix) above meant for teachers (Refer to Appendices C and D)

Documented data were taken from the District Education office regarding the total number of pupils and teachers within the district during the 2003/2004 academic year for determining pupil-teacher ratio.

Pre-testing of Instruments

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

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

Next, seven public basic school teachers, two circuit supervisors, three basic school headmasters and the Assistant Director responsible for Human Resource Management and Development were randomly selected from the Nzema East District which is also in the Western Region and were interviewed to ascertain the clarity as well as their understanding of the questionnaire items. The Nzema East District was used for the pre-testing because it is a similarly rural district in which there were reports of high teacher shortages and problems of

recruitment and retention of teachers. Again, the district shares a boundary and many common characteristics with the Ahanta West District. These characteristics include nearness to the sea, terrain, socio-cultural factors as well as general economic status of the teachers.

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

Data Collection Procedure

Having been granted permission by the Ahanta West District Director of Education, data for the study was collected from 19th January and 20th February, 2004. Due to the unreliable nature of the country's postal system and to ensure that copies of the questionnaires got to the right respondents and at the right time, the researcher personally travelled to the respondents and administered the questionnaire to them. A written note (Appendix A) explaining the purpose of the study was attached to each copy of the questionnaire to allay the fears and/or suspicions of respondents. The note assured respondents of confidentiality for any information provided.

At the school level, the researcher sought permission from the headmasters/headmistresses to elicit information from them and their staff. Each headmaster/headmistress called all teachers and after a short briefing, copies of the questionnaires were given to them to complete and submit within three days. This

approach was to enable teachers and heads have enough time to deliberate on the issues to bring out genuine opinions without unduly delaying the programme of data collection. On the fourth day of administering the questionnaires in each school, the researcher went back to the school to retrieve the completed copies of the questionnaires.

On an arrangement between the District Director of Education and the researcher, the researcher met the circuit supervisors and the three District Education officials at the District Education Office on the 9th February, 2004 to administer the questionnaire. To ensure maximum return of the copies of the questionnaire, the researcher prevailed upon them to fill in the copies of the questionnaire for collection on the very day of contact. Documentary data were also obtained from files from the District Education Office.

Out of a total of 196 copies of questionnaire that were distributed to the teachers, 182 copies were retrieved. However, all the 40 copies of the questionnaire that were given out to Circuit Supervisors and Headmasters/mistresses as well all the three copies given to the District Education Officials were returned. In all, 225 out of the 239 copies of questionnaire administered were returned. This represents a return rate of 94.4%.

Data Analysis Procedure

Since the study is a descriptive in nature, descriptive statistical tools were used in analysing the data. The responses to the various items in each section of the questionnaires collected were edited, coded to enhance easy identification and scored before they were fed into the computer. The computer programme known

as the Statistical Package for the Social Sciences (SPSS) was used in analysing the data obtained and for checking the accuracy of the researcher's manipulations of frequencies and percentages.

Tables with simple percentages were used in support of the analysis. This was used to ensure that issues were made clear to give quick visual impression on values. The use of tables with simple percentages was also to help in the discussion and interpretation of the collected data. The analysis and discussion of data was done to correspond to the research questions guiding the study. Each research question was first stated and then the findings were presented with the analysis of data from tables. In order to draw conclusions from the results, the findings from the survey were summarized. The conclusions were used to make recommendations for the study.

CHAPTER FOUR

FINDINGS AND DISCUSSION

Overview

This chapter presents findings and discussion on the study in relation to research questions that the study seeks to answer. It contains data on information elicited from three categories of respondents through questionnaires and documented data from the Ahanta West District Education Office, which were analysed and discussed.

Data presentation starts with the biographical data on teacher respondents from the 35 randomly selected schools. This is followed by the data on pupil-teacher ratio which helped to determine the appropriate levels of teachers in the district. After these, the research questions are presented one after the other with accompanying data and discussion.

Biographical Information on Teacher Respondents

Under this section, the gender, age, region and district distribution as well as the professional/academic qualification are discussed. The presentation of data from the age distribution and professional/academic qualification are presented in Tables 1 and 2 respectively, the others are presented in prose because of the information they contain. Additionally, information on the length of time teachers have taught in the district are presented in Table 3.

Gender Composition of Teacher Respondents

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

These findings are similar to those observed by Utuka (2000) in the Ashanti Region (Ghana). Utuka established that not even one female teacher had ever taught in seven out of the 12 schools at the time of his study. The findings from Utuka's study revealed that female teachers did not even accept postings to the new schools, let alone getting committed to them. According to him, the reasons advanced for this development were that, the female teachers mostly complained that the schools were in rural areas. Also, as for the unmarried female teachers, they had been reported to have indicated that the rural areas would not offer them the prospects of getting best suitors. The married ones on the other hand, claimed that residing in the rural areas would sever the relationship with their husbands.

The result might also be partially attributed to the imbalance in sex ratio of teachers being trained with more males than females. The Anamuah-Mensah

Education Reform Committee (2002) noted that in Ghana between 1995/1996 and 1999/2000 academic years, the male: female ratio of the total enrolment in Teacher Training Colleges stood at an average of 3:2. In 2001/2002 academic year the percentage of females dropped to as low as 27% of the total enrolment for the year.

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

The male predominance of the teachers in the Ahanta West District parallels a few instances of male predominance in teacher population especially in African countries. In a sample of Ugandan teachers studied by Philips (1987), 78 percent of the teachers were men while 22 percent were women. Another study by Bame (1991) revealed that 70 percent of the Ghanaian primary school teachers were men.

The availability of fewer female teachers in the school district gives the impression that the school district had insufficient quality teachers in terms of sex of teacher. This assertion corroborates the findings of Avalos and Haddad (1979)

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

Respondents' Age Distribution

It was important to look at the age of the teacher because it was noted by Windham (1988) that the age of the teacher can be used as an indicator of emotional maturity or experience when these two characteristics cannot be measured directly. He pointed to the fact that in many communities, the age of the teacher determines the authority and respect accorded him. To this end, item two of the teacher questionnaire gave respondents three age ranges to choose from. The responses from the item are presented in Table 1

Table 1

Age Distribution of Teacher Respondents

Age	Frequency	Percentage
21 – 29	86	47.3
30 – 39	43	23.6
40 and above	53	29.1
Total	182	100.0

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

Home Region and District of Teacher Respondents

Data gathered and once again corroborated from the district's records indicated that 101 teachers representing 55.5% of the total teacher respondents were indigenes of the Western region. In terms of percentages, this number is encouraging because teachers who are used to their home regions would have a higher retention rate than those from outside the region. However, the number of teachers who are non-indigenes of the region cannot sufficiently staff the schools in the region and the Ahanta West District in particular. An implication for the relatively high (44.5%) representation of teachers from other regions may result into the difficulty of getting enough teachers to teach Fante, Nzema and Ahanta, which are the local languages of the people of the Ahanta West District.

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

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

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

particular location, individuals with strong ties to their communities should be recruited.

Academic/Professional Qualification of Teachers

Item 5 of the teacher questionnaire asked respondents to indicate their academic and/or professional qualification, which goes a long way to determine the quality of teachers in a school system. The responses of teachers that have been crossed checked from the district directorate are presented in Table 2.

The analysis of data in Table 2 show that teachers with a range of different academic/professional status abound in the schools. These findings are similar to those observed by Owolabi (1996). Owolabi noted in his observation that in the educationally advanced countries, teachers are often expected to possess a minimum of college degree (a bachelor's degree), while in less developed areas, the academic level of teachers vary greatly. He cited Hallack (1990) as commenting that, "to fully assess the academic quality of human resource in an institution, it may be necessary to classify teachers by highest academic qualification" (p.88).

Table 2

The Academic/Professional Qualifications of Teacher Respondents

Professional / Academic Qualification	Frequency	Percentage
Cert 'A' 4 – Year	40	22.0
Cert 'A' Post Sec.	88	48.3
Diploma	10	5.5
Others	44	24.2
Total	182	100.0

Specifically, Table 2 shows that 48.3% of teacher respondents were holders of Cert 'A' Post Sec. This is followed by teachers holding other qualifications like the General Certificate of Education, Senior Secondary School Certificate, Middle School Leaving Certificate and City and Guilds Certificate who were pupil teachers and formed 24.2% of the respondents. The study revealed that all the teachers with Diploma certificates were National Service Personnel from the Polytechnics. The statistics show that the majority represented by 70.3% of the basic school teachers were professional teachers who held either Certificate 'A' Post Secondary or Certificate 'A' 4-year Certificates which were the national minimum required professional certificates for teaching in the basic schools.

The situation where as many as 24.2% of the respondents were without the minimum national professional teachers' qualification gives the impression that some of the basic schools in the school district did not have enough professionally qualified teachers and consequently teaching performance of the pupil teachers in such schools was likely to have less positive effect on the achievement and performance of the students. This contention upholds the claim of Lockheed and Verspoor (1991) and Avalos and Haddad (1979) who have said that the academic and professional training of teachers have a direct and positive bearing on the quality of performance and consequently, on the achievement of students. They argued that effective teaching is determined by individual teacher's knowledge of the subject matter and mastery of pedagogical skills.

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

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

The length of time teacher respondents have taught in the Ahanta West District

Item six of the teacher questionnaire asked respondents to indicate the number of years they have taught in the district. The responses respondents gave are presented in Table 3

Table 3

Teachers Respondents' Duration of Current Stay in the District

Duration	Frequency	Percentage
One year	29	15.9
Two years	35	19.2
Three years	28	15.4
Four years	16	8.8
Five years	9	5.0
Six years	8	4.4
Seven years and above	57	31.3
Total	182	100.0

From Table 3, it can be observed that the teachers who stayed in the district for seven and more years have the highest percentage of 31.3. It would be expected that the long stay of these teachers in the district should afford them a great deal of experience which should make them effective and efficient in the performance of their duties. Similarly, writing on retention of teachers in schools, Opare (1998) stated that if teachers stay long in an institution or a school, it promotes conversancy with environmental issues and values, ideals and inspirations. To her, retention of teachers develops true spiritism in the school situation or system.

The next two longest serving numbers of years are 2 and 1 respectively. A close examination of the table reveals that there is a sharp drop in the number of

teachers from that for three years (28) to that for four years (16) by 12. The drop represents 42.9% and it signifies a high attrition rate of teachers from the district soon after they have served in it for three years. More than a half (50.6%) of the teachers had been teaching in the school district for three or less years.

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

Research Question One

To what extent do the basic schools in the Ahanta West District have the right quantity and quality of teachers?

To obtain answers to this research question, which tried to find out the right quantity and quality of teachers, Item 5 of the teachers' questionnaire sought to know the academic/professional qualification of respondents. Even though this particular item comes under the bio data of respondents, it indirectly measures the quality of the teacher in respect of his/her professional training. In essence, part of the research question one that deals with quality of teachers has been answered in reference to Table 2.

Moving onto the quantity of teachers as the research question sought to answer, a request was made to the district directorate of education for statistics on pupils and teacher distribution in the district. The district director instructed the officer in charge of statistics to give out that information and this specific data is presented in Table 4.

Table 4

Number of Pupils and Teachers in 35 Basic Schools (2003/2004 Academic Year)

<u>Schools</u>	<u>Number of Pupils</u>	<u>Number of</u>
Teachers		
Cape 3 Points D/C JSS	46	5
Dixcove R/E Primary	123	4
Cape 3 Points Catholic Primary	147	4
Butre Catholic Primary	174	3
Ahuntumano D/C Primary	101	3
Busua Methodist Primary	240	5
Akwidaa SDA Primary	412	7
Apowa Methodist Primary	463	10
Adjua D/C JSS	82	4
Kejabil D/C JSS	129	5
Artur Fischer Catholic JSS	233	9
Pretsia D/C Primary	122	3
Bishop Sam Memorial Primary	236	5

Table 4 Continued

Schools	Number of Pupils	Number of
Kejabil Catholic Primary	431	7
Egyam Catholic JSS	138	5
Yabiw D/C JSS	63	4
Sese D/C JSS	123	5
Yabiw D/C Primary	179	6
Ewusiejoe D/C JSS	146	6
Beahu D/C Primary	371	8
Beahu D/C JSS	371	5
Agona D/C Primary	604	10
Aboadi D/C Primary	344	7
Kwamekrom D/C Primary	295	5
Aketenkye D/C Primary	321	5
Kwamekrom D/C JSS	92	4
Agona D/C JSS 'B'	305	11
Agona D/C JSS 'A'	304	11
Aketakyi Catholic Primary	218	4
Enmokanwo SDA Primary	130	4
Miemia SDA Primary	136	3
Egyambra D/C JSS	151	5
Aketakyi D/C JSS	70	5
Nsemaba D/C Primary	141	5
Abura R/E JSS	111	4
Total	7282	196

Data in Table 4 reveals that there were 7282 pupils and 196 teachers in the 35 sampled basic schools in the school district during the 2003/2004 academic year. The teacher requirement for this pupil enrolment, based on the most current approved pupil-teacher ratio of 35:1 for basic schools, the teacher strength should have been 208 within the 35 sampled schools. The percentage of teachers available in the schools, therefore, was 94.2% of the total teacher requirement. This staffing situation implies that, on average, the basic schools in the district operated on 94.2% of the teaching staff requirements as well as pupil-teacher ratio of 37:1 for the 2003/2004 academic year. Although the schools had generally not attained their full staffing norm, the staffing situation was relatively high.

Even though this pupil-teacher ratio of 37:1 was higher than the national approved ratio of 35:1, it was lower than the suggestion offered by The Implementation Committee for the National Policy of Education in Nigeria as mentioned by Forajalla (1993). The committee, according to Forajalla, suggested an average class size of 40 pupils in the primary school. However, the Anamuah-Mensah Education Reform Committee (2002) stressed that the maximum class size of 35 or pupil-teacher ratio of 35:1 should be rigidly enforced in basic schools in Ghana.

The finding of this study is not in consonance with those of the United States Centre for Education Statistics, 2002, as quoted by Baffour-Awuah (2004). While the result of this study showed the pupil-teacher ratio of as high as 37:1, those of the United States Centre for Education Statistics revealed that the elementary school pupil-teacher ratio was 30:1 in 1995, and even as low as 18:1

in 1997. The fall in the ratio from 30:1 in 1995 to 18:1 in 1997 in the United States testifies to the fact that the various states have embarked on class size-reduction exercise.

Research Question Two

To what extent do trained teachers willingly apply for or accept posting to the basic schools in the Ahanta West District?

The Ghana Education Service employs many procedures to recruit teachers for all educational institutions under its jurisdiction. These include direct postings by assurance letters, transfers and releases, re-appointments, reinstatements and re-engagements. These procedures are employed at the national, regional and district levels.

But more specifically, research question two wanted to know from teacher respondents whether they willingly applied or accepted to teach in the district. In answering this particular research question, respondents were given alternatives that are known as methods of recruitment of teachers. It also became imperative to source information from the district directorate of education to confirm whatever data teacher respondents gave. Consequently, the data received in respect of methods of teacher recruitment amount to five. The professionally trained teachers were normally recruited by means of assurance letters, postings by the Director for Human Resource Management and Development, transfers from other regions and districts. Others are either posted by the National Service Secretariat or by advertisement and interview for pupil-teaching appointment. Table 5 presents the responses given by respondents.

Table 5

Methods of Recruiting Teachers into the School District

Method of Recruitment	Frequency of Respondents	Percentage
Assurance Letter	21	11.5
Posting by Director Human Resource Management and Development	96	52.8
Transfer	11	6.0
National Service Posting	10	5.5
Advertisement and Interview for Pupil Teaching	44	24.2
Total	182	100.0

An examination of Table 5 reveals that more than a half of the respondents were posted directly by the Director, Human Resource Management and Development. This revelation indicates that these teachers did not come to the district to teach voluntarily. They had to accept to come and teach there because they were ordered to do so. To this extent, it can be concluded that they willingly accepted to teach there in that a cursory look at Table 4 indicates that about two-thirds of the respondents have taught for more than three years in the Ahanta West District. Closely related to this line of thinking is the fact that 6% and 5.5% of respondents had come to the district to teach through transfer or doing national service. They may not have willingly applied to come there but have accepted the situation as it is.

On the other side of the coin, Table 5 shows that 11.5% of the teachers indicated that they willingly applied to teach in the district. In the same vein, pupil teachers, representing roughly 24% of the total number of teacher respondents, had responded to vacancy advertisement, and willingly applied to teach in the district.

The situation where the number of National Service Personnel 10(5.5%) and those recruited for pupil teaching 44(24.2%) summed up to 54(29.7%) is an indication that the district could not recruit enough professionally trained teachers. This number confirms the availability of many pupil teachers in the school district as indicated in Table 3. Probably that was why the Director of Human Resource Management and Development at the Ghana Education Service Headquarters posted more teachers to the district with the view to sanitising the situation by filling vacant positions with professional teachers.

As a follow-up question to the recruitment procedures being adopted by the District Education Officers to recruit teachers into the district, the three District Education Officials were asked to point out the major problems they face in the recruitment of teachers in the district. They listed a couple of problems associated with the teacher recruitment process in the district and some of them are:

Because the supply of professionally trained teachers to the district through the Regional Directorate of Education was inadequate and of the failure of some professionally trained teachers to accept postings to the district. In consequent, the Ahanta West District Directorate of Education is often compelled

to resort to recruiting untrained teachers for the schools. This action is in consonance with the recommendation of the Anamuah-Mensah Education Reform Committee (2002) which recommended that as a short term measure, secondary school leavers could be recruited and made to teach in order to make for the shortage in teacher supply. Similar to this recommendation above is that of Hansen (cited in Soglo 2000). Hansen noted that the qualification standards established for teaching has important bearing on the success of recruitment policies. He explained that by the simple expedient of lowering standards, it becomes far easier to recruit additional teachers.

Another problem associated with teacher recruitment in the district according to district education official is delays in the payment of initial salaries to the recruited pupil teachers and newly trained teachers resulting in teacher absenteeism, truancy and attrition. The District Education Official added that some newly trained teachers and some old serving teachers refuse to go to the deprived areas in the district even when they accept postings and transfers to the district.

Reasons teachers gave for opting to teach in the Ahanta West District

In order to answer research question two exhaustively, it became necessary to ask teacher respondents to explain why they chose to come to the district. The reasons given by teachers had to be confirmed by the other respondents in this study. They also gave the underlying reasons some of which corresponded with that of teachers'. The reasons as given by teacher respondents are presented in Table 6. In the subsequent discussions, the views of district

education officials as well as circuit supervisors and school heads are sourced where necessary.

Table 6

Teacher Respondents' Reasons for Applying to Work in the District

Reasons	Relative Frequency	Rel. Frequency Percentage
I come from this District	0.40	40
To join my spouse who is in the district	0.08	8
I want to be away from my home district	0.06	6
I like to work in the district	0.15	15
Peaceful social climate within the district	0.04	4
I had no choice	0.27	27
Total	1.00	100

N=208

Table 6 clearly shows that teachers who explained that they are indigenes of the district attracted the highest rate of total responses. They said that they come from the district that was why they opted to teach in that particular school district. In an attempt to probe further, District Education Officials were requested to specify the category of teachers who willing came to the district. The officials indicated that on one hand it was non-professional teachers who willingly accept and even apply for recruitment into the district. On another grounds indigenous teachers who are nearing retirement seek transfer to the district to facilitate smooth transition. Further on, the District Education Official indicated that non-professional teachers (mostly pupil teachers) apply for recruitment into the district

so that they could accumulate funds for further studies. This is so because jobs are not easy to come by in other sectors of the economy these days. The few available jobs are unattractive to many of the youth because of the low wages attached to them as compared to the current improved salary structure for teachers.

In addition to the reasons given above in support of the indigenous teachers explanations, the education officials advanced other set of reasons, upon which the indigenous teachers based to willingly accept or even apply for the recruitment into the district. Among the reasons are - safeguard against ethnic discriminations, frequent traveling costs and the inability to speak other indigenous Ghanaian languages. Others are the need to keep family ties, the desire of teachers to effectively contribute their quota to the political, social and cultural development of their home district in general and their traditional areas in particular.

To buttress the points above further, Winbilah (1999) and Utuka (2000) who did similar studies found that teachers accepted postings and transfers to schools in certain districts for the reason that they were natives of those districts. Winbilah (1999) for instance indicated that a majority (54.1%) of the teachers in basic schools in the Bawku East District accepted postings or transfers some of the reasons given earlier. Utuka (2000), however, found that 14.4% of the teachers in newly established secondary schools accepted transfers or postings to those schools because they (the teachers) came from the towns/districts in which those schools were located.

It can also be observed from Table 6 that 27% of total responses said they had no choice coming to the district to teach. The implication of this reason from respondents is that they did not willingly apply to come to the district; they were either transferred or posted to the district because that was where their services were needed most. Another implication is that if they lacked certain amenities or opportunities they may not stay in the district for a longer period.

Furthermore, Table 6 indicates some reasons that attracted less than 10% each of the total responses. These reasons are that the respondents had willingly came the district because the teacher's spouse was working there, that they wanted to be away from home district for several reasons which are not stated here anyway and that they claimed there was a general peaceful social climate within the district. All these reasons are tangible on their own merit. The only contention is that this category of teachers would stay in the Ahanta West district for a reasonable period of time.

Another reason for respondents opting to teach in the district is that they simply liked to work there. This reason as it appeared on the table pulled 15% of the total responses and it is very significant in so far teacher retention in the district was concerned. They explained further that easy access to the district, land for farming and accommodation was not a problem. Talking about the fact that the district is easily accessible, it can be observed that the road network and the nature of the roads linking the communities to the district capital were tarred. Also the road that linked the district capital to the regional capital along which

some communities were situated, was asphalted. These roads facilitated mobility of road transport within some parts of the district as well as transportation of goods and people to and from the regional capital and might promote economic activities that could urge some teachers to accept postings and transfers to the district.

Research Question Three

What are the factors that attract teachers into the basic schools in the school district?

Under this research question several views were sought from respondents including teachers, school heads, circuit supervisors and district education officers. All the different strata of respondents have given their opinions on the factors that can attract teachers to the district. Tables 7, 8 and 9 present the various responses by teachers, district education officials and school heads/circuit supervisors respectively.

Teacher Views on Factors that Can Attract other Teachers into the District

Under this subsection teacher respondents had been given some alternative factors that they thought could attract more (other) teachers to Ahanta West School District. Among the factors were - Sponsorship for Teacher Trainees, Early Payment of Salaries to Newly Trained Teachers, Availability of Accommodation and Means of Transport and Incentive Packages for Teachers among others.

Table 7**Teacher Respondents' Views on Factors That Can Attract More Teachers into the Ahanta West District**

Factors	Relative Frequency	Rel. Frequency Percentage
Sponsorship for Teacher Trainees	0.135	13.5
Teacher-Friendly Communities	0.100	10.0
Availability of Accommodation and Means of Transport	0.210	21.0
Incentive Packages for Teachers	0.250	25.0
Early Payment of Salaries to Newly Trained Teachers	0.090	9.0
Publicity of the School District	0.110	11.0
Good School Environment	0.105	10.5
Total	1.000	100.0

N=649

From the Table 7, it can be seen that 25% of total responses from teacher respondents indicated that provision of incentive packages for teachers could attract more teachers into the school district. This viewpoint matches with what Hallack (1990) said on the importance of incentives in attracting teachers into rural areas. Hallack was of the view that the role of incentives should not be overlooked as they make room for introducing more flexibility in the salary scale in some societies and also room for making rural areas more attractive in

particular by achieving better integration for teachers in the communities they serve.

The next important factor that could attract teachers into the school district was the availability of accommodation and provision of means of transport for teachers. This is seen from the percentage of responses it attracted (21% of the respondents selected accommodation and means of transport). Further explanations given by the respondents on the need for the provision of residential accommodation and means of transport for teachers were that, in many rural communities in the district, teachers found it difficult to get suitable accommodation. This, respondents, said was so because most houses in the rural areas are compound houses where extended family members lived. There was often no extra room for visitors on permanent basis and so teachers found it very difficult to find accommodation. As a result of this, teachers in such localities lived far away from where they worked and found it difficult to get to their schools on time for work hence their requests for means of transport.

An equally important factor respondents touched on is the issue of early payment of salaries to newly trained teachers. Even though this factor seemed to have attracted a low percentage, it is still a factor that cannot be discounted in this discourse.

Views of District Education Officials on the Factors to Attract More teachers in the District

District Education Officials in responding to the issue of factors that could attract more teachers into the district made mention of sponsorship for

teacher trainees, availability of accommodation and means of transport and incentive packages for teachers as some of the factors that can attract more teachers into the school. The factors that they as educationists pointed out dovetail into what were given to teachers to choose from especially incentive packages for teachers, sponsorship for teacher-trainees, accommodation and means of transport. The views of the district education officials are presented in Table 8.

Table 8

District Education Officials' Responses on Factors that can Attract more Teachers into the Ahanta West district

Factor	Relative Frequency	Rel. Frequency Percentage
Sponsorship for Teacher Trainees	0.25	25
Teacher-Friendly Communities	0.08	8
Availability of Accommodation and Means of Transport	0.25	25
Incentive Packages for Teachers	0.25	25
Publicity of the School District	0.17	17
Total	1.00	100

N=12

Table 8 clearly shows that three factors attracted the same response rate of 25 %. Respondents noted that teacher trainees, especially those who are indigenes and had taught in the district for some time before pursuing further studies in teacher training institutions should be sponsored by the Ahanta West District Assembly. This view upholds that of Stoner and Freeman (1989) who identified

three main advantages of recruitment of staff from within a school district. According to Stoner and Freeman, first, the individual recruited would be familiar with the school district therefore he/she is more likely to be successful as a result of his/her knowledge of the school district/organization and its members. Second, recruitment from within policy helps to foster loyalty and inspire greater efforts among members of district/organization. Finally, Stoner and Freeman thought that it is usually less expensive to recruit from within than from outside.

To make the sponsorship policy purposeful and achieve its desired goals, respondents suggested that there should be collective negotiations in which the Ahanta West District Assembly meets representatives of the teacher-trainees and make proposals and counter proposals for the purpose of agreeing on conditions of employment for specific period of time. According to Rebore (1982), the scope of what is negotiable in collective negotiation process entails salaries, fringe benefits and working conditions. He contended that in the process of collective bargaining, there should be a policy that will give school administrators the authority to implement negotiated decisions. Rebore also mentioned that the underlying consideration in collective negotiations is employees' participation in the decision-making process.

In a further revelation, Table 8 shows that respondents gave prominence to provision of incentive packages for teachers and availability of accommodation and means of transport as factors that can attract more teachers into the school district. Teacher respondents had given high attention these two factors as in the case of the education officials. This analogy makes those factors preeminent in

considering attracting teachers and even maintaining the existing ones. These factors as outlined are given credence by some of the recommendations made by the Anamuah-Mensah Education Reform Committee of 2002. To encourage teachers to accept postings to deprived areas and to ensure national equity in quality education, the committee recommended that district assemblies and communities should provide decent accommodation to teachers posted to deprived areas; government's scheme for providing staff accommodation should be expanded to cover more teachers and loans for the purchase of means of transport should be provided to teachers and made readily accessible. Other incentive packages the Committee recommended included: 20% of teachers' basic salary should be paid to those who accept postings to deprived areas as hardship allowance; teachers who offer to serve in deprived areas must be given accelerated promotion; the Ghana Education Service (GES) should give priority to teachers in deprived areas when considering applications for study leave; teacher education universities should reserve a quota of admission for teachers in deprived areas.

Views of School Heads and Circuit Supervisors on the Factors that can attract more teachers to Ahanta West District

The views of headmasters/headmistresses and circuit supervisors have been put together because they are the people who work directly with classroom teachers on virtually daily basis so it is prudent to merge their opinions on issues that concerns teachers. They had been asked to express their views on the factors that can attract teachers to the district. Their responses are not different from what

have been expressed by the other respondents – teachers and district education officials. Their responses are shown in Table 9.

Table 9

Headmasters/mistresses and Circuit Supervisors' Views on Factors that can attract more Teachers into the School District

Factor	Relative Frequency	Rel Frequency Percentage
Sponsorship for Teacher Trainees	0.15	15
Teacher-Friendly Communities	0.10	10
Availability of Accommodation and Means of Transport	0.16	16
Incentive Packages for Teachers	0.19	19
Early Payment of Salaries to Newly Trained Teachers	0.11	11
Publicity of the School District	0.13	13
Good School Environment	0.16	16
Total	1.00	100

N=141

From Table 9, it can be observed that incentive packages for teachers take centre stage because it attracts the highest percentage of total responses. Next is the provision of accommodation and means of transport to teachers which is not the only other factor that has attracted much attention but sponsorship for teacher-trainees by the school district, the existence of good teacher-community relationship, publicity of the school district, early payment of salaries to newly trained teachers who took up their first teaching appointment in the school

district, good school environment and the provision of incentive packages to teachers, all have received some attention.

It is pertinent to hammer home the significance of good school environment, which from the table attracted 16% of total response same as accommodation and means of transport. With this factor, the view of Chapman (1994) on the issue of good school environment is as important as any of the factors discussed in the preceding pages. He emphasised that teachers are often expected to live in rural locations that lack many of the amenities of the urban setting and work in classrooms that are poorly equipped. To him, under these conditions, the morale of teachers drop and they either look for alternative types of employment that look relatively more attractive and/or refuse postings to rural areas altogether. According to the respondents, Ahanta West, being predominantly a rural district, had most of its schools in the deprived areas where most of them lacked good infrastructure, textbooks, equipment, furniture and teaching and learning materials. These conditions make some teachers refuse postings to rural areas. If the school environment was to be improved, more teachers were likely to be attracted to the district.

Table 9 shows also that publicising the comparative advantages of the school district is something that should not be discarded. From the table, publicity of the school district received a respectable percentage of 13% of total responses. This goes to affirm that measures to attract more teachers into the school district should be publicised. Finch and McCough (1982) supported the idea of publicising issues on a school district. They said the supply of information about

the school community, churches, recreational facilities, climate and potential growth, special service for people and hiring accommodation for teachers should form a critical part of the recruitment exercise. This, according to Finch and McCough, would help would-be teachers to understand the community. Some of the potentials of the district that deserve publicity, as mentioned by respondents included the availability of beaches along the coast of the district for relaxation, the cool climate of the area due to its existence in a forest vegetation zone, the nearness of the district to the regional capital and the abundance of marine fishes in the district. Respondents suggested that, publicity through the mass media might be appropriate.

Teacher friendly communities and early payment of salaries to newly trained teachers are factors that should be considered in attracting teachers into the district. Of these two factors, the issue of delayed salary payment to newly trained teachers is well pronounced and that should be addressed as a matter of urgency to stem the tide. It must be said that all the factors irrespective of the percentage it attracted should not be downgraded because they have been carefully considered as crucial by people who matter talking about the welfare of the classroom teachers.

Research Question Four

What factors make it possible for the teachers to stay for reasonably long periods of time in the school district?

In a sequel to research question three, this research question was asked in search of the factors that are to be observed with the view to retaining teachers

who are posted or transferred there. Once again, in order to get objective assessment of the situation all respondents in this study were asked to express their opinion on the issue.

It should also be emphasised that retention of teachers is very important if basic school pupils are to benefit from quality instruction. According to Owusu-Yeboah (2004), staff retention reduces costs of recruitment, selection and training of new staff and makes it easier to recruit new staff. It keeps skills and knowledge in the organization and also improves performance and productivity. And, teachers can only be retained in a particular school district for a long time if certain conditions exist.

To make the work of respondents easier, certain factors were carefully selected and included in respective questionnaires for respondents to rank according to importance. Tables 10, 11 and 12 present the rankings of teacher respondents, district education officials and school heads/circuit supervisors on factors that would help retain teachers in the district.

The Ranking of the Factors that make teachers stay in the Ahanta West School District by Teacher Respondents

Teacher respondents were asked to rank the factors in the order of importance. Their responses are presented in Table 10.

Table 10

Teacher Respondents' Ranking of the Factors that make teachers stay quite longer in the Ahanta West District

Ranking of factors in the order of importance	Frequency
Desire to be in the teachers' hometown	89
Low cost of living	78
Availability of residential accommodation	66
Easy access to teaching /learning resource materials	48
Conducive school environment	17
Get support from headmaster / headmistresses	15
Availability of health services	12
Availability of incentives from people in the community	5
Get support from District Education officials	3

N= 333

Analysis of the data in Table 10 reveals that teachers' desire to be in their home district was ranked first by 89 teacher respondents. This finding is in consonance with those of Table 6 where most of teacher respondents said they applied to work in the school district because they come from the district.

The second important factor teacher respondents considered was the low cost of living in the district. A cursory observation of the district indicates that, the major economic activities of the people in the district are farming and fishing. Because of this situation there is most of the time abundant supply of food crops such as cassava, plantain, cocoyam, taro, rice and maize. Additionally, industrial

crops such as coconut, oil palm and oranges abound in the district. Also, because of the fishing activities in the district a variety of marine fishes are mostly available at reasonably low prices.

From the Table the ranking that support teachers get from District Education Officials was considered the least important factor in the retention of teachers in the district. This ranking does not show support from district education officials is not important; respondents were just requested to rank them in the order of importance. According to Filan, Okun and Witter (1986) lack of support for instruction by the governing board and administrators is a less satisfactory feature of a workplace that can induce teachers to remain on the job at a particular place for long. Filan, Okun and Witter cited the need for better support services, instructional media and materials as examples. The other factors shown on the table are equally important in the retention of teachers in the school district.

School Heads/Circuit Supervisors' Ranking of the Factors that make teachers stay longer in the Ahanta West District

The views of each of the respondents were important in considering factors that make teachers stay longer in the district. School heads and circuit supervisors who on a daily basis work with teachers are well placed to know which factors acted to make teachers stay longer period in the Ahanta West District. Their ranking is shown in Table 11.

Table 11**Circuit Supervisors/School Heads' Ranking of the Factors that make teachers stay quite longer in the Ahanta West School District**

Ranking of factors in the order of importance	Frequency
Desire to be in the teachers' hometown	24
Get support from headmaster / headmistresses	17
Conducive school environment	16
Availability of residential accommodation	15
Low cost of Living	13
Availability of health services	6
Availability of incentives from people in the community	4
Easy access to teaching /learning resource materials	4
Get support from District Education officials	0

N=86

Table 11 like Table 10 shows that the desire of teachers to be in their hometown had been identified by Circuit Supervisors and Headmasters/mistresses as the first most important reason for which teachers remain in the school district for a long period of time. This finding is similar to that of Winbilah (1999) in the Bawku East District in the Upper East Region of Ghana. His findings revealed that basic school teachers who came from the Bawku East District stayed longer in the district than those who did not come from the district. He noted that the financial and other material support that those who came from the district got from home accounted for their longer stay.

Getting support from Headmasters/mistresses was ranked next to teachers' desire to be in their hometown as the most important reason for teachers' remaining in the school district for long periods of time. One reason for teachers' remaining in a school for long, according to Ladwig (1994) is the provision of support by the principal. Principals' support, to him/her, may frequently (although not deliberate) enhance a teacher's opportunity for intrinsic rewards that would induce the teacher to see teaching as an essential role in his/her self-image and he/she would remain committed and dedicated in his/her school for a long time.

Conducive school environment was ranked by Circuit Supervisors/Headmasters/mistresses as the third most important factor that makes teachers remain in the district. A conducive school environment can be created by school heads because they would create a sound working relationship with teachers such that the teachers would not consider leaving the school let alone the district. It is significant school heads and circuit supervisors who work directly with teachers see it that way; one can only hope that they would live by their conviction. From Table, it can be seen that teacher respondents did not rank conducive school environment and getting support from school heads and circuit supervisors high enough neither did they say they were unimportant. They are all part of the factors that make teachers stay longer in the Ahanta West District.

District Education Officials' Ranking of the Factors that make teachers stay longer in the Ahanta West District

The views of district management of education were sought on the factors under discussion. Their responses are presented in Table 12.

Table 12

District Education Officials' Ranking of the Factors that make Teachers stay quite longer in the Ahanta West School District

<u>Ranking of factors in the order of importance</u>	<u>Frequency</u>
Get support from District Education officials	3
Desire to be in the teachers' hometown	2
Availability of residential accommodation	-
Availability of health services	-
Low cost of Living	-
Availability of incentives from people in the community	-
Get support from headmaster / headmistresses	-
Easy access to teaching /learning resource materials	-
Conducive school environment	-

N=5

Table 12 indicates that two District Education Officials had ranked teachers' desire to be in their hometown as the second most important factor that makes teachers to remain in the school district for a relatively long period of time. This situation might mean that the indigenous teachers were in strong ties with their communities. Such teachers might contribute to the educational and socio-cultural development of their home district for a long time. The situation where all the three categories of respondents had ranked the teachers' desire to be in their hometown as an important reason to remain in the school district for a long period

of time (Tables 10, 11 and 12) suggests that in dealing with the problems of recruitment and retention of teachers in the school district, a serious consideration should be given to teachers who are natives of the district.

These findings are similar to those of Soglo (2000) who conducted his study in teacher training colleges in the Volta Region. Soglo found that the bulk (84.9%) of the teachers expressed the desire to be in their home region or near their home towns as the factor that enhanced teachers' recruitment and retention in the teacher training colleges. Soglo further observed that this desire of the teachers was in line with their age brackets. With the bulk of the teachers (about 81.5%) aged 40 years or above, they could be justified for expressing views about retirement and family commitments. However, the results of Winbilah (1999) who did his study in the Bawku East District of the Upper East Region indicated that free accommodation and home support were the most popular reasons for teachers' staying in the district for long period of time.

There was divergence in the viewpoints of the three categories of respondents on teachers' getting support from the District Education Officials as a reason for teachers' remaining in the school district. While in Table 10, teachers ranked this factor low, school heads/circuit supervisors did not rank it at all in Table 11. District Education Officials indicated that the support they offered to teachers was the greatest factor that made most of the teachers to stay longer periods of time in the district.

Other Factors that encouraged teachers to stay in the Ahanta West District

The researcher probed further to look for other factors that were not included in what was suggested for respondents to rank in the order of importance. These other factors are presented in Table 13. The responses Table 13 presents are a consolidation of open-ended responses from the three categories of respondents.

Table 13

Other Responses Given by Respondents on the Factors that Influenced Teachers to stay longer in the Ahanta West District

Other Factors	Relative Frequency	Rel. Frequency Percent
Cordial interpersonal relationships in the school	0.375	37.5
Nearness of the district to the regional capital	0.167	16.7
Unavailability of more lucrative jobs in other sectors of the economy.	0.215	21.5
Compliance with postings and transfers regulations	0.243	24.3
Total	1.000	100.0

N=288

From Table 13 it can be seen that cordial interpersonal relationships in various schools attracted the highest response rate of 37.5% of the total responses. Since teachers are social beings they are expected to socialise with their colleagues in a cordial manner. If any of them could not socialise well with the other colleague teachers, there is the likelihood that such an individual would seek transfer and leave the place.

An important factor that was brought into the open by respondents is compliance with postings and transfer regulations. Twenty-four point three percent of the total responses went for this factor which is concerned with postings and transfers. To elaborate on the force behind the postings and transfer regulations, relevant aspects of the regulations are enumerated. These are that:

- (1) Employees may be assigned any duties and stations anywhere in Ghana as the exigencies of the service may demand.
- (2) No teacher shall refuse to go on transfer or accept posting except with a tangible reason.
- (3) No claim for such refund for traveling expenses shall be made where an employee is posted at his/her request before completing the minimum period of four years' continuous service in the district from which he/she is posted, except in special circumstances.
- (4) An employee shall be paid a posting grant, travel and transport claim even if the posting is at the instance of the employee concerned, provided he/she has served for a minimum period of four years at one station (Conditions and Scheme of Service and Code of Professional Conduct for Teachers, 2000 pp.29-30).

The implication of these views of the respondents is that some teachers should have left the district earlier if they had not been restrained by these service regulations.

Again from Table 13, unavailability of more lucrative jobs in other sectors of the economy was given by 21.5% of responses as a factor that kept teachers in

the district for a long time and for that matter the teaching service. Teachers leaving for more attractive occupations was noted by Antwi (1992) as a major cause of teachers' transience in the service. Antwi noted that the attitude of Ghanaian teachers towards their work changed after independence. Some of the teachers, according to him, left the field for more lucrative appointments in the civil service and corporations while others went into politics to become parliamentarians and cabinet ministers. This means that if teachers in the Ahanta West District had got higher-paying and higher-status occupations, they should have been lured into those occupations. But, because they considered the conditions of service for teachers to be better than the non-existing jobs, they remain on the job in the district.

Research Question Five

What factors do not make it possible for teachers to stay for reasonably long periods of time in the school district?

As was the cases with Research Question Four, respondents are being asked to rank the factors did not make teachers to stay longer in the Ahanta West District. The first set of responses is presented in Tables 14, 15 and 16 simultaneously after which the discussion will follow with the requisite comparisons made.

It can be seen from the three tables (Tables 14, 15 & 16) that the negative attitude of communities towards schooling was ranked as the first factor for

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

Table 14

Teacher Respondents' Ranking of Factors would not allow Teachers to Stay for Long Period in the School District

Ranking of factors in the order of importance	Frequency
Negative attitude of the communities towards schooling	97
Unattractive school buildings	67
Unavailability of decent residential accommodation	48
Poor teacher-headmaster relationships	37
Poor teacher-community relationships	26
Inaccessibility of communities due to bad roads	18
Poor academic performance of pupils	13
Low enrolment of pupils in the schools	4

N=310

Table 15**Circuit Supervisors/School Heads' Ranking of Factors would not allow Teachers to Stay for Long Period in the School District**

Ranking of factors in the order of importance	Frequency
Negative attitude of the communities towards schooling	38
Unavailability of decent residential accommodation	34
Poor teacher-headmaster relationships	20
Poor teacher-community relationships	17
Low enrolment of pupils in the schools	17
Unattractive school buildings	7
Poor academic performance of pupils	7
Inaccessibility of communities due to bad roads	6
N=146	

Table 16**District Education Officials' Ranking of Factors would not allow Teachers to Stay for Long Period in the school district**

Ranking of factors in the order of importance	Frequency
Negative attitude of the communities towards schooling	3
Poor teacher-headmaster relationships	1
Unavailability of decent residential accommodation	-
Unattractive school buildings	-
Poor teacher-community relationships	-
Inaccessibility of communities due to bad roads	-
Poor academic performance of pupils	-
Low enrolment of pupils in the schools	-
N=4	

This factor also means that there is no positive reflection of the communities' awareness of their input towards the successful and effective implementation of the community ownership and thematic component of the FCUBE programme. This theme of the FCUBE programme expects positive attitudes, practices and behaviour of communities in supporting the implementation of the programme. If teachers would not willingly stay in the school district because of the communities' negative attitude towards schooling, then the success of the programme in the district is doubtful.

When it comes to the second ranked factors, the three categories of respondents differed in their responses. From Table 14, teacher respondents said the issue of unattractive school buildings was factor that did not encourage teachers to stay in the school district for longer periods. This factor is in consonance with the views of Adesina (1990) who pointed out that poor school facilities constitute a major cause of teacher turnover. Similarly, Hallack (1990) was of the view that teacher turnover might be due to some circumstances of the frustrations teachers face when they are unable to put into practice their experiences due to lack of good learning environment.

On their part, school heads and circuit supervisors indicated that teachers found it difficult to get suitable accommodation in the rural areas in the district. They explained teachers had to live and commute from places far away to their schools; hence they request that there be the provision of decent accommodation to make teachers stay longer in the school district. Indeed, teachers need shelter, comfort and safety from accommodation, and if these are absent, it might be

possible that the teachers will not be willing to stay and work in the district for long periods of time.

It must be stated that district education officials collectively ranked only two factors as can be seen from Table 16. Even the second factor had one of them ranking it. The factor had to do with poor teacher-headmaster relationships. This point could have been ignored but a look at the other tables corroborates this point that there is some sort of poor relationship between teachers and headmasters/mistresses in the basic schools in the Ahanta West District.

The poor teacher-head teacher relationship is attested to what Utuka (2000) found in his study conducted in the Ashanti Region. In the said study, Utuka found that 14.5% of the teachers attributed the cause of high teacher turnover to poor inter-personal human relations of the heads of the institutions. Some of the teachers, according to Utuka, expressed strong desire to leave their schools due to poor heads' relations with them. Some of them remarked that their headmasters were not transparent in their dealings with their teachers and suspicious about their teachers.

A factor which respondents though did not rank it too high but is worrying is the issue of poor teacher-community relationships shown in Tables 14 and 15. There cannot be education without teachers and it is incumbent on communities where schools are located to be well disposed towards teachers as their partners in development through education. It has been said that in the past teachers in rural areas where the chiefs' secretary and also acted as letter writers or readers as and when the situation required. Musaazi (1988) putting the situation into the correct

perspective noted that community attitudes about schooling are affected by the characteristics of the community members' background, their conscious or unconscious assessment of the benefits and costs of education and the influence of community norms and practices that conflict with education.

Research Question Six

What can be done to retain teachers in the school district?

In an effort to answer Research Question Six, the three categories of respondents were requested to come out with suggestions on how teachers, be professionals or non-profession could be retained in the district once they have found themselves there. The responses given are edited and presented in Tables 17, 18 and 19. The suggestions given by respondents are termed conditions necessary to retain teachers. Each table is presented followed by a discussion with appropriate reference(s). The Conditions are three in number and they are Conducive Organisational Climate, Favourable Environmental Factors and Improved Conditions of Service.

Teachers' Views on the Conditions necessary to Retain them in the District

The three main themes the conditions necessary revolve could include tangible and intangible rewards, intrinsic and extrinsic motivation whichever way applicable. The views as expressed by teachers are presented in Table 17.

Table 17**Teacher Respondents' Views on the Conditions Necessary to Retain Teachers in the District**

Conditions Necessary	Relative Frequency	Rel Frequency Percentage
Conducive Organisational Climate of School/District	0.33	33
Favourable External Environmental Factors	0.25	25
Improved Conditions of Service	0.42	42
Total	1.00	100

N=431

From Table 17, it is observed that 45% of the total responses coming from teacher respondents pointed to improved conditions of service as a measure that could retain teachers in the Ahanta school district. They advanced a wide range of conditions that needed to be improved. The most popular of the conditions to them was the provision of incentives to teachers. The provision of incentives to teachers has been mentioned by some of the teacher respondents early in this chapter as a necessary for attracting teachers into the district (refer to Table 7). A report by the Institute of Education, University of Cape Coast (1986) suggested that the rural communities should be encouraged in providing incentives to teachers as a means of attracting teachers to these areas, as most teachers, especially professional personnel, are unwilling to live and work in rural surroundings. Respondents were particular about the provision of fringe benefits for teachers as a means of improving conditions of service and consequent

retention of teachers in the school district. A summary of the types of fringe benefits mentioned by respondents included the following:

- (a) Provision of suitable accommodation for teachers.
- (b) Institution of award schemes for deserving teachers for long and meritorious service.
- (c) Institution of scholarship schemes for teachers to upgrade themselves and for their children's education up to secondary level.
- (d) Provision of means of transport to teachers.
- (e) Early payment of salaries to newly trained teachers.
- (f) Organization of local and district credit and welfare schemes for teachers.

For the fringe benefits to meet the needs of an individual teacher, some of the respondents were of the opinion that, administrators should vary the fringe benefits. They should be aware that what one person considered desirable might seem superfluous to another. This position agrees with the stand of Rebores (1982) that

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

Furthermore, Table 17 indicates that 33% of the teacher responses touched on conducive organisational climate of the schools and the school district as an important factor that could retain teachers. To them, the determinants of conducive organizational climate should emanate from district education officials and these include:

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

Respondents added that in the schools, there should be open administration, healthy relationships among the head, staff and students. Also, adequate physical facilities and instructional materials should be provided in the schools to urge the teachers onto greater performance and retain their service. On his part, Mussazi (1988) suggested the establishment of a clear staff policy on the principles of justice and fair play as well as the provision of facilities and equipment needed by teachers for consideration in an attempt to create conducive organizational climate and encourage teachers to stay long in a school districts. Pupils' excellence in academic and other endeavours, according to respondents, can boost the morale of teachers and make them remain in the district.

Favourable external environmental factors were the third category of conditions necessary to retain teachers in the district. Twenty-five percent of the responses went for this view. Issues brought out under this factor could be classified as social and economic. One of the social issues mentioned by teacher respondents was availability of social amenities which included drinkable water, electricity, good road network, adequate postal and telecommunication facilities, hospitals or health facilities, banking institutions, community libraries and good first and second cycle schools for the education of respondents' children. Respondents would want to see members of the communities providing infrastructure and other educational facilities for the schools, providing pupils' needs, supervising pupils' studies at home, instilling good discipline into pupils and above all, being friendly and accommodating to teachers. Respondents' views on the social issues that could retain teachers in the school district agreed with that of Musaazi (1985), which stated that in trying to retain teachers, educational administrators should try to understand teachers' personal and social problems and needs. Beaudin (1996) expressed a similar view. He believed that rural teachers leave the profession because of inadequate support from educational authorities and local communities and that this support should be in the form of resources and materials as well as services, with medical care and good drinking water as examples.

Under economic issues, teachers mentioned moderate cost of living and prospects for other income generating ventures. The few who held these view were of the opinion that teachers should be allowed to organise extra classes for

pupils so as to procure extra income to supplement their salaries. They maintained that most teachers were unable to live on their salaries under the harsh economic conditions that existed. Hence, lower cost of living and the availability of sources of extra income might help teachers to want to stay in the school district.

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

Views of District Education Officials on the Necessary to Retain Teachers in the Ahanta West District

As a measure to have exhaustive answers to the issue under discussion each category of respondent's view is factored into the equation. In pursuant to this objective district education officials who are the managers of schools in the district matter so much when it comes to the issue of retaining teachers. Their responses are presented in Table 18.

Table 18

District Education Officials' Views on the Conditions Necessary to Retain Teachers in the District

Conditions Necessary	Relative Frequency	Rel. Frequency Percentage
Conducive Organisational Climate of School/ District	0.17	17
Favourable External Environmental Factors	0.33	33
Improved Conditions of Service	0.50	50
Total	1.00	100

N=6

From Table 18, 50% of responses of District Education Officials indicated improved conditions of service as a condition that was necessary for the retention of teachers in the district. This position of District Education Officials agrees with that of teacher respondents as seen in Table 17. This finding is consistent with that of Soglo (2000). He did a study in teacher training colleges in the Volta Region and he found that school administrators held a view of improved conditions of service for teachers with the view to retaining them in the teachers training colleges. Among a wide range of conditions that needed to be improved, according to the officials, was the institution of attractive incentive package schemes to motivate and induce commitment and retention of teachers.

In addition to the various forms of incentives mentioned by teacher respondents as discussed under Table 17, the District Education Officials pointed out the payment of hardship allowance to teachers who stay in deprived areas for

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

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

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

The Views of School Heads/Circuit Supervisors on the Conditions Necessary to Retain Teachers

In keeping to the format to be followed in dealing with the issue of conditions that could help retain teachers in the Ahanta West District, the views of Circuit Supervisors and Headmasters/mistresses were sought. The responses as given by these respondents are shown in Table 19.

Table 19**Headmasters/mistresses and Circuit Supervisors' Views on Conditions Necessary to Retain Teachers in the District**

<u>Conditions Necessary</u>	<u>Relative Frequency</u>	<u>Rel. Frequency Percentage</u>
<u>Conducive Organisational Climate of School/</u>		
District	0.30	30
Favourable External Environmental Factors	0.28	28
Improved Conditions of Service	0.42	42
Total	1.00	100

N=96

Table 19, like Tables 17 and 18 shows that improved conditions of service for teachers attracted the greatest percentage of responses from all the three categories of respondents. From this table, 42% of the responses from circuit supervisors and school heads advanced it. There is no doubt that improved conditions of service is necessary factor if the retention of teacher is to gain grounds any where on the education landscape. Among the conditions of service that needed improvement, according to respondents was the provision of a combination of fringe benefits from which teachers in the deprived areas could choose, suited to their particular situation. This will obviously increase the administrative cost of compensation programmes. However, Rebore (1982) opined that the potential benefits in terms of retention of teachers could significantly offset such additional costs. While some of the respondents noted that outstanding teachers should be identified and rewarded at the school and

community levels, others were of the view that the training of teacher trainees, especially those from the district should be sponsored by the stakeholders in education in the district. Such sponsored teachers should be bonded to stay and teach in the district for a relatively long period of time. The prominence attached to incentive packages by the various categories of respondents as a condition necessary to attract and retain teachers in the Ahanta West District suggested that it was a major factor that should be given attention in the district.

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

Finally, Table 19 shows that 28% of responses from school heads and circuit supervisors indicated that favourable external environmental factors are equally important conditions to be considered in the retention of teachers in the district. The views of this category of respondents are not different from that of teacher respondents who also identified the availability of basic social amenities such as markets, good roads, drinkable water, electricity and medical services in the

district. Other thing they touched is the provision of clean school environment as relevant to teacher retention in the school district. Related to economic issues, there were calls for other income-generating ventures for teachers.

From the foregoing discussion, the three categories of respondents have agreed to fact that teachers can be retained in the Ahanta West District based on the three consolidated conditions. These consolidated conditions once again are improved conditions of service, conducive organizational climate of the schools and the school district and favourable external environmental factors.

Summary

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

The study unfolded several factors, including teachers' desire to work in their home district and the nearness of the district to the regional capital that accounted for the attraction of few teachers into the district as well as retention of teachers in the district. Again, the study shows that there is a high teacher turnover in the district, and factors such as negative attitude of communities towards

schooling and unavailability of decent residential accommodation do not make it possible for teachers to stay in the district for reasonably long periods of time. Nevertheless, it was revealed that the prevalence of certain conditions in the school district could enhance retention of teachers in the district. Some of these conditions included conducive organizational climate of the schools/district, favourable external environmental factors and improved conditions of service.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Overview

This chapter presents the summary of the study, conclusions drawn from the study and recommendations made for possible application. In this chapter the main findings emerging from the study are presented. The implications of the findings are also discussed. On the basis of the findings and their implications, conclusions are drawn, and recommendations for their redress are made. The chapter ends with suggestions on areas for further research. The main objective of this study is to identify the factors which may help explain why some Ghanaian professional teachers do not accept postings to the Ahanta West School District in the Western Region and even if they do, they do not stay for long periods and find out how the factors could be ameliorated to enable the educational administrators retain professional teachers in the school district.

The descriptive survey method was employed to find out the factors that influence the recruitment and retention of basic school teachers in the district. The stratified random sampling technique was adopted to select 196 teachers out of 482 basic school teachers who were serving in the district. The same method was employed to select 35 Headmasters/mistresses out of a total of 75. However, all the five circuit supervisors and three District Education Officials (i.e. the

District Director, her deputy and the Assistant Director for Human Resource Management and Development) in charge of recruitment were included in the study. In all, 239 respondents were selected for the study. To ensure the validity and reliability of the research instruments, the researcher did a pre-test of the instruments. This was conducted in the Nzema East District.

Three types of questionnaire with open and closed-ended items were developed and used for the collection of data from the three categories of respondents. In all, 239 copies of the questionnaires were variously distributed to respondents at their work places personally by the researcher. Out of a total of 196 copies of questionnaire that were distributed to teachers, 182 were returned. However, all the 40 copies that were distributed to Circuit Supervisors and Headmasters/mistresses and all the three that were distributed among the District Education Officials were returned. Thus, 225 copies of the questionnaire (representing a return rate of 94.4%) out of the 239 copies distributed to respondents were returned.

Six research questions formulated to guide the study. These research questions elicited findings on the quantity and quality of teachers, the extent to which trained teachers willingly applied or accepted to teach in the district, the factors that do attract and those that do not attract teachers into the school district, as well as the conditions necessary to retain teachers in that particular school district.

Summary of Findings

The major task of the study was to seek answers to the mode of recruitment on one hand and factors that influence teacher retention in the Ahanta West School District. The summary of the findings has therefore been provided as follows:

- (1) The first thing that was considered under recruitment of teacher was the quantity of teachers in terms of numbers. The result of this study concerning numbers of teachers is about 94% of the required number of teachers in the district. This gave a pupil teacher ratio of 37:1 as against the national norm of 35:1.
- (2) The second consideration under recruitment was about teacher quality. In respect of this, the result was inadequate supply of professionally trained teachers to the district. When one looks at percentages it could be said it is adequate because the sampled schools had about 60% of trained teachers at post at the time of data collection.
- (3) On factors that attracted teachers to the district, the results of the study shows that the desire of indigenous teachers to work in their own district, easy accessibility to the district and the desire of teachers from other districts to be away from their home districts or regions were the some of the factors that attracted them.
- (4) Some of the factors that make it possible for some teachers to stay in the district for reasonably long periods of time included

teachers' desire to be in/near their home towns, low cost of living in the district, nearness of the district to the regional capital, good interpersonal relationships in the schools and compliance with postings and transfer regulations.

(5) 'Some of the factors that discouraged teachers from staying longer period in the district included the negative attitude of communities towards schooling, poor teacher-community relationships, poor teacher-headmaster relationship, unavailability of decent residential accommodation, unattractive school buildings, inaccessibility of communities due to bad roads and poor academic performance of pupils.

(6) The last thing that came out of the study was the conditions necessary to retain teachers in the district. Three main conditions necessary to retain teachers in the school district were identified. They are: improved conditions of service for teachers, conducive organizational climate of the schools and the school district and favourable external environmental factors such as availability of social amenities and prospects for other income-generating ventures.

Discussion of the Findings

The findings of this study in respect of the extent to which the Ahanta West District has the right quantity and quality of teachers is not consistent with the recommendation made by the Anamuah-Mensah Education Review

Committee (2002). While the result of this study shows that the basic schools in the Ahanta West District had pupil-teacher ratio of 37:1, the committee stressed that the pupil-teacher ratio of 35:1 in the basic schools in Ghana should be rigidly enforced. This finding implies that more teachers have to be recruited to make up for the rest 5.8% of the teaching force requirement of the basic schools in the district.

The situation where almost a quarter of the teachers in the district did not have the minimum national professional teacher's qualification is an indication that the district did not have enough professional teachers that could positively enhance teaching and learning outcomes in the schools in the district. Based on the claims by Avalos and Haddad (1979) that there is a widespread conviction that the quality of an educational system will only be as high as the quality of teachers, and that, in theory, a teacher's performance can be influenced by the amount and kind of professional training he or she has received. It could be assumed that the teaching performance of the non-professional teachers in the district may not likely be high enough to yield high-quality education in the district.

The necessity to recruit non-professional teachers in the face of other problems that face recruitment of professional teachers for the basic schools in the district is in consonance with the recommendation of the Anamuah-Mensah Education Review Commission of 2002. The Commission declared that as a short-term measure, secondary school leavers could be recruited and made to teach in order to make up for the shortage of professionally trained teacher

supply. The implication of this finding is that if efforts had not been made by the district to engage pupil teachers to supplement the existing number of professional teachers, the situation might have brought about putting many pupils under the care of a few teachers. This practice, according to Baffour-Awuah (2004) may have adverse effects on teacher utilization.

A result of this study which shows that the desire of teachers who are indigenous to the district to work in their own district, easy accessibility to the district and the desire of teachers from other districts to be away from their home districts or regions were the factors that attracted some of the teachers to either apply or accept postings to work in the district is corroborated by an assertion made by Soglo (2000). Soglo noted that Ghanaian workers, including teachers have the tendency of choosing or being attracted to regions or districts in which they are willing to work. He explained that, while some of them would like to be near their hometowns, others would opt for urban or rural areas or places far away from their homes for various reasons. The assumption here is that since these teachers willingly applied or accepted postings or transfer to work in the district, their preparedness to stay and work for long in the district is likely if they find life in the district suitable to them.

It could be inferred from the findings as to the factors that can attract more teachers into the district that the expected attraction of teachers to the district due to the existence or provision of factors or measures such as the provision of accommodation or means of transport to teachers, good teacher-community relationships and sponsorship of teacher trainees by the district as identified by

respondents might lessen the problems that face recruitment of teachers into the district. Also, as stated by Finch and McCough (1982), if the potentials of the district as well as their benefits to teachers are publicised, there may be the tendency of expanding the scope of exposure such of such potentials to more teachers. And, as a result, more teachers might generate love for the district and may apply or accept transfers or postings to work in the district, if they should perceive the general conditions of the district to be (more) favourable and tolerable.

If the existing teacher – retentive conditions in the district such as low cost of living in the district, good interpersonal relationships in the schools and compliance with postings and transfer regulations are maintained, the retention of the few teachers due to these factors would be of much benefit to the district because staff retention according to Owusu-Yeboah (2004), reduces cost of recruitment, selection and training of new staff and makes it easier to recruit new staff. He declared that, staff retention keeps skills and knowledge in the organisation and also improves performance and productivity. There is therefore the likelihood that the teaching performance of such retained teachers and the learning outcomes of the pupils in the Ahanta West District would improve. For the same benefits, the findings that teachers who are indigenous to the district remain in the district for long periods of time and as well willingly apply and accept postings to work in their own district suggests that in dealing with the problems of recruitment and retention of teachers in the school district, a serious consideration should be given to teachers who are natives to the district.

An inference that could be made from the findings that factors such as negative attitude of communities towards schooling, unavailability of decent accommodation for teachers and unattractive school buildings are responsible for the discouragement of teachers to remain in the district for reasonably long periods of time is that if such unfavourable conditions persist in the district, they may continue to expel teachers from the district if the teachers should consider those factors as drawback for the them. Conversely, if teachers should be retained in the district, such stultifying bottlenecks have to be removed.

In summing up on this section, the findings of improved conditions of service, enhanced conducive organisational climate of the schools and the school district as well as the existence of favourable external factors such as availability of social amenities and prospects for other income generating ventures are conditions necessary to retain teachers in the district. Soglo (2000) revealed that combinations of factors including teachers' desire to be near their hometown, good organisational climate of the colleges, favourable environment and improved conditions of service constituted the chief teacher-attraction and retention factors. It could generally be concluded then that, teachers might be more inclined to remain teaching in the schools in the district on condition that those conditions and facilities are adequately available

Conclusions

In line with the findings of this study, the following conclusions are drawn. The first being that the numerical strength of the basic schools in the Ahanta West District is relatively high. The schools operated at on an average of

94.2% of their teaching staff requirement for the 2003/2004 academic year. However, the ratio of professionally trained to non-professional teachers was about 3:1. These findings were indications that some of the schools in the district lacked adequate and well-qualified staff. Moreover, there were not enough female teachers in the school district to serve as role models for the younger females in the schools and the communities.

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

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

Lack of incentive packages, uncompromising attitude of District Education Officials, unfavorable working conditions in the schools, unfriendliness of the communities, lack of social amenities and the remoteness of the communities in the school district stood out prominently as some of the factors that dissuaded some teachers from staying longer in the district. A corollary to the findings is that teachers in the Ahanta West District had high expectations for conditions and facilities in the district. When the conditions and facilities were favourable, that was, when expectations were met, they became satisfied, and were likely to be retained. But when their hopes were dashed, they became frustrated and disillusioned, and their commitment dwindled. Availability of suitable incentives and fringe benefits, a compromising attitude of District Education Officials, adequate school infrastructure, moderate cost of living, positive attitudes of the communities towards formal education and availability of social amenities in the school district were some crucial expectations of the teachers.

Recommendations

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

1. The Ahanta West District Assembly should encourage and support or sponsor more teachers from the district especially women for professional teacher training programmes. The indigenous teachers tend to stay a bit longer than the non-indigenes.

2. Educational authorities at the national and regional headquarters should endeavour to increase the number of direct postings to the school district because that will increase the number of professionally trained teachers in the district.
3. Members of the rural communities should show positive attitude towards all teachers in general and the basic school teachers in particular. They should be educated to be teacher-friendly and supportive to teachers who live and work with them.
4. The Headmasters/mistresses should work hard to improve the tone of the schools so that they can attract and retain more teachers.
5. Besides, the Ahanta West District Education Directorate must heed the call by respondents to be prompt, fair and flexible in dealing with matters pertaining to teacher's discipline, welfare, promotion and remuneration. Furthermore, the Ministry of Education and Ghana Education Service should endeavour to respond positively to issues concerning the improvement of service conditions for teachers in rural and deprived areas.
6. The Ahanta West District Assembly and the communities should try to complement government's efforts by donating prizes to be awarded to deserving teachers. This would be an incentive for attracting teachers to the school district and make them stay.
7. The District Education Directorate, particularly, the officers of the Inspectorate Division should be given means of transport to enable the

officers pay regular visits to the schools especially those in the deprived areas. This will help them to effectively supervise these schools and give them supportive services when and where necessary.

8. There is the need for collaborative efforts by the Central Government, the Western Regional Coordinating Council, Ahanta West District Assembly, Non-Governmental Organizations and other private organizations to extend social amenities such as potable water, good roads, health services and electricity to the rural areas where feasible to enhance high rate of teacher attraction to and retention in those areas.

Recommendations for Further Research

The study was carried out in the Ahanta West District and was restricted to basic school teachers only. The findings of the study may therefore be valid for the basic schools in the school district only. It would be ideal to generalize the findings to all school districts and to all levels of the educational system in Ghana.

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

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APPENDICES

APPENDIX A

INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION
FACULTY OF EDUCATION UNIVERSITY OF CAPE COAST

Dear Sir/Madam,


QUESTIONNAIRE ON THE RECRUITMENT AND RETENTION OF BASIC
SCHOOL TEACHERS IN THE AHANTA WEST DISTRICT OF GHANA

Attached is a questionnaire designed to collect data on the recruitment and retention practices of basic school teachers in the Ahanta West District by a student of the above institution.

Your school, among other schools has been chosen for the study. Be assured that any information you give shall be treated as confidential. You therefore do not need to write your name on the questionnaire. Hence you are humbly asked to answer the questions as independently and objectively as possible.

Your co-operation and participation to the success of this research would be very much appreciated.

Yours faithfully,



(ANORVEY VINCENT)

APPENDIX B

QUESTIONNAIRE FOR TEACHERS

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

SECTION A:

1. Gender

1.1 Male

1.2 Female

2. Age 2.1 21-29

2.2. 30-39

2.3 40 above

3. Home Region

3.1 Western Region

3.2 Other Regions (Please specify)

4. Home District

4.1 Ahanta West District

4.2 Other Districts (Please specify)

5. Professional Qualification

5.1 Certificate 'A' 4 Years

5.2 Certificate 'A' Post Sec

5.3 Diploma

5.4 Others (please specify)

6. How long have you been teaching in this district?

SECTION B:

7. Which appointment procedure (s) did you go through before being appointed as a teacher into this district?

- I applied for an assurance letter
- I was posted direct by the Director, Human Resource and Manpower Development after my professional training.
- I was transferred from another district
- Others (please specify)

8. If you applied to be in this district, give reasons for your choice

- I come from this district
- To join my husband/wife who is in the district
- I wanted to be away from my home district
- I like to work in this district
- Others (please specify)

9. How did you come to teach in your present school?

- I was transferred
- I was posted from the District Education office
- Others (please specify).....

10. If working in your present school was not your choice, where would you have liked to work?

- In my hometown/village

- A place near my hometown
- A place away from my hometown
- Others (please specify)

11. If you were posted/transferred to the district, please give your reason for accepting posting or transfer.

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

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

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

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

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

14. Are you satisfied with your job as a teacher in the Ahanta West District?

14.1 Yes 14.2 No

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

16. If your answer to question '14' is 'No' please give at least three reasons for your job dissatisfaction

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

- Unavailability of descent residential accommodation
- Unattractive school buildings
- Negative attitude of the community towards schooling
- Poor teacher-community relationships.
- Poor teacher-headteacher relationships
-

- Inaccessibility of the community due to bad roads

- Poor academic performance of pupils

- Low enrolment of pupils in the school

- Others (please specify)

.....
.....

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

.....

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

.....

.....

.....

.....

.....

APPENDIX C

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

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

SECTION A:

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

i.

ii.

iii.

iv.

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

i.

ii.

iii.

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

i. Teachers who hail from the district

- ii. Teachers who do not hail from the district
- iii. Professionally trained teachers
- iv. Non-professionally trained teachers

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

.....

SECTION B:

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

- i. Teachers who hail from the district
- ii. Teachers who do not hail from the district
- iii. Professionally trained teachers
- iv. Non-professional teachers

6. Why is this so?

.....

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

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

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

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

- 8.1 Unavailability of descent residential accommodation
- 8.2 Unattractive school buildings
- 8.3 Negative attitude of the community towards schooling
- 8.4 Poor teacher-community relationships
- 8.5 Poor teacher-Headteacher relationships
- 8.6 Inaccessibility of the community due to bad roads
- 8.7 Poor academic performance of pupils
- 8.8 Low enrolment of pupils in the schools
- 8.9 Others' (please specify)

.....

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

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

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APPENDIX D

QUESTIONNAIRE FOR HEADMASTERS/MISTRESSES AND CIRCUIT SUPERVISORS

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

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

.....

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

2.1 Teachers who hail from the district

2.2 Teachers who do not hail from the district

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

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

4.1 Professionally trained teacher

4.2 Non-professional teachers

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

.....

.....

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

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

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

- 7.1 Unavailability of descent residential accommodation
- 7.2 Unattractive school buildings

- 7.3 Negative attitude of the community towards schooling
- 7.4 Poor teacher- community relationships
- 7.5 Poor teacher – Headteacher relationships
- 7.6 Inaccessibility of community due to bad roads
- 7.7 Poor academic performance of pupils
- 7.8 Low enrolment of pupils in the school
- 7.9 Others (please specify)

.....

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8. What do you think can be done to attract more teachers into your school or circuit?

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

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