

UNIVERSITY OF CAPE COAST

ATTRACTION OF FEMALE TEACHERS INTO
BASIC SCHOOLS IN THE KUMASI METROPOLIS

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BY

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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.

Signature: Date:

Candidate's Name: Margaret Appiah

Supervisor's Declaration

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

Signature: Date:

Supervisor's Name: Dr. Y. A. Ankomah

ABSTRACT

The main purpose of the dissertation was to identify the factors which attract female teachers into the basic schools of the Kumasi Metropolis. Respondents for the data collection comprised 72 teachers, 12 heads of basic schools and 2 officers in charge of postings and transfers in the Kumasi Metropolitan Education Office. The research questions that guided the study were probes into the factors that enticed female teachers in the Kumasi Metropolis, factors preventing female teachers from accepting posting to rural schools, the characteristics of females in teaching positions in the Kumasi basic schools and factors that encouraged male teachers to accept postings to rural schools.

The research instruments used to collect data were a questionnaire and structured interview guide. While the classroom teachers and head teachers selected responded to the written questionnaire, the officers in charge of postings and transfers were interviewed. The major factors that were found to cause the concentration of female teachers in the Kumasi Metropolis included marital issues, availability of social facilities and conducive atmosphere of school.

Based on the findings of the study, it was recommended, among others, that government should develop the rural areas in terms of social infrastructure to entice female teachers to readily accept postings and transfer to schools in such areas. The Ghana Education Service (GES) should enforce the policy of each teacher having to teach in a rural school before being transferred to an urban school.

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TABLE OF CONTENTS

	Page
DECLARATION	ii
ABSTRACT	iii
ACKNOWLEDGEMENTS	iv
LIST OF TABLES	viii
CHAPTER	
ONE INTRODUCTION	1
Background to the Study	1
Statement of the Problem	4
Purpose of the Study	5
Research Questions	6
Significance of the Study	6
Delimitation	7
Limitations	7
Definition of Terms	7
Organisation of the Study	8
TWO REVIEW OF RELATED LITERATURE	9
Characteristics of Teachers	9
Methods of Recruitment	11
Selection	16
Placement of Teachers	17
Teachers' Turnover	19
Retention of Teachers	21

		Page
	Job Satisfaction	27
	Summary	30
THREE	METHODOLOGY	31
	Research Design	31
	Population	32
	Sample and Sampling Procedure	32
	Research Instruments	33
	Pilot Testing of Instruments	34
	Data Collection Procedure	34
	Data Analysis Procedure	35
FOUR	RESULTS AND DISCUSSION	36
	Demographic Data of the Respondents	36
	Factors Responsible for Female Not Accepting	
	Postings to Rural Schools	43
	Category of Female Teachers Found in the Kumasi	
	Metropolitan Basic Schools	45
	Factors That Encourage Male Teachers to Accept	
	Posting to Rural Schools	49
	Attractions in the Kumasi Metropolis that Entice	
	Female Teachers	52

	Page
Category of Head Teachers (Head teachers) found in the Kumasi Metropolis	53
FIVE	
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	59
Overview of the Study	59
Summary of Major Findings	60
Conclusions	61
Recommendations	62
Suggestions for Further Research	64
REFERENCES	65
APPENDICES	
A Questionnaire to Teacher Respondents	69
B Questionnaire to Head teacher Respondents	73
C Questionnaire to Respondents in Charge of Posting and Transfers	76

LIST OF TABLES

Table		Page
1	Distribution of Respondents by Gender	36
2	Age Distribution of Teachers	38
3	Marital Status of Respondents	39
4	Teaching Experience of Respondents	39
5	Qualification of Respondents	40
6	Home region of Respondents	41
7	Factors Attracting Female Teachers to Urban Schools	42
8	Factors Preventing Female Teachers from Accepting Posting to Rural Area Schools	44
9	Qualification of Female Teacher Respondents	46
10	Marital Status of Female Teacher Respondents	47
11	Teaching Experience of Female Teacher Respondents	48
12	Age Distribution of Female Teacher Respondents	49
13	Factors Encouraging Male Teachers to Accept Postings to Rural Areas Schools	50
14	Factors Attracting Male Teachers to Urban Schools	51
15	Factors Enticing Teachers to Remain Long in Schools	52
16	Marital Status of Head Teacher Respondents	53
17	Distribution of Respondents by Age	53
18	Distribution of Respondents by Gender	54
19	Home Region of Respondents	55

CHAPTER ONE

INTRODUCTION

Background of the Study

The members of the European Merchant Company who came to the Gold Coast showed interest in educational activities during the period before 1830. Their strenuous efforts to establish more firmly the Cape Coast schools were aimed at helping to train Africans who would either fill offices under the company or promote civilization which an European Education would naturally give Graham (1976).

By 1836, the Wesleyans had commenced a female school at Cape Coast. With respect to this, Reverend Joseph Dunwell who was the head of the Wesleyan Mission in Cape Coast stated that “a female school is much wanted and the inhabitants press this subject upon me” (p.72). Girls education continued to progress as few girls got enrolled. By the end of 1850, foundations for girls’ had been firmly laid in the Gold Coast. This was achieved side by side with boys’ education, which had been given earlier recognition. The Basel mission had earlier felt the need to train African assistants for their schools hence the establishment of training school for women at Akropong in 1848.

McWilliams (1962) also quoted Andreas Riss, the only survivor of the three Basel volunteers who arrived in the Gold Coast in March 1832 as saying that “any thorough system of education depends on first, a supply of trained teachers, second, that girls education is just as important as boys....”

(p. 19). Based upon this, the schools in the Akuapem area had almost as many girls as boys by 1918, though the mission in the early stage met great opposition over girls' education. The problem of girls' education kept on growing until the 1920's when general effort was made to improve the position of girls. In this regard, Sir Gordon Guggisberg, in 1921 saw the need to educate girls and therefore commented that "nothing is more detrimental to the progress of this race than the old system of educated husbands and illiterate wives" (p 20).

The Roman Catholics also established a teacher training college at Bla in the Trans-Volta region. Gradually, amidst various degrees of socio-economic problems and resistance from the people, the missionaries, Basel, Bremen, and the Roman Catholic, succeeded in establishing more schools and training colleges throughout the country.

As the years passed, it became apparent from the outline of the educational development presented by Guggisberg's Educational Ordinance in 1925 and the Educational Act of 1961 that educational growth was accompanied by a corresponding need for professionally trained teachers and efforts were made to meet the need (Graham, 1976). It is therefore an undisputable fact that academic excellence and good student or pupil behaviour in a school set-up depends, inter alia, on the quantity and quality of teachers engaged in the schools. It also depends on the ability to retain teachers by the education authorities since it takes a stable and satisfactory workforce of teachers to cultivate the minds of learners.

Recruitment, then, must be viewed as a first step in the process of staffing or filling a vacancy. This includes the examination of existing

vacancies in an organization, taking careful inventory of sources of suitable candidates and the possibility of attracting application from them. Recruitment then aims at reducing fluctuations in manpower requirement to a minimum so that it does not become necessary to recruit people whose services may not be needed in the foreseeable future or to subject employees to frequent lay-offs.

In order to ensure that teachers are recruited and retained in the classroom, the Ghana Education Service (GES) has worked out conditions of service for the teaching personnel. The GES has salary scales attached to each grade and upon successful completion of service. Each employee is entitled to salary increments at the beginning of each academic year, (1st September). An employee is also promoted to the next grade upon successful completion of teaching for a period of not less than one academic year. Even in a situation where the employee is not qualified for promotion, he/she is granted two incremental credits over and above his or her salary point. Besides, the GES has in principle, a number of fringe benefits for her employees. Among them are vehicle maintenance, night allowance as well as leave to join other establishment on secondment. (Conditions and Scheme of Service in the GES) All these cut 'across-board' irrespective of gender and place of location, that is whether one is stationed in rural or urban setting.

In Ghana, equitable distribution of teachers is one of the biggest problems facing the GES. Over the years, it has been difficult to get trained teachers to accept postings to rural areas. The case is worst with the female teachers. Even when teachers accept being posted to the rural area, they do

not work wholeheartedly and to expectation of stakeholders. In spite of the government's attempts to train, maintain and motivate teachers equally, irrespective of sex, there is an indication that female teachers' dominance exists in the urban areas. To encourage a fair deal in the teaching service, teachers must be transferred from time to time, to and from both rural and urban areas. This will in a way prevent the situation where some teachers remain in towns and others in the villages for long period of time.

Statement of Problem

To a large extent, the success of any educational programme depends on the attitude of teachers who are to effect positive change in the students. It is also important to note that the qualification, efficiency and the character of the teachers are vital to the educational system. This implies having sufficient qualified teachers to handle subjects and their willingness to accept postings to all corners of the country. But, to some extent, there seems to be some teachers who are naturally not happy where they are either posted or transferred to. They tend to give numerous reasons for their objections raised. Whatever might be the basis of the objections raised by some teachers against being posted or transferred to the rural area, there is always an increase in the number of female teachers found at the basic schools within the urban areas, as in the Kumasi Metropolis for example.

According to Bame (1971), the teaching profession in Ghana was dominated by males due to the resistance of the Ghanaian to female education and marriage as a factor that continuously contribute to the reduction of female teachers in Ghana. However, statistical data for 2004-2009 academic year on number of female teachers in the public schools in

Kumasi Metropolitan Education Office clearly proves that female teachers are more than male teachers. For instance, in 2004/2005 academic year, according to the data, 2,839 female teachers, representing 63.7% as against 1,619 male teachers, representing 36.3% were in the public basic schools. In 2005/2006 academic year, 2,981 female teachers, representing 63.3% were in the basic schools as against 1,732 male teachers, representing 36.7%. The 2006/2007 and 2007/2008 academic years had female teachers population as 3,151 and 3,392 representing 64.1% and 64.8% respectively. This clearly shows an increase in number of female teachers as male teachers population for the same 2006/2007 and 2007/2008 academic years were 1,767 and 1,846, representing 35.9% and 35.2% respectively.

The question then is why do the basic schools in urban areas tend to be staffed with more female teachers than male teachers? What factors entice the female teachers to stay and teach in the urban centres such as Kumasi Metropolis? Should there be gender bias when it comes to distribution of teachers to various geographical regions in the country? Should there be several genuine transfers or postings objective which are always looked into sympathetically? Whatever might have been and are the causes of high absorption rate of female teachers into the urban areas, precisely; at the basic schools level, call for an in depth investigation.

Purpose of the Study

The main purpose of the study was to find out why there are more female teachers than male teachers in basic schools of the Kumasi Metropolis. Specifically, the study sought to find out (1) the categories of female teachers in basic schools in the metropolis, (2) the underlying factors

for the attraction of more female teachers in the metropolis, and (3) the procedure of recruiting female teachers into the schools in the town and cities.

Research Questions

The following research questions were posed to guide the study:

- (1) What are the attractions in the Kumasi Metropolis that entice female teachers there?
- (2) What factors prevent females from accepting postings to rural schools outside the Kumasi Metropolis?
- (3) What category of female teachers are found in the Kumasi basic schools in the Kumasi Metropolis?
- (4) What major factors encourage male teachers to accept postings to rural schools?

Significance of the Study

The study was expected to throw more light on the major factors that attract female teachers to the Kumasi Metropolis. The underlying factors found to influence the retention of more female teachers in the Metropolis would be of great help to the Ashanti Regional and Metropolitan Office of Education in Kumasi. The findings would be useful in helping to model recruitment and retention strategies for an equitable distribution of teachers within the education service.

The findings should give educational planners and policy makers an insight into the effectiveness of the recruitment and retention practices in the Ashanti Region in an effort to ensure equity in the distribution of teachers, especially females. The implication is that it would help throw light on

aspects of the guidelines for postings. It is hoped that the study would, theoretically, contribute to the body of literature on school mapping in Ghana, especially, on the geographical distribution of female teachers in the regions.

Delimitation

The study covered two sub-Metros of the Kumasi Metropolis. This was because more female teachers were found in the two sub-Metros, namely Bantama and Subin, than in the remaining two, namely, Manhyia and Asokwa sub-Metros. Due to the fact that the study is limited to an area, the findings and conclusions of the study are also limited to the area of study. However, other areas of study could make use of the research findings.

Limitations

The study has a few limitations. Ideally, the study should have been widened to cover all the Basic schools in the Kumasi Metropolis in order to arrive at more valid and reliable results. However, the researcher's inability to lay hands on any standardized instrument for the collection of data on the views of educational officers did not allow the researcher to undertake such a broad study.

Definition of Terms

The following definitions are used throughout the study

Recruitment: All efforts made to obtain academic manpower requirement of a school. These include direct postings, processing of assurance notes, inter-regional and intra-regional transfer and reinstatement into schools and the GES.

Retention: The state of having teachers to stay in a school continuously for five years or more.

Urban Area: A place with 24-hour electricity supply, first class roads, potable water and a population of over 5,000 people.

Rural Area: A place without 24-hour electricity supply, first class roads, good drinking water and a population of less than 5,000 people.

Organization of the Study

The study is divided into five chapters. Chapter one presents the background of the study, statement of the problem, purpose of the study and the research questions. It goes on to discuss the significance of the study, delimitations and limitations of the study. Chapter two discusses relevant literature review of the study and chapter three entails the research design, procedure for data collection and analysis.

Chapter four presents the results and discussion on the study while, chapter five, constitutes the summary of findings, conclusions and recommendations. It also makes suggestions for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The review of literature covers topics as the characteristics of teachers; recruitment of teachers; methods of recruitment; and recruitment of basic school teachers. It also looks at selection of teachers; placement of teachers and their retention.

Characteristics of Teachers

A UNESCO study conducted in 1988 (www.unesco.org/iiep) discusses teaching staff requirements. It revealed a common assumption that good quality teaching came from those who have had good education and appropriate teacher training experience. However, the researchers were of the view that qualification of teachers vary according to the level of teaching involved and the educational qualification of the individual teachers. It implies that in order to improve the quality of teaching, teaching qualifications are raised from time to time. The study further points to the gender of teachers as an important element in educational planning especially in countries where families are not favourably disposed to send girls to school.

The teaching experience of the teacher counts in the learning and achievements of pupils. The teachers with more teaching experience have the tendency of developing stronger classroom instructional management skills. Therefore, efforts must be made to distribute experienced male and female teachers equitably in the urban as well as rural areas.

Charters (1967), observed that the occupational behaviours of both male and female teachers governed by desperate forces that “we cannot speak of the two sexes in the same breath” (p. 185). He argued that the importance of salary as an incentive to curb turnover by female teachers pale besides the culturally inspired drives to marry and raise a family. The implication, here, was that female teachers may leave the job not primarily as a result of poor salary but more likely as a result of marriage especially during the period of raising children.

To add to the views of the Charters, Lourtie (1975) also postulated that the interest of female teachers did not appear to be closely tied to incentives provided by the school system. He was of the view that the money differentiates the appeal of teaching by gender because alternatives forgone appear to be subjectively more costly in order to teach. As a result, male teachers were more attentive to the pecuniary reward that teaching has to offer.

According to Windham (1988), the teacher was the pivot of classroom instructional activity. To him, the characteristics of the teacher were indicative of the teacher’s quality and effectiveness. These indicators were formal education attainment, age and teacher training attainment, experience and specialization. The standards are quite controversial and have much to do with the status of teacher supply and demand as with the relevance of education and training attained by the teachers for assignment purposes. Referring to experience, Windham indicated that it connoted skills that have occurred over time from formal and informal learning opportunities to which the teacher has been exposed. Like standards, he

observed that the teacher is controversial. He was of the view that the expression of the variable experience in terms of the number of years of a teacher is debatable. It varies from teacher to teacher, either male or female, within and among countries.

Lockhead and Komenan (1988) writing on this subject matter pointed out that, out of 60 students that were examined in Nigeria on the effects of teacher education on student behaviour, 60% found 'positive relationship' to be a factor which determined student's achievement. Negative results were also found in 7 studies carried out in developing countries. The authors reported that teaching experience was related to student achievement in developing countries, although the effects were less positive than for teacher education. Their analysis of students on the effect of teacher experience and student achievement in developing countries revealed that 43% reported positive relationship. In African countries in particular, the results are mixed with two studies reporting positive effect while two had no effect. The authors' findings were similar to the views of Windham (1988) that the experience of the teacher on pupil achievement is controversial.

Methods of Recruitment

Research indicates that employers employ a variety of recruitment methods. Cole (2000) defined recruitment as "securing the organization's human resources" p 183. He went on to say that the purpose of recruitment activities was to attract sufficient and suitable potential employees to apply for vacancies in the organization. This therefore has to do with the fact that

not everybody or person can be recruited unless such a person or persons are potentially suitable.

Needham (1992) stated that organizations sometimes recruit internally. He outlined the advantages of internal search as savings on recruitment costs, and on induction costs. Promotion is seen as an incentive for all members of the organization to work harder. Touching on the main disadvantages of this method, he recognized there was no buzz of efficiency that follows an internal appointment, no new ideas are brought to the organization, the person who moved to a new position will need to be replaced. Finally, promotion of one person may upset some one else who is overlooked. He added that the way in which internal recruitment takes place depend on the type of job involved. Generally speaking, the more junior the position, the less elaborate will be the means of recruitment. Needham presented a list of internal recruitment processes which included newspapers, magazines, advertisements and commercials and employment agencies.

Like Needham, Adesina (1990) observed that generally recruitment of teachers is done from the principal sources. It may be done through applicant source, the mass media or other supply sources and through internal and external contacts. In some cases, the Boards of schools found it a fruitful exercise to send representatives to the Universities, Institutes of Education as well as University Colleges to contact both professional educators and students in the final year for recruitment. Applications are given to students and in certain cases interviews are conducted on campuses before the students disperse.

Adesina (1990) believed that perhaps this was the most effective and economical way of recruiting teachers for the classrooms. The panel would have a good variety to choose from and enjoy the goodwill of teacher trainers as well as teacher training institutions. He was of the opinion that recruitment of teachers through advertisement in the press was perhaps the most labourious and most expensive of the three. He noted that the present system of recruitment of teachers by School Boards in Nigeria has made recruitment through the mass media least favourable.

Meggison (1984) shared a similar sentiment with Needham that recruitment could be done both internally and externally and that the specific external source of supply used by a firm depends on the job to be filled, the type of work needed and economic conditions. In addition to these sources by Needham, Meggison included schools and colleges, migrants and immigrants, competing firms and others.

Stoner and Freeman (1989) identified methods of recruitment to include internal search or recruitment from within and outside. According to them, recruitment takes place within a labour market hence the method that would be adopted by the Human Resources Department within an organization to meet their recruitment needs depend largely on the availability of the right kind of people in the local pool as well as the nature of the position to be filled. The author 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 she or he is more likely to be successful as a result of his or her knowledge of the school and its members.

Second, recruitment from within helps to foster loyalty and inspires greater effort among school or organization members. Finally, the author's opinion was that it was usually less expensive to recruit from within than from outside. Looking at the disadvantages of this method of recruitment, Stoner and Freeman recognize the limitations that it places on available talents. It reduces the chances for fresh view points to enter the organization or school.

Stoner and Freeman suggested that external recruitment processes include Colleges and Universities, general advertisement, placement agencies and executive search. They believed that the campus recruitment process could be quite expensive and it was not uncommon for hired graduates to leave an organization or school after a few years. They were therefore of the view that in the attempt to fill middle level management and top-level position, companies or organization may resort to even costlier and more competitive hiring strategies than those used in campus recruitment.

Appleby (1981), like Stoner and Freeman (1989), identified recruitment from within and without as the two main methods of recruitment. He observed that in using internal search, management could inform employees of the vacant position through the staff notice board. He noted that this should always be done even if there were no likely responses. Appleby identified referral as a variant of internal search. In the view of Appleby, the methods of recruitment from outside that could be used in the recruitment of personnel are referral from principal, manpower service, commission or employment service, College, Universities and general advertisement. He saw general advertisement as a popular method of

recruitment of personnel but many firms did not make full use of this method. Appleby's most popular method of recruitment had always been **the one used** to recruit personnel into the teacher training Colleges which recruitment from was outside. Its advantage as giving equal opportunity to applicants is greatly felt by all applicants, whether female or male.

Shun and Alfred (1994) also considered that there were two main methods of recruitment. These were from internal and external sources. They were of the view that internal source must always be given careful consideration for the following reasons: -

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

Shun and Alfred identified two ways of conducting external search for employees. According to them, it could be conducted through employment agencies such as government agencies, institutional agencies, private or commercial agencies and by contacting the public directly through advertisement in the newspapers or journals. It must be noted that there is no difference between Adesina's classification of the methods of recruitment and that of Shun and Alfred. **Both Shun and Alfred as well as Adesina identified application source as one of the recruitment methods and applicant could be from within or outside the school or organization. In**

effect therefore, they are all talking about internal and external method of recruitment.

Selection

According to Stoner and Freeman (1989), selection was a process of appointing people to occupy vacant positions in an organization or institution. The process involves mutual decision-making. The organization decides whether or not to make a job offer and how attractive the offer should be. Thus, Stoner and Freeman thought that the objective of selection is to get individuals who will prove successful on job.

As noted by Rebores (1982), selection is an expensive exercise and hence the recruitment exercise should be done very well so that it will lead to the appointment of people who would not need to be dismissed later. Management must select individuals who would remain on the job. Rebores (1982) observed that four outcomes are always possible when carrying out a process. These are accepting a candidate who would prove well on the job; rejecting someone who would not do well on the job; selecting someone who would not do well on the job; and rejecting someone who would do well on the job. Rebores saw the first two decisions as good because they are decisions, which are favourable to the organization or the institution. He regarded the last two decisions as wrong because they would lead to the employment of personnel who, if employed, would not do well on the job. Many of the studies done in selection of teachers reveal that certain characteristics which can be measured most accurately are the ones which have served as a basis for selection.

These characteristics included certification status; years of experience and personal experience. There is however little proof that these are the qualities that characterize good teachers. In the view of Hall and Macintyre (1957), even though these qualities do not characterize a good teacher it is difficult to go beyond these tangible factors since any such attempt leads to the much debated issue of whether trait or behaviour are more important in teaching success and whether certain trait can be expected to predict behaviour.

According to Needham (1992), recruitment and selection were closely tied together. To him, selection is the process of choosing people to work in an organization. The selection system should attempt to get the best people within existing budgets, that is, those with the appropriate skills, experience and attitudes.

The system must select people who will stay with the organization for a reasonable time and should minimize the cost of recruitment and selection relative to returns. He notes 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.

Placement of Teachers

Rebore (1982) advised that in all school districts, a new employee should not be told that she or he had been hired for a particular job, rather she or he must be made to understand from the onset that the assignment could be changed in the best interest of the school or organization. He was of the view that placement of the school should be guided and regulated by

placement policy. The policy will spell out in explicit terms, the role to be played by those concerned. He outlined the sample placement policy as to how placement is to be handled by a school district. According to him the placement of employees in the school was the responsibility of the head of the school and the wishes of the employee must be taken into consideration if these do not conflict with the requirements of the school, staff balancing and the welfare of the students. To him, it was to the advantage of the school to make assignment that was in harmony with the wishes of the employees because a significant cause of low morale, particularly among teachers, was the assigning of individuals to school, grade levels and subject areas they find undesirable. Other factors to be considered include educational preparation and training, certification, experience, working relationships and seniority in the school system. He suggested the use of staffing–survey forms or instruments as an effective method of minimizing discount over reassignments. This form should be very simple and very easy to fill out so as to furnish the personnel department or the human resource department with adequate information concerning the placement preferences of staff.

Rebore concluded by outlining placement grievance procedure to be observed by the aggrieved employee. The employer should initiate an interview with the administration who processed the assignment charge. If an agreement is not reached at this point, the employee may initiate an interview with the head of the school and submit a request for an assignment review form. If employee is still not satisfied, he may resign his position or employment with the school.

Teacher's Turnover

From Chamberlain and Kindred (1996) study, both economy and efficiency increase when the rate of employee turnover is kept at a minimum. According to them, there was a close relationship between stability of employment and instructional efficiency. Chamberlain and Kindred noted that it might be logically assumed that a large turnover produces a poorer educational product if the teaching staff remains fairly stable. The movement of teachers within the teaching profession leads to some loss of efficiency because of the demand for meeting a new situation. They observed that teachers who move from one position to another within the field of education are motivated by such issues as opportunities for promotion that include higher salaries or the opportunities for professional improvement, greater security, and more desirable living conditions or instructional facilities. Dissatisfaction with their present positions because of a desire to teach near home, as well as failure to receive a satisfactory salary increase, the desire to live in a large community, and disagreement with community customs are other issues that motivate men to move from one position to another. Similarly the desire for new contacts or unwillingness to meet higher professional standards and dismissal for reasons of inefficiency, insubordination, misconduct, staff reduction or unfair administrative practices are some reasons why teachers move from one school to another.

According to Richey (1963), the estimation of the annual turnover of public school teachers throughout the United States was approximately 17% of the total number of teachers. Of the number that leaves the profession each year, about a third leaves for marriage and family reasons. Other

reasons given for the turnover of teachers included retirement (for age or disability), desire to enter other employment and miscellaneous reasons including not being employed.

Adesina (1990) outlined the causes of teacher turnover with respect to changes from one location to another for higher earnings and school facilities that promote instructional efficiency elsewhere as well as a disagreement with administrative policies and personal inability to meet higher profession standards. In a study by Lohman (1963), job satisfaction was found to be the major reason for teacher turnover. About 20% of teachers examined, left to take appointments in other educational positions. Other frequent reasons which made teachers leave the profession were to go on maternity leave, on the transfer of spouse, retirement, failure to be hired and leaving for further studies.

Dunkin (1968) observed that for several reasons there was less geographical mobility among primary and secondary school teachers than among the University teachers. He attributed this to the first and second cycle teachers in the United States of America, who were licensed and usually could not secure a teaching job outside their country unless the receiving country has such a severe shortage of teachers that it seeks out immigrants teachers and gives them licenses to teach. Dunkin concluded that where there was a national system of state schools, teachers were licensed for the entire system and were able to move around from one place to another.

Wyllie (1964) studied a group of Ghanaian teachers who were receiving further education at the then University College of Education, now

University of Cape Coast. The study revealed that 46.6% of the teachers did not intend to make teaching a long a long-term career. The researcher concluded that a high rate of turnover among teachers might remain a serious problem in Ghana for some time to come. He pointed out some serious implications of such teacher turnover. He observed that teaching profession might not only lose graduates who are potential leaders but also a large number of graduates who are already seasoned with rich teaching experience. He further commented that although increased remuneration might lead to a **lower turnover rate among teachers, a lot more need to be done in the form of developing and improving the career and vocational aspects of teaching.**

Retention of Teachers

Richey (1963) contended that if teachers are to be retained, then every school system is obliged to provide personal services, which have been recognized as necessary for an individual to achieve job satisfaction. These personal services include selection of teachers capable of providing educational leadership to children, parents and the community, good personal relationship, a more attractive living and working conditions and continuous orientation programmes that will enable the teacher to become a functioning member of the community. There should also be a programme of communication adequate to keep teachers informed to enable them participate in the operation of the school as well as adopting co-operative evaluation mechanism to assist each teacher identify his or her strengths and weaknesses. The others have to do with salary schedule that would enable the classroom teacher to secure rewards commensurate with those of other

professions, providing in-service training programmes that would enable teachers to develop their potentials to the maximum and the strengthening of policies related to turnover, retirement, group insurance, sabbatical and emergency leaves. And again, the strengthening of release time for professional meetings and courses, the encouraging of parental emphasis on the good conduct of their children, giving adequate personal and professional guidance for beginning teachers and service awards in recognition of outstanding teaching accomplishment.

Antwi (1997) thought that many teachers did not stay in the profession and in the school, due to negative changes in public attitude towards the profession. He noted that in the colonial days, when teachers were held in high esteem by Ghanaians, teaching attracted the best brains in the likes of persons like Dr. James Kwegyir Aggrey, Dr Kwame Nkrumah and Dr Kofi Abrefa Busia. When the public view about teachers changed after independence, teachers' attitude towards their work also 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. Presently, it appears that more and more energetic and young teachers, especially at the basic schools, are likely to look elsewhere for 'better' jobs. This is because the Education Act of 1961, the Education Reforms of 1987, 1992, 2003 and the recent 2007 New Reform can all be described as a 'one-sided'. They hammered on only the work output of teachers and their conducts such as punctuality and regularity. The key areas of those education reforms were: improving quality of teaching and learning in basic schools; improving management

efficiency of the education sector; and improving access to and participation in basic schools especially for girls and other disadvantaged groups.

Antwi (1997) noted that financial and job prospects affect the retention of teachers. The improved financial job prospects of the graduate teachers which resulted from the implementation of the Mills-Odoi Commission Report of 1969 accounted partly for the sudden jump which occurred in the number of Ghanaian graduates entering or being retained in the profession. Antwi observed that the job market for Ghanaian graduates in the Civil Service and in the parastatal organisations affected the retention of teachers in the country. The opening into the civil and the parastatal organisation has been declining and a growing number of Ghanaian graduates have been seeking careers as teachers.

According to Antwi, the estimates of the Planning Unit of the Ministry of Education submitted to the Universities Visitation Committee showed a teacher attrition rate of 15% between 1966/67 and 1967/68. The sudden growth in the number of Ghanaian graduates as 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 the graduate teachers in the field. The major cause for the surge in the number of Ghanaian teachers appeared to have been the convergence of declining job market elsewhere and the considerable improvement in the salary and prospects of such teachers.

Low morale among teachers has been identified as a factor, which contributes to the low retention among teachers in classroom. In Ghana, 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 low morale among primary school teachers. The report stated “We have been left in no doubt that morale is not high in the teaching service and that there is widespread dissatisfaction at the alleged disparity between their conditions of service” (p. 119).

Rebore (1982) agreed with Antwi on this subject 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 sphere. He was of the opinion that the main purpose for establishing a reward policy was to attract and retain qualified employees who would provide the type of service expected by the public. Rebore made it clear that for an employee to repose trust in the reward package, it is essential that employees understand and have confidence in the objectivity by which the system is implemented through the administration.

Herzberg (1959) contended that the equity theory suggests that the employees are more satisfied with their compensation when they believe that “what is” is “what should be”, that is, when their earnings compare favourably with those of comparable workers at other sites. When applied to teaching, equity suggests that teachers in a district are more satisfied with their salaries when their salaries equal or exceed salaries paid to teachers with equivalent experience in other districts. Jacobson (1988) thought that combining the two approaches, it could be seen that retention is related to satisfaction with intrinsic reward received and that reward satisfaction is a function of comparison, between actual earning and estimates of alternatives earning potential. As a result, the effects of salary increases on teachers

retention needs to be examined in relative rather than absolute terms since theoretically, increase in salary will not improve reward satisfaction if the increase do not improve comparison between actual and alternative earnings.

According to Tye and O'Brien (2002), one-quarter of all beginning teachers, especially female teachers listed family or personal reasons, such as pregnancy, the demands of child rearing and health problems as reason for leaving the profession. They further contended that the relative attractiveness of non-teaching jobs may be the primary cause of teacher attrition for the academically gifted teachers and male teachers but not necessary for the female teacher.

In a comparative study about Teacher Relative Salary in Argentina, Chile and Uruguay, evidence showed that among women with secondary education degree, teachers earn as much or more than women in other occupations which suggested that this group's most capable women might gravitate to one of the highest paying jobs available to them: teaching. On the other hand, women with higher education degree working as teachers earned less than their counterparts who worked in other occupations. That implied that the most qualified of these women might gravitate to the other, higher paying occupation available to them.

Among the reasons for choosing teaching as a career, Adentwi (2000) stated that 'teaching is suitable for women' (p. 161). He went further to say that the short working days for teachers which permit women to have time for their role as wives and homemakers was among the reasons

why females become attracted to teaching. They therefore choose to remain longer in the service than their male counterparts.

In finding out from parents, the reason for sending their daughters to school, the response, according to Banjo (1983), was ‘....to enable their daughters to marry in due course a man of high social standing’ (p. 11). This assertion brightens the purpose of educating girls especially to become teachers who will have the advantage of short working days to look after their families. This reason for educating females, according to Banjo plus the short working days for teachers, as cited by Adentwi may probably help to explain why female teachers seem to be attracted into the teaching profession.

In a study conducted on “Cost of Turnover”, by Benner (2002), approximately one-quarter of all beginning teachers leave teaching within four years. In general, teachers list job dissatisfaction due to poor salary, poor administrative support and students’ discipline problems among the most frequent reasons for leaving the profession. In particular, reference to female teachers, the writer cited personal and family reasons such as pregnancy, the demand of child rearing and health problems as reasons for leaving the profession. In addition to what Benner postulated, Ingersoll (2000) indicated that more general factors including government policies, portrayal of teachers in the mass media and communal attitudes influenced teachers largely in their professional commitments and moral. Outstanding urban schools retain most of their teachers because of students’ high performance and parents’ supportiveness.

Haushek, Kain and Rivkin (n.d.), argued that besides teachers' salaries, school conditions were equally important in the retention decision. According to their study, teachers might be willing to take lower salaries in exchange for better working conditions. They however, observed that female teachers who left teaching did so in order to leave the labour market altogether, often for family reasons such as pregnancy and health.

Job Satisfaction

Teachers and administration can be seen as participating in the same social system of the school organization. In their administration interaction, when a discrepancy arises between what the teachers expect the administration to do and what it actually does, the teachers will be faced with the problem of finding a basis for predicting the behaviour of the administrator and thus being unable to act affectively towards her or him. Moreover, being in the subordinate position in the interaction, the teachers will not have any effective means of applying sanctions on the Administrator to put in line with what they expect her or him to be. The teachers will thus experience frustration in such a situation and they will be dissatisfied with their work.

On the basis of this notion, Bidwell (1955) carried out a study from which the findings confirmed his assumption that teachers who perceived the behaviour of a school administrator as being consistent with their expectations would tend to be satisfied with the teaching situation. Conversely, teachers, whose perceptions were not consistent with expectation, were more likely to be dissatisfied with the teaching situation. He concluded that the level of satisfaction in teaching would depend upon

the expectation and whether or not they were fulfilled. It did not depend on the nature of the expectations.

Kuhlen (1963) postulated that individual workers whose measured needs were relatively stronger than the potential of their occupation for satisfying those needs (as they perceived the potential) would be more likely to be frustrated and therefore less satisfied with the occupation. On the other hand, where needs and perceived need satisfying potential of the occupation were more in harmony, the persons involved would rate high their satisfaction with the occupation. Kuhlen, however, argued that since career or work roles tend to be primary for men and secondary for women, the degree of the relationship postulated above would hold to a greater degree for men than for women.

Rudd and Wiseman (1962) studied the job satisfaction of some 432 teachers who had graduated from a college of the University of Manchester School of Education (England). The study revealed that the sources of dissatisfaction for men and women were: - inadequacy of school building and equipment, teaching load and training for job. According to the study male teachers placed salary first in ranking their sources of dissatisfaction while female teachers placed salary number thirteen in their list of dissatisfaction. Another factor which the study found to give rise to dissatisfaction was poor human relation among the staff.

Another study conducted on 148 Canadian teachers who had just completed their first year of teaching revealed dissatisfaction with the school plant, their own training, supervision and administration, in-service training and professional organizations. Teachers could be held in high

esteem and their status in the community recognized, only when their work output is such that students become efficient at the end of the school year, and the nation in turn reaps benefits. To make this dream a reality, teachers must be given frequent in-service training programmes coupled with effective supervision and administration. Frequent nourishment to update teachers to suit and satisfy the current trend of technology through 'refresher courses' among the lot is what is needed for teachers to be satisfied with their jobs.

Wyllie (1964)'s study of a group of Ghanaian teachers who were receiving further education at the University of Cape Coast, found out that even teachers who chose teaching as a long term career expressed a high level of dissatisfaction with it. The variable, which emerged in the study as determinant of dissatisfaction in teaching among the group were remuneration, social prestige, opportunities for promotion or advancement and incentives offered.

Vroom (1964) in reviewing Wyllie's studies, related satisfaction to absenteeism of the teachers. He found that four of the studies tended to support the motion of a negative relationship between the amount of job satisfaction and the degree of absenteeism. Three of the studies did not support this premise and the three others indicated that the magnitude of an absenteeism satisfaction correlation can be demonstrated to be a function of such variables as the type of absenteeism measure used and sex of the teachers. Brayfield and Cockett (1955) and Vroom (1964) suggest that there is no simple relationship between job satisfaction and job performance. The lack of a simple relationship between the two is another critical finding

for those who support the general “human relations” notion that, a satisfied worker is a more productive worker (Blum and Naylor, 1988)

Bame (1991) observes that job satisfaction studies seem to pay much attention to those factors acting on the worker to remain in his job and fail to measure adequately the forces acting on him to leave the job. According to him, a high job satisfaction scores show that the individual worker likes his work, and, to some extent, may have achieved the goal she or he set him or herself for the job, which in turn may indicate that he is prepared, other things being equal, to remain in the job. Conversely, low job satisfaction score may mean that the worker is not satisfied with his or her situation and she or he may be prepared to leave it if she or he perceives another position available to him or her.

Summary

An attempt has been made to explore the relevant and related literature that would help the researcher to have a broad knowledge on the topic. The key issues in the literature review were Characteristics of Teachers, Methods of Recruitment and Selection of Teachers. It also highlighted on Placement of Teachers, Teachers Turnover, Retention of Teachers and Job Satisfaction. The review has therefore contributed greatly to make this work a worthy undertaking and thereby fulfilling the desired objective. The evidence revealed by various research findings is not conclusive; they are subject to further verification. This study has been designed for this purpose.

CHAPTER THREE

METHODOLOGY

This chapter attempts to describe and explain the Research Method employed in the study. Areas covered in the chapter includes: the Research design; the population; the Sample and Sampling Procedure; the Research Instrument; Pilot Testing of Instruments; Data collection procedure and Data Analysis.

Research Design

The study was about the factors which attract female teachers, whether professional or non-professional, into the basic schools of the Kumasi Metropolis. The research design employed was the descriptive survey which involved collecting data in order to answer questions concerning the current status of the subjects of study. This design was chosen because it had the advantage of producing a good amount of responses from a wide range of people. It also sought to gather information so that a description of what was going on could be made. Though the descriptive survey 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, it has its own disadvantage. Respondents may be crippled with numerous tasks at the offices and may not have ample time to answer the questionnaire as accurately as expected. Notwithstanding this disadvantage, the descriptive design was considered the most appropriate

since the study was to report the way things looked like at the time of the study.

Population

The population for the study was made up of all the teachers and the head teachers who were teaching in all the basic schools in the four sub-metropolitan zones of the Kumasi Metropolis. The population used for the study was chosen from two sub-metropolitan schools. Both recently employed serving teachers were used. Their ages ranged between 22 years and 59 years. Officers-in-charge of posting and transfer of teachers at the Kumasi Metropolitan Education Office were also part of the population.

Sample and Sampling Procedure

Six schools were chosen from each sub-metropolitan zone to give a total of twelve schools. From each of the 12 schools, 6 teachers were selected to produce a sample size of 72 teachers. Again, the head teachers of the 12 selected schools were also used for the study. Hence a total of 84 teachers and head teachers from 12 basic schools within two of the 4 sub-metropolitan zones of the Kumasi Metropolis were used for the study. The addition of two officers, in charge of posting and transfer of teachers, gave a total sample size of 86 respondents for the study.

While the simple random sampling method was used in selecting the 72 teachers, the purposive sampling technique was used to select the head teachers and the two officers from the Metropolitan Education Office. The simple random method was used to select the teachers to ensure that every teacher in the schools of the two sub-metropolitan zones had an equal chance of being selected for the study. The 12 head teachers and the two

officers from the Kumasi Metropolitan Education Office were also chosen to suit the purpose of the study since they were believed to possess some knowledge and experiences that could be relevant for the study.

Research Instruments

A researcher-designed questionnaire and structured interview guide were used to collect data from the respondents. The written questionnaire was structured for classroom teachers and head teachers. The 2 officers from the Kumasi Metropolitan Education Office were interviewed. For comparative purposes, similar items were designed in the questionnaire for all the three different set of participants. The questionnaire was made up of both open-ended and closed-ended items. They sought to elicit the following information from the teachers:

- (a). Demographic characteristics of participants, such as, age, home region, marital status, academic and professional qualification;
- (b). Method of recruitment – e.g. Direct posting and transfer;
- (c). Reasons for either applying or accepting posting to be in the Metropolitan Assembly;
- (d). The level of job satisfaction within the metropolis;
- (e). The retention rate of teachers within the metropolis and
- (f). Reasons why female teachers preferred to teach in the metropolis.

For the officers at the Metropolitan Education Office, the questionnaire was intended to gather data on the recruitment procedures for selecting teachers and for retaining them in the Metropolis. The structured interview for the officers was intended to obtain documented data concerning the total number of trained teachers, both male and female,

within the metropolis at the time of the study, the yearly recruitment and turnover rates of both male and female teachers from 1999 to 2003.

Pilot Testing of Instruments

In order to test the validity and reliability of the instruments, a pilot test was conducted in two schools in one of the sub metropolitan zones within the Kumasi Metropolitan Assembly. This was purposely done to avoid the possible incidence of picking the same group of teachers from the same schools for both the pilot and the main study. The pilot test revealed that certain items were not properly structured and were therefore, misunderstood by some respondents. An example of such poorly structured item was item 12 under ‘Questionnaire for Teachers’ stated as “Did you move from one place to another?” Also, item 13 was stated openly as “Which category of teachers leave the Metropolis?” The poorly structured questions were, therefore, restructured to ensure that the respondents could understand them properly to provide the appropriate responses to them.

Data Collection Procedure

The administration of the questionnaire covered a period of four months. It was done through personal visits to the destination of each respondent. Ninety-eight copies of the questionnaire were distributed to all participants (appendix A). Upon gaining access to a participant, the instrument was given out and the participant was left alone to complete it. On the average, it took about 30 minutes for a participant to complete the instrument. The first part of the questionnaires explained the purpose of the study to assure the participants that they needed not to be either afraid or

suspicious about anything. Confidentiality was therefore assured for subjects to provide the information being sought for.

Data Analysis

Both descriptive and inferential statistics were used to analyse the data gathered through the use of questionnaire. The data were grouped and tallied to obtain frequencies of the various items on the questionnaire. These frequencies were totaled and their percentages were calculated and used for the analysis. Tables were designed to illustrate figures to ensure proper understanding.

CHAPTER FOUR

RESULTS AND DISCUSSION

The respondents for the study were 86 altogether. Among these were 72 teachers, 12 head teachers and 2 officials from the Ghana Education Service. The demographic data on the sample were analyzed and discussed. Tables 1 to 6 show the sex, age, marital status, teaching experience, qualification and home regions of respondents while Tables 7 - 14 also show factors which prevent and those that attract female teachers to accept postings to rural and urban area schools and factors which entice male teachers to rural and urban area schools. The tables also summarize the qualification, age, teaching experience and marital status of the female teacher respondents.

Demographic Data of Respondents

In collecting demographic data of respondents, they were asked to declare their gender, age, marital status, teaching experience, qualification and home region. Tables 1 to 6 display their responses.

Table 1

Distribution of Respondents by Gender

Sex	No.	%
Male	35	41
Female	51	59
Total	86	100

Table 1 indicates that while 35 of the respondents, representing 41%, were males, 51 respondents, representing 59%, were females. This shows that the majority of the respondents were female teachers. The difference in percentage wise is quite great and therefore reinforces a study conducted by UNESCO in 1988, which discussed teaching staff requirements. The study revealed that in countries where families were not favourably disposed to the education of girls, the presence of female teachers could encourage families to send girls to school. The presence of any female teacher in a community serves as a role model to other girls as well as families.

The traditional ideology, which puts women at the kitchen, is no longer in vogue as females now rub shoulders with their male counterparts in educational spheres. It is not at all strange to have more female respondents since the Metropolis is made up of two big Teacher Training Colleges, namely St Louis Training which is solely for females and Wesley College which is mixed. The data collected unearth certain interesting features. About 40% of the female respondents are products of St. Louis Training College. About 5% are products from St. Monica's which though not found in the Metropolis, is a sister college in the same region. In this wise, the table shows findings similar to the UNESCO study, hence female teachers' percentage being higher than that of male teachers.

Table 2

Age Distribution of Teachers

Age	Male		Female	
	No.	%	No.	%
21 – 29	3	8	9	18
30 – 39	10	29	8	15
40 & above	22	63	34	67
Total	35	100	51	100

Table 2 shows that 3 male teachers, representing 8% were between ages 21 and 29 while 9 female teachers, representing 18% also were between the same age group. This indicates that the majority of the respondents who were between 21 and 29 years were females. Ten male teachers, representing 29% and 8 female teachers, representing 15% happened to be within the 30 to 39 year groups. Here, the majority of the respondents who were between 30 and 39 years were males. On the other hand, the Table indicates that 34 female respondents, representing 67% and 22 male respondents, denoting 63% fell within forty years and above. This shows that the majority of the respondents fell within 40 and above with female respondents clocking the highest percentage.

Table 3**Marital Status of Respondents**

Status	No.	%
Single	12	14
Married	70	81
Widowed	3	4
Divorced	1	1
Total	86	100

Table 3 indicates that 12 of the respondents, representing 14% were not married while 70 respondents, representing 81% were married. The remaining 4 respondents, representing 5% were the widowed and the divorced. None of the respondents had a separated marriage. It is therefore seen that the majority of the respondents were married.

Table 4**Teaching Experience of Respondents**

Years	No.	%
0 - 10	19	22
11 - 20	22	26
21 - 30	27	31
31 - 40	18	21
Total	86	100

From Table 4, it could be deduced that 19 respondents, representing 22% had from 0-10 years teaching experience, while 22 of the respondents representing 26% had between 11 and 20 years teaching experience. The

number of respondents who had from 21 and 30 years teaching experience were 27, representing 31% while eighteen respondents, representing 21% also had between 31 and 40 years teaching experience. This indicates that the majority of the respondents had between 21 and 30 years teaching experience. This reveals how experienced the metro basic school teachers. According to Windham (1988), experience connoted skills that have occurred over time from formal and informal learning opportunities to which the teacher has been exposed. However, it can be said that the expression of the variable experience in terms of the number of years a teacher has taught is debatable since experience varies from teacher to teacher, either male or female.

Table 5

Qualification of Respondents

Qualification	No.	%
Certificate 'A' (4-year)	10	11
Certificate 'A' (Post/Secondary)	54	63
Diploma Certificate	6	7
Degree Certificate	16	19
Total	86	100

It is noted from Table 5 that 10 of the respondents, representing 11%, were Certificate 'A'(4-year) teachers while 54 respondents, representing 63% were Certificate 'A' (Post-Sec) teachers. Respondents holding Diploma Certificate were 6 in number, representing 7% 16 respondents, representing 19% were Degree Certificate holders. The results show that majority of the respondents were Certificate 'A' (Post-Secondary) teachers.

Table 6**Home Region of Respondents**

Region	Number	%
Ashanti	63	73
Brong Ahafo	6	7
Eastern Region	5	6
Central	5	6
Western	3	4
Greater Accra	0	0
Volta	2	2
Northern	2	2
Upper West	0	0
Upper East	0	0
Total	86	100

Table 6 indicates that 63 respondents representing 73% were from Ashanti region while 6 respondents, representing 7% were from Brong Ahafo region. Eastern and Western regions had 5 respondents each, representing 6% each. Three of the respondents, representing 4% were from Western region while Volta and Northern regions had 2 respondents each, representing 2% each. None of the respondents was from either Upper West or Upper East regions or Greater Accra region.

The table therefore shows that majority of the respondents were Ashantis, followed by Brong Ahafo but with a wide margin. As observed, the 63% of the respondents hailing from the Ashanti region has to do with what Stoner and Freeman (1989) identify as an advantage of recruiting staff from within a school district. Apart from being less expensive to recruit from within, it also helps the individuals recruited to be familiar with the school district especially, in terms of local language spoken, easy interaction

with people around and the feeling of a sense of belongingness. It is therefore likely that such individuals recruited from within - their own home region or district - are more successful as a result of their knowledge of the district or region and probably the school and its members than those recruited from without.

Attractions in the Kumasi Metropolis that Entice Female Teachers

Research question 1 was used to find out the attractions in the Kumasi Metropolis that entice female teachers. Respondents were made to air their views on the factors that attract female teachers to accept postings into the Kumasi Metropolis. Table 7 has their responses.

Table 7

Factors Attracting Female Teachers to Urban Schools

Factors	No.	%
Marital Issues	24	47
Educational Opportunities	7	13
Availability of Social facilities	11	21
Desire to join relatives	5	10
Job opportunities during vacation	4	9
Total	51	100

From Table 7, 24 of the respondents, representing 47% were attracted to teach in urban schools because of marital issues, e.g. joining the husband and the possibility of getting a husband. Seven respondents, representing 13% were attracted to the city due to the existence of numerous opportunities in education. Some of which were the opportunity to further their own education, having access to better schools for their children and

the prevalence of higher academic standard in urban schools as compared to rural area schools. Eleven respondents, representing 21% were attracted by the availability of social amenities in the urban area. Some instances given by the respondents were accommodation, hospital, enjoyment of 24 hour electricity, good drinking water, market and banking facilities.

Respondents who had relatives in the Kumasi Metropolis and therefore would want to join them were 5 which represents 10% while 4 of the respondents, representing 9% were those attracted by the available opportunities to do other jobs, like petty trading during vacation. This shows that marital issue was the major factor, which entices female teachers to urban area schools.

Factors Responsible For Females Not Accepting Postings to Rural Schools

Research question 2 sought to find out what factors are responsible for females not accepting postings to rural schools outside the Kumasi Metropolitan. Respondents were made to express their views on the factors inhibiting females from teaching outside the Kumasi Metropolis. Table 8 displays their responses.

Table 8

**Factors Preventing Female Teachers from Accepting Posting
to Rural Area Schools**

Factors	No.	%
Marital issues	24	47
Educational matters	4	8
Social facilities	15	29
Desire to be at home	4	8
Undecided	4	8
Total	51	100

Table 8 shows that 24 of the respondents representing 47% were unable to accept posting to rural area schools because of marital issues. The majority of them expressed their inability to leave their husbands, who worked in the urban area, for rural area schools. In a study conducted by Bame (1991) on occupation of teachers' spouse, more than 55% of female teachers were married to men in occupations other than teaching, which are more lucrative. This means women tend to marry upward than down ward of the socio – economic ladder. The point here is that more lucrative jobs are found in the cities and this explains the presence of more female teachers in the metropolis than male teachers. Others also expressed their fear in finding and or making a proper choice of a husband if posted to the rural area school. They know that the urban area has the potentiality of having different categories of men to choose from.

Fifteen, out of the total respondents, representing 29% were not interested in accepting postings to rural area school because of the lack of

socio amenities, such as, hospitals, electricity, good drinking water, market, and good communication network. Four respondents, representing 8% desired to be at home or closer to their town or district due to various reasons given. Among them were, having the responsibility of caring for their aged parents at home. Others also thought that they were getting closer to their retirement age and therefore needed to be nearer home.

Four respondents, representing 8% were unable to accept posting to rural area schools due to non-existence of opportunities to further their education in the rural area. Some respondents stated that it might not even occur to them to further their education as they might not face any educational challenges in the rural area. Some respondents were also of the view that they had established themselves in the city and so would not accept posting to a rural area school. The remaining four respondents, who also representing 8%, could not decide whether to accept posting to a rural area school or not. On the whole, it could be seen that marital issues prevented the majority of the female teacher respondents from accepting postings to rural area schools.

Category of Female Teachers Found in the Kumasi

Metropolis Basic Schools

Research question 3 was used to find out the category of female teachers that are found in the basic schools of Kumasi Metropolis. The respondents were asked to state their qualifications. Table 9 displays their responses.

Table 9

Qualification of Female Teacher Respondents

Qualification	No.	%
Cert 'A' (4-YR)	5	10
Cert 'A' (Post/Sec)	38	74
Diploma Certificate	1	2
Degree Certificate	7	14
Total	51	100

Table 9 shows that five respondents representing 10% were Certificate 'A' (4-YR) teachers, while 38 respondents denoting 74% were Post-Secondary Certificate 'A' teachers. One respondent representing 2% was a Diploma Certificate holder and 7 respondents, representing 14% were Degree Certificate teachers. This indicates that the majority of female teacher respondents were Certificate 'A' (Post/Sec) teachers. This goes to buttress the fact that the majority of female teachers in the metropolis are married and therefore stay with their spouses and children. They do not leave for further studies which may of course push them into higher institutions in and around the urban areas. Their responsibility as married women presents them the problem of upgrading themselves. This has to do with Kuhlen (1963)'s argument that since career or work roles tend to be primary for men and secondary for women, the degree of the relationship between measured needs and potential of their occupation would hold to a greater degree for men than for women. This means, women may not be overly concerned with where they will reach on the educational ladder and

also what they receive at the end of the month but are rather concerned with staying employed or not making any further progress.

Female respondents were asked to indicate their marital status. Table 10 displays their responses.

Table 10

Marital Status of Female Teacher Respondents

Status	No.	%
Married	40	78
Single	7	14
Widowed	3	6
Divorced	1	2
Total	51	100

From Table 10, 40 respondents representing 78% were married while 7 respondents, denoting 14% were not married. Three respondents, representing 6% were widowed while the remaining one respondent, representing 2% was divorced. This shows that the majority of the respondents were married. In comparing Tables 9 and 10, it could be deduced that the highest percentage, representing Cert ‘A’ (Post/Secondary), female teacher respondents in Table 9 tallies with the 78% of married women in Table 10. This confirms what Charters (1967) posited that, the importance of salary as an incentive to curb turnover by female teachers pales beside the culturally inspired drives to marry and raise a family. He was of the opinion that female teachers may leave the job not primarily as a result of poor salary but more likely as a result of marriage, especially during the period of raising children. This last assertion is not in line with the present findings as Table 10 clearly shows that female teachers continue

to remain in the service during marriage and during the period of raising children, even though the period for maternity leave is not quite sufficient. The fact is that the majority of female teachers do not further their education as shown in Table 9.

To find out the category of female teachers teaching in the basic schools in the Kumasi Metropolis, the female respondents were again asked to indicate the number of years they had experienced in the teaching field. Their responses are tabulated in Table 11.

Table 11

Teaching Experience of Female Teacher Respondents

Experience	No.	%
0 - 10	11	22
11 - 20	13	25
21 - 30	18	35
31 - 40	9	18
Total	51	100

Table 11 indicates that, 11 of the respondents, denoting 22% had from 0 to 10 years teaching experience, while 13 respondents, representing 25% had teaching experience ranged between 11 and 20 years. The teaching experience of 18 respondents, representing 35% ranged between 21 and 30 years while 9 respondents, signifying 18% had from 31 to 40 years of teaching experience. It is observed that the majority of the respondents had between 21 and 30 years teaching experience.

Again as part of addressing research questions 3, respondents were asked to state their ages. Table 12 shows their responses on the ages of the female respondents.

Table 12

Age Distribution of Female Teacher Respondents

Age	No.	%
21 - 29	9	18
30 - 39	8	15
40 and over	34	67
Table	51	100

Table 12 shows that 9 respondents representing 18% fell between 21 and 29 years while 8 of them, denoting 15% were between the ages 30 and 39. Thirty-four of the respondents, representing 67% were 40 years and above. This implies that the majority of the female teacher respondents were 40 years and above.

Factors That Encourage Male Teachers to Accept

Postings to Rural Schools

Research question 4 sought to find out the factors that encourage male teachers to accept postings to rural schools. Though there are some factors that encourage male teachers to accept postings to rural schools outside the Kumasi Metropolis, others are enticed by factors to seek postings to schools within the metropolis. The male respondents were made to bring out their views on the factors that encourage them to accept postings to schools in the rural areas outside the Kumasi metropolis. Their responses are shown in Table 13.

Table 13

Factors Encouraging Male Teachers to Accept Posting to Rural

Schools

Factors	Number	Percentage
Rural Experience	9	26
Opportunity to farming	2	6
Undecided	24	68
Total	35	100

From Table 13, it can be seen that 9 of the respondents, who represented 26% wanted to have rural life experience while 2 other respondents, representing 6% were encouraged by the opportunity to undertake farming projects beside their normal job. Twenty-four of the total respondents, constituting 68% could not decide as to what factor(s) might attract them to rural area schools. Majority of male respondents were thus undecided on the issue of male teachers being encouraged to accept posting to rural schools outside the Kumasi Metropolis.

Respondents were asked to express their views on what, on the other hand, attract other male teachers to the Kumasi Metropolis. The responses are displayed in Table 14.

Table 14

Factors Attracting Male Teachers to Urban Schools

Factors	No.	%
Marital Issues	7	20
Educational Opportunities	9	26
Availability of social amenities	8	23
Desire to be either away from or at home	9	26
Job Opportunities	2	5
Total	35	100

Table 14 indicates that marital issues attracted 7 respondents, denoting 20% while the opportunity to further education attracted 9 of the respondents which represents 26%. The availability of Social Amenities attracted 8 respondents, representing 23% while 9 respondents, representing 26% were attracted either by the desire to be at home or away from home. Access to other jobs, for instance, private teaching, attracted 2 respondents, representing 5%.

The indication here is that, educational opportunity and the desire to be either away from home or to be at home were the twin major factors, which enticed male teacher respondents to Kumasi Metropolitan schools. From the data collected 14% out of the 26% expressed their desire to be away from their villages (home) because of problems they have to address now and then as a result of the extended family practices. The remaining 12% were family heads, bread winners and caretakers of family property

entrusted to them or taking care of their aged parents and therefore had to be at home or near home to see to all such additional obligations.

Tables 15 - 19 show data collected from the head teachers of the twelve selected schools in the Kumasi Metropolis.

Attractions in the Kumasi Metropolis that Entice Female Teachers

In finding from the head teachers of the Basic schools of the Kumasi Metropolis, the factors that entice teachers to remain long in the Metropolis, research question 1 was used. Respondents’ expressed views are shown in Table 15.

Table 15

Factors Enticing Teachers to Remain Long in Schools

Factors	No.	%
Nearness to school	3	25
Conducive Atmosphere of school	7	58
Enjoyment of good relationship		
With head teacher	2	17
Total	12	100

The possible factors which entice teachers to remain long in the selected schools, according to the head teachers are shown in Table 15. Three of the head teacher respondents, representing 25% rated ‘nearness of school to teachers’ places of residence’ as the most possible reason. Seven respondents denoting 58% rated ‘conducive atmosphere of the school’ as the first most possible factor while 2 respondents representing 17% stated “enjoyment of good relationship with the head teacher”. This shows that the majority of head teacher respondents rated the congenial atmosphere of the

school as the most important factor, which influenced teachers to remain long in their schools. Conversely, the researcher sees poor human relation among the staff, especially, between the heads of institutions and the staff, as a factor of dissatisfaction. Salaries may be low, the schools may be far away from teachers' residence but if at the work places teachers are treated cordially and are respected by their heads of institutions they may seem to forget about all such problems and feel content with their job.

Category of Teachers (Head Teachers) Found in the Kumasi Metropolis

Research question 3 was also use to found out the category of head teachers found in the basic schools of Kumasi Metropolis. The respondents were asked to state their marital status. Table 16 had their responses.

Table 16

Marital Status of Head Teacher Respondents

Status	No.	%
Married	11	92
Single	0	0
Others	1	8
Total	12	100

From table 16 it was seen that 11 of the respondents, who represent 92% were married while one respondent representing 8% was a widow. None of the respondents was single. This shows that the majority of the head teacher respondents were married.

The head teachers were again asked to declare their ages. Their responses are displayed in Table 17.

Table 17

Distribution of Respondents by Age

Age	No.	%
30-39	0	0
40 and over	12	100
Total	12	100

The indication of Table 17 is such that none of the head teacher respondents fell below 40 years. All the respondents, twelve of them, representing 100% were 40 years and above.

Again, as part of addressing research question 3, head teacher respondents were asked to declare their gender and home region. Tables 18 and 19 have their respective responses.

Table 18

Distribution of Respondents by Gender

Sex	No.	%
Male	4	33
Female	8	67
Total	12	100

Table 18 indicates that while four of the respondents, representing 33% were males, 8 respondents, representing 67% were female teachers.

Table 19

Home Region of Respondents

Region	No.	%
Ashanti	7	59
Central	2	17
Brong Ahafo	1	8
Western	1	8
Eastern	1	8
Total	12	100

Table 19 shows that 7 of the head teacher respondents, representing 59% were from the Ashanti region while 2 of them who represent 17% were from the Central region. One respondent each, representing 8% hailed from the Brong Ahafo, Western and Eastern Regions. None of the head teacher respondents came from the other remaining regions of the country. The results therefore show that the majority of the head teacher respondents came from the Ashanti Region.

The data collected from the office-in-charge of postings and transfers at the Metropolitan Education Office revealed the existence of three main procedures for recruiting teachers into the Metropolitan Basic Schools.

They are:-

1. New Entrants: This refers to the recruiting of fresh teachers from the Training Colleges who have been sponsored by the Metropolitan Assembly.

2. Re-engagement: It involves the recruitment of teachers who were previously teaching but left the classroom due to some reasons, for example, traveling outside.
3. Issuing of Assurance Note: This is where teachers from other districts or regions apply for an assurance note indicating that there will be a vacancy for them in the metropolis if they can be properly released by their employers or directors.

It was found out that the category of teachers who normally applied for “re-engagement” and “Assurance Note” were female teachers. These teachers usually return from other countries and want to stay in the Metropolis. Another reason was that the female teachers follow their husbands who are coming on transfer into the Metropolis.

The procedures for recruitment do call for odd time postings and transfers apart from the usual July and August recruitment period. ‘Odd time’ recruitment here refers to recruitment of teachers at a time other than the July-August period. This is done as and when the need arises. For example, protocol request, vacation of post, leave for further studies and re-engagement.

The responses to the variable designed for the office-in-charge of postings and transfers again revealed that male teachers usually leave the Metropolitan Basic schools more than their female counterparts. Some reasons obtained from the out-fit were that male teachers leave mostly for more gainful jobs, traveling outside the country to seek greener pasture, and currently, most of them leave for further studies. However, the rate at which teachers leave the Metropolis, as observed, was very low. This may

hold as true as the majority of the respondents from the twelve selected schools in the Metropolis were females who usually do stay with their spouses. The few female teachers who willingly leave the Metropolitan basic schools happened to be those who have to join their husbands on transfers, e.g., Pastors' wives. Recently, a few more of the female teachers leave for further studies, but the majority of them go in for the Distance Learning Programme. This gives them the opportunity to upgrade themselves while in the classroom and in the home caring for husbands and children.

Asked whether some priorities are given to female teachers in the recruitment exercises, the officer in charge of Postings and Transfers responded 'Yes'. Deliberately, the office offers about 65% of the total teachers to be recruited each year to female teachers. It therefore becomes an undeniable fact that female teachers are more than their male counterparts in the Metropolitan Basic Schools. In finding out whether there has been a time whereby some teachers refuse postings or transfers into the Metropolitan Basic schools, the response was 'No'. Teachers readily accept postings and as it has been found already, do apply for recruitment even in odd times.

As to the possible underlying reasons which entice teachers to readily accept postings or transfers into the Metropolis, the desire to be in the Metropolis, since it happens to be a nodal and commercial center for the entire nation, was rated first. It was followed by the availability of social amenities and accessibility to various forms of communication networks such as good roads, FM Stations, Telephones, Electricity and portable water.

Opportunity to do some kind of business after normal school hours and during vacation was rated third while access to classes to upgrade one's level of education was rated fourth. It is observed here that in as much as teachers may want to achieve academic and professional excellence, they seek first their comfort, for a sound mind is a sound man. The presence of good school environment was rated fifth while all other factors were rated sixth.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Overview of the Study

The dissertation focused on the attraction of female teachers into the Kumasi Metropolitan basic schools. Quite a large number of teachers are recruited into the teaching service every year. However, the rural schools tend to be staffed with more male teachers than females. The main purpose of the study was therefore to find out why there are more female teachers than male teachers in basic schools of the Kumasi Metropolis. Among the specific objectives of the study were to find out the category of female teachers in basic schools in the Metropolis and the underlying factors responsible for the large numbers of female teachers within the Metropolis. All teachers, head teachers and officers in-charge of postings and transfers in the Kumasi Metropolitan Education Office constituted the main population of the study.

Two sub-Metropolitan schools were chosen for the study. Six schools were selected from each Sub-Metropolitan zone to give a total of 12 schools. From the 12 schools, 6 teachers were selected to produce a sample size of 72 teachers. This was done by a simple random sampling method. The purposive sampling technique was also used to select the 12 head teachers of the selected schools and the 2 officers in charge of postings and transfers from the Metropolitan Education office. In all, 86 respondents were used as the study sample. In collecting data for the study, a written questionnaire and a structured interview guide were used. The

administration of the questionnaire was done through personal visits to each respondent within a period of 4 months. The respondents were assured of confidentiality in providing the information being sought for.

Summary of Major Findings

From the study, the following findings emerged:-

Most female teachers found themselves in the Metropolis because their husbands happened to be workers there. They have their families there, which make it very difficult for them to move to other places for teaching.

The existence of social amenities was also observed as a factor which entices female teachers into the Metropolitan Basic schools. In this modern world of technology, women reduce their task obligation in the house by using electric appliances like blenders, microwaves, washing machines, cookers and many others. The situation in which female teachers would be exposed to numerous choices of educational facilities for their children was also a critical factor. Presently, female teachers want to upgrade themselves and since such opportunities are available in the cities they choose to be in the Metropolis. This explains the reason why more female teachers are seen in the basic schools.

In addition to the three factors, it was found out that the recruitment system whereby priority is given to female teachers coupled with the existence of two major Teacher Training Colleges in the Metro, of which one is solely for females, has contributed to the presence of more female teachers in the Metropolitan Basic Schools. Another reason is that most of the female teachers came from the Ashanti Region and they had relatives in

the Metropolis. They therefore wished to stay with them for free accommodation especially when they come out fresh from college.

Another area found to be a factor which entices female teachers into the Metropolitan Basic Schools was the available opportunities to do extra economic work after normal classroom work and during vacations. Another finding, which revealed a strong factor for more female teachers to be recruited into the Metropolis had to do with the inability of male teachers to decide whether they strongly wish to teach in the metropolis or not.

Again, most female teachers wanted to be in the Metropolitan schools and not in the rural area schools because of the availability of ‘a pool of husbands’ to look for an appropriate spouse in the Metro. Lastly, the rate at which male teachers leave the basic schools for either further education or other countries made it possible for more females to be seen in the Metro basic schools. From the head teachers of basic schools in the Metropolis, it was found out that, the conducive atmosphere of the various basic schools in the Metropolis enticed more female teachers and made them stay very long in the schools as a result. The other factor was found to be the desire to be in the Metropolis. The Kumasi Metropolitan, being a nodal city links every region in the country and makes it convenient for all people to travel to and from their home region. The desire to be in the Metropolis also has to do with the fact that teachers from the region want to be at home or near home and this increases the number of female teachers.

Conclusions

Based on the findings of the study, a number of conclusions can be drawn. It is established that female teachers are more than their male

counterparts in the metropolis. Such issues as females wishing to be with their husbands who work in the city are often quite complex ones. However, those that relate to amenities have to do with the physical characteristics of women. Since females are considered as the weaker sex, certain conditions must prevail in the rural area to promote the living conditions of females in the rural area as pertains in the urban area. Schools in the rural areas need to be manned by male teachers as well as female teachers.

Female teachers serve as role models to rural folks especially the girls and parents. They come to see and appreciate the essence of girls' education, which in turn will promote national development. However, the possibility of more females serving in the rural areas to achieve this objective will depend on their being provided with such favourable conditions as are in the Metropolis.

Recommendations

Based on the results and the conclusion of the study, the researcher makes the following recommendations:

1. The Government should develop the rural areas in terms of the creation of social infrastructure to entice teachers to readily accept postings or transfers to such area schools. Presently, the motivation measures adopted for teachers who accept rural area postings should be modified to make it more meaningful and attractive. The supply of cooking utensils, 'ghetto blasters' and bicycles are not enough. Compensation should be such that teachers in the rural area do not feel cheated or discouraged in the service. The Government should at least

put up 'self contained houses for every teacher irrespective of the location of that rural school in question.

2. It should also be government's priority to embark on and promote rural industries and also cite some factories in the rural areas, so that teachers who are wives of those men manning such factories and industries will have their wives there with them. Scholarship schemes should be designed for children of rural schools teachers.
3. The Ghana Education Service should design a fair principle pertaining to the fair distribution of teachers to all parts of the country in such a way that a teacher has to serve a number of years in the rural area before being transferred to urban area schools. This means that care must be taken to make such transfers automatic so that every teacher will have the chance to taste both rural and urban life.
4. In distributing teachers to rural schools, teachers' home region should be considered since it is more likely for them to accept and adapt easily to their own home region's rural schools than in an unfamiliar region's rural schools. The rural communities should also do their possible best to entice teachers into their area schools by making sure of teachers' safety and protection in their areas. Assaulting teachers, for instance, scares all other teachers to accept postings and transfers to such rural area schools. The rural folk should also do well to motivate the teachers more in kind and also in cash. They should recognize the social status of teachers, accord them the due respect, and honour in dealing with them.

5. The rural community should also assist the government in putting down and maintaining teachers' quarters. From teachers' perspective, the nation should not lose sight of the fact that teachers are agents of change and therefore should make their impact felt in these rural area schools.

Suggestion for Further Research

More may be done to assess the factors leading to the attraction of female teachers into the Kumasi Metropolitan Basic School by other researchers who many wish to do so. They may research into the percentage of female teacher graduates that are produced every school year as compared to their male counterparts. Another area of study can be carried out to compare the number of teacher training colleges cited in both urban and rural areas.

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APPENDIX A

QUESTIONNAIRE FOR TEACHER RESPONDENTS

Part 1: Background of Respondent

1. Gender

Male Female

2. Age (as at last birth day)

21 – 29 30-39 40 and above

3. Marital status

Single Married Separated

Widowed Divorced

4. Home Region

Kumasi Metropolis

Others (please state)

5. Home District

Kumasi Metropolis

Others (please state)

6. Academic/Professional qualification

Cert A (4-yr)

Cert A (2-yr) Post Sec.

Cert A (3-yr) Post Sec.

Diploma

Others (please state)

.....
7. Area of specialization

Mathematics Science Pre-Technical

English Others (please state)

8. For how long have you been teaching in Kumasi?

.....

9. What Training College did you attend?

10. In what region was the Training College?

11. For how long have you been teaching in your present school?

12. Did you move from another school to this school?

13. What schools have you been teaching?

.....from.....to.....

.....from.....to.....

.....from.....to.....

.....from.....to.....

14. Why did you leave your former school to your present school?

(Tick in the box)

To join parents

To join husband

To join wife

To be nearer to my hometown

To live in my family house

Others (please specify)

PART II

1. Have you ever been posted to a rural area? Yes No

2. Have you ever refused posting or transfer to any rural area?

Yes No

3. If yes, what are your reason(s)?

4. Do you intend teaching in the rural area? Yes No

5. What is your view about the posting or transferring of female teachers?
into the rural area?.....

6. How did you come to teach in Kumasi

By Posting By Transfer

Applied for assurance note

7. If by transfer, what was your reason for accepting it?

I have been in the Metropolis since I was born

I wanted to be away from my home region or district

Availability of social amenities

Availability of accommodation

Favourable weather conditions

8. Did you choose or decide by yourself to be either posted or transferred to
the Metropolis? Yes No

9. If you chose or decided to be posted/transferred to this Metropolis, what
were your reasons?.....

10. Were you married before being posted or transferred to Kumasi
Metropolis?

Yes No

11. Do you have any relative staying in Kumasi Metropolis?

Yes No

12. Have you ever regretted for being placed in the Kumasi Metropolis?

Yes No

13. Give reason(s) for your response to item 12

.....

14. Did you first stay with a relative or in a family house?

Yes No

15. Whom are you staying with right now?

Alone with a friend with my spouse with a relative

16. Do you do any gainful job during vacations? Yes No

17. If "No" do you intend going into any additional profitable business during vacation? Yes No

18. If yes, what kind of job do you do during vacation?

Doing private teaching

Petty trading

Agent of goods supply (middleman)

Running a shop

APPENDIX B

QUESTIONNAIRE FOR HEAD TEACHER RESPONDENTS

Part 1 Background of Head teacher

1. Gender:

Male Female

2. Age (as at last birthday)

21 – 29 30 – 39 40 and above

3. Marital status

Single Married Separated

Widowed Divorced

4. Home Region

Ashanti Region

Other Region (please specify)

5. Home District

Kumasi Metropolis

Others (please specify)

Part 2

1. How long have you been in the headship position?

.....

2. How long have been in your present school?

.....

3. What is the number of teachers in your school?

.....

4. How many are females?

.....

5. How many are males?

.....

6. How often do you receive new teachers in your school?
 Frequently quite often scarcely
7. Do teachers remain in your school until the mandatory period for transfer? Yes No
8. If yes, what are the possible reasons for teachers remaining long in your school? Please, put '1' next to the most important reason, '2' for the second most important reason and so on
- Enjoyment of financial support from the school.
- The conducive atmosphere of the school
- Enjoyment of good relationship with the head
- Nearness of school to teachers places of residence
9. Do teachers opt for a transfer from your school to another?
 Yes No
10. What are the reasons behind their optional transfer from your school? Below are some possible reasons you may rate according to the many times teachers use them as excuse for their transfer. Tick in the boxes against the reasons. Put '1' for the first most important reason; '2' for the second most important reason and so on.
- Lack of good human relation with head of school.
- Long distance from place of residence to school.
- To join spouse
- To join parents
- Others (please specify)

11. Do you offer assistance in securing accommodation for teachers?
 Yes No

12. If yes, in what form do you assist them?

Financially

Contacting land lord/ladies on their behalf

Informing the PTA

13. Do you take teachers' personal problems at heart?

Yes No

14. How do you handle teachers' academic problems?

Amicable very strictly sometimes strictly

15. How often do you reprimand or give query letters to your teachers who go contrary to the rules of the school?

Rarely Sometimes Frequently Very Frequently

16. Do your teachers give you much trouble in general? Rarely

Sometimes Frequently Very frequently

17. Which category of teachers generally gives you troubles?

Females Males

APPENDIX C

STRUCTURED INTERVIEW

For Officers In-charge of Posting and Transfers at the Metropolitan
Education Office

Please kindly respond appropriately to the following items on the recruitment and retention of Basic School teachers in your out-fit. You can make tick in the boxes provided or write answers in the spaces provided.

PART 1

1. Gender

Male .Female

2. Age

21-29 30-39 40 and above

3. Marital status

. Single Married Separated Widowed

. Divorced

4. Home Region

. Ashanti Region Other Regions

5. Home District

Kumasi Metropolis Others (please specify)

PART 2

1. What recruitment procedure do you follow in recruiting teachers into the Metropolis?.....

2. Has there ever been priority given to female teachers in your recruitment exercise? Yes No

3. What percentage of female teachers do you recruit each year?.....
4. What percentage of male teachers do you recruit each year?
.....
5. During which period(s) do you do recruitment exercises?
1..... 2.....
6. What reason(s) compel you to do recruitment exercise in odd times?
1..... 2.....
7. Has there been a time whereby teachers or a category of teachers do not accept either posting or transfer into the Metropolis?
Yes No
8. What are the underlying reasons teachers give for not accepting postings or transfers into the Metropolis (if there are such cases)?
.....
9. Which category of teachers willingly accept and even apply for recruitment into the Metropolis? Males Females
10. Which category of teachers mostly apply for recruitment in odd times?
Males Females
11. Do you experience a reasonable increase in the number of teachers recruited into the Metropolis every year? Yes No
12. What do you think are the possible underlying reasons for your choice in item 10?.....

13. At what rate do teachers leave the Metropolis before their retirement?

High Low

14. Which category of teachers frequently leave the Metropolis?

Males Females

15. The following are some of the reasons why teachers leave the Metropolis.

Please put '1' next to the reason you think is the most important; '2' next to the second most important reason; '3' next to the third most important reason and so on until you have filled all the boxes against the reasons.

Difficulty in finding accommodation

High cost of living

Join husband on transfer

Desire to undertake a project away from the Metropolis

To join old parents at home

Lack of support from Metropolitan Education Office

Lack of support from Head teacher

Financial problems

Join wife

16. Which category of teachers usually remains or stays long in the Metropolis? Males Females

17. Teachers who stay long in the Metropolis may do so because of the following possible reason(s):

Please put '1' next to the reason you think is the most important, '2' next to the reason you think is the second most important reason, '3' next to the third important and so on till you have filled all the boxes.

- Residential accommodation
- Availability of electricity
- Availability of good drinking water
- Availability of health services
- Opportunity to do some kind of business after school hours
- Favourable weather conditions
- Desire to be in the Metropolis
- Good school environment
- Get support from head teacher
- Get support from the Metropolitan Education Office
- Easy access to teaching/learning resource materials
- Access to classes to up-grade one's level of education
- Enjoyment of good relationship with the head
- Nearness of school to teachers places of residence

18. Do teachers opt for a transfer from your school to another?

Yes No

19. What are the reasons behind their optional transfer from your school?

Below are some possible reasons you may rate according to the many times teachers use them as excuse for their transfer. Tick in the boxes

against the reasons. Put '1' for the first most important reason; '2' for the second most important reason and so.

Lack of good human relation with head of school.

Long distance from place of residence to school.

To join spouse

To join parents

Others (please specify).....

20. Do you offer assistance in securing accommodation for teachers?

Yes No

21. If yes, in what form do you assist them?

Financially

Contacting land lord/ladies on their behalf

Informing the PTA

22. Do you take teachers' personal problems at heart? Yes No

23. How do you handle teachers' academic problems?

Amicable Very strictly Sometimes strictly

24. How often do you reprimand or give query letters to your teachers who go contrary to the rules of the school?

Rarely Sometimes Frequently

Very Frequently

25. Do your teachers give you much trouble in general?

Rarely Sometimes Frequently

Very Frequently

26. Which category of teachers generally gives you troubles?

Females Males

