

UNIVERSITY OF CAPE COAST

PUBLIC VIEWS ON TEACHERS' EDUCATION: A CASE STUDY OF
KUMASI METROPOLITAN DIRECTORATE OF GHANA EDUCATION
SERVICE

LINDA APPIAH

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SERVICE

BY

LINDA APPIAH

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DECLARATION

Candidate's Declaration

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

Candidate's Signature: Date:.....

Name : Linda Appiah

Supervisor's Declaration

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

Supervisor's Signature: Date:.....

Name: Mr. Kankam Boadu

ABSTRACT

The main purpose of this study was to investigate into the quota system of the Ghana Education Service in the Kumasi Metropolis. It sought to find out the views on teachers' development towards the study leave in the Metro Education Directorate of GES, Kumasi. Five research questions guided the study which was grounded in the literature of study leave and the quota scheme system.

Descriptive survey was employed for the study. Simple random sampling technique (table of random numbers) was used to select 89 respondents out of 569. Questionnaire was the main data collection instrument. Statistical Product for Service Solution (SPSS version 16) was used to analyze the data. Frequencies, percentages and tables were used to present the data.

The study revealed that the main rationale for granting study leave with pay was to enable teachers upgrade themselves. It was found that teachers' professional competence improves and they became abreast with changes in education. Also, the teaching service experiences shortage of teachers in some areas of the country since some of the beneficiary teachers fail to return to the classroom.

It was recommended that GES should put in place alternative arrangement to replace teachers who are granted study leave before they leave for further education. Again, it was recommended that the educational authorities should review the quota system since there is disaffection among some teachers who are not granted study leave due to their subject areas.

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DEDICATION

To my family.

TABLE OF CONTENTS

	Page
DECLARATION	ii
ABSTRACT	iii
ACKNOWLEDGEMENTS	iv
DEDICATION	v
LIST OF TABLES	ix
LIST OF FIGURES	x
CHAPTER ONE: INTRODUCTION	
Background to the study	1
Statement of the problem	6
Objectives of the study	7
Research questions	8
Significance of the study	8
Organization of the study	9
Delimitations of the study	10
Limitations of the study	10
CHAPTER TWO: REVIEW OF RELATED LITERATURE	
Introduction	12
Staff development	12
Continuous professional teacher education	16
The essence of the quota system	18

The issue of priority subjects or courses for granting of the study leave with Pay	22
The threat to teacher shortage	26
The issue(s) of teacher development	28
Summary	33

CHAPTER THREE: METHODOLOGY

Introduction	34
Research design	34
Population	35
Sample and sampling procedure	36
Research instrument	37
Data collection procedure	38
Data analysis procedure	38

CHAPTER FOUR: RESULTS AND DISCUSSION

Introduction	39
Presentation of background information	39
Issues on the granting of study leave with pay	42
Reason(s) for granting study leave with pay to teachers	42
The criteria used in granting study leave with pay to teachers	44
The impact of study leave with pay on teachers' professional development	49

The challenges associated with the implementation of the study with pay policy	53
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	
Summary of the study	57
Summary of major findings	58
Conclusions	59
Recommendations	60
Suggested areas for further research	61
REFERENCES	62
APPENDIX	
A: Questionnaire for respondents	68

LIST OF TABLES

Table	Page
1: Group I of the approved subjects/courses	24
2: Group II of the approved subjects/courses	24
3: Group IV of the approved subjects/courses	25
4: Group IV of the approved subjects/courses	25
5: Group V of the approved subjects/courses	25
6: Gender distribution of respondents	40
7: Age distribution of respondents	40
8: Working experiences of respondents	41
9: The rationale for granting study leave with pay to teachers	43
10: Responses on the criteria for granting study leave with pay	45
11: Impact Study leave with pay has on teacher professional development	50
7: Challenges associated with the granting of study leave with pay to teachers in Ghana	54

LIST OF FIGURES

Figure	Page
1: Responses on whether the criteria for granting study leave favour all teachers	46
2: Responses on which subject areas receive the most attention as per the quota system	48

CHAPTER ONE

INTRODUCTION

Background to the study

If an organization is to be successful, it must have employees who have the appropriate skills for their jobs which can be used to develop the necessary skills in addition to the pursuance of other programmes. Ensuring that the organization and for that matter the Ghana Education Service (GES) have sufficient employees with the appropriate skills is the domain of human resource development. It is upon these that the researcher has tasked herself to look out for the views of teachers on study leave on teachers' development in the Metro Education Directorate of GES, Kumasi.

Education is an indispensable tool in a nation's development. It equips the individual with skills, technical knowhow and competencies that are necessary ingredients for higher productivity. These competencies help in raising the National Gross Product thereby leading to development (Osafo-Mafo, 2005).

In every economy, human resource is valued greatly as it contributes to increased productivity and higher economic development. The growth and development of every country depends on the quality of the human resource and its ability to perform to achieve set goals, aims, and objectives of the country (Harbison, 1984). Employers are thus, expected to give employees the deserved skills, techniques, knowledge, attitudes, abilities and procedures that have been

considered and defined as necessary and relevant for effective and efficient employees' performance.

The importance of education, training and retraining for the development of the personnel of an organization is the sheer responsibility of stakeholders in the upbringing of quality staff and work. This is the more reason why the Ministry of Education (MOE) and the GES, the key providers of formal education service in Ghana, appreciate the importance of continuous training and development of their staff in order to improve delivery of quality education to Ghanaians (Osafo-Mafo, 2005). It is for this reason that for many years the MOE, the GES, and for that matter, the Government of Ghana instituted the Study Leave with Pay Scheme for teachers of this country as part of their conditions of service. The importance of the establishment of the study leave policy therefore, cannot be underestimated. It has been established as a form of motivation of staff to put in their best in order to continuously improve the teaching and learning processes. There are policy guidelines regulating the granting of study leave with pay. The guidelines state that:

- Study Leave with Pay may be granted to members of the GES by the Director-General;
- Study Leave with Pay may be granted by the GES Council on the advice of the Director-General to members of the Service for approved courses including industrial and professional courses;
- The granting of Study Leave with Pay shall be governed by regulations, relating to courses, durations, qualifications, bonding and so on as may from time to time be laid down by the GES Council;

- Employees who do not qualify under the prevailing conditions or wish to take courses not approved for the granting of study leave may at their own request be granted with Study Leave without Pay for not more than four years;
- For the period a staff is on Study Leave with Pay he/she shall earn increment because that shall count as service, provided the course is an approved one and is completed within the normal study leave period;
- Staff who are 55 years and above can not apply for Study Leave with Pay to pursue courses that have duration of 4 years or more (Graphicghana.com, 2009).

In the 2002/2003 academic year, the GES in its efforts to streamline the implementation of the Study Leave Policy and to make it cost effective introduced the quota system, which was considered to be demand-driven. The number of applicants granted study leave each year and the number of courses or subjects to be pursued was determined by the GES Council (Osafo-Maafa, 2005).

In the past, the Study Leave policy was so generous that the service was able to grant Study Leave with Pay to any number of qualified personnel. By this practice a substantial portion of the GES payroll went into supporting staff on Study Leave with Pay, thus putting strain on the organization's budget. The resulted effect of such approval of study leave created too many vacancies in the schools as well as staff management problems (Graphicghana.com, 2009).

The Ghana Education Service in this respect put in place a yearly quota system to determine the total number of personnel to benefit from the Study Leave with Pay, based on the needs assessment of the Service. However,

subjects that attract Study Leave with Pay will vary from year to year based on the needs assessment and analysis conducted by the Human Resource Management Division (HRMD) in consultation with District, Regional and Divisional Directors of the GES (GES, 2005). This directive was issued by the Minister in charge of education during the 2005/2006 academic year. Till today, nothing had been heard to opposing or amending this directive. This policy directive was intended to curtail the phenomenon of empty classrooms created as a result of the wholesale Study Leave Policy that was implemented in the preceding years.

According to Hanson (2008), the directive was issued after a careful analysis of the effect the implementation of the Study Leave with Pay policy has had on the education delivery in the country. He made it clear that the management of the quota system took into consideration the inflow and outflow of teachers from Teacher Training Colleges (Colleges of Education) through the study leave system. Furthermore, he intimated that management of public schools should be seen as an enterprising entity and must therefore be managed to achieve quality education and higher productivity as well as being cost effective. For instance, the number of teachers on study leave as at April 2005 stood at 14,689. The average salary per annum per teacher was ₵15,566,504 or GH ₵1,556.65. This implied that the average salary for teachers on study leave per annum worked up to ₵228,656,377 or GH ₵22,865.64 (Hanson, 2008).

Consequently, in a situation where 14,689 teachers leave the classroom in pursuit of academic laurels; the government would have to recruit the same number to fill those vacancies created. Thus, government would be spending

close to ₵400 billion or more per year on salaries of teachers on Study Leave in addition to teachers recruited to replace them.

Also, it must be stated that, the total number of teachers that came out of all the Teachers Training Colleges (Colleges of Education) at the end of 2005 which was estimated at 8,000 did not meet the expected vacancies created by teachers on study leave. Sam-Okyere (2007) revealed that teachers for Social Studies, Business related subjects, Religious Studies, Physical Education were in short supply.

In view of this, a systematic needs assessment was conducted to identify the programmes MOE/GES should support in the implementation of the study leave policy. The priority courses that have been systematically and contextually identified are the Science, Mathematics, Information and Communication Technology, English language and French (Hanson, 2008).

The granting of study with pay or without pay as form of human resource development in Ghana generally dates back to the time Ghana gained independence from Britain. Mankoe (2003) recalled that the Government of Ghana at that time recognized education as key to people's way of life and happiness and decided to grant study leave to citizens to study in various areas they had strength in. Those days, the study leave policy was very flexible and so it was feasible to grant soundly Study Leave with Pay to any number of teachers that applied for it. Population increases over the years have changed a lot of things. The blanket approval of study leave with pay over the years created situations where a number of schools in the system lacked teachers because a good number of beneficiaries of Study Leave with Pay failed to return to the classroom. The situation meant that the Ghana Education Service did not benefit

from the huge sums of money spent on teachers on study leave by way of salaries. The situation was putting too much strain on the GES financially, hence it became expedient to fashion a way out, this brought about a new policy on study leave with pay for teachers known as the quota system. The quota system is supposed to be demand-driven and cost-effective.

Statement of the problem

The conditions under which Study Leave with Pay is given to teachers to further their studies are granted are as follows:

- That, members should have served for a minimum of three years after certification from the last approved course, but must not be under bond, unless serving in a deprived area.
- That, non-professional graduate teachers should have served for at least one year and are to embark on Post Graduate Diploma in Education courses.
- That, members of the service returning from secondment who are not under bond should have served for at least two years before embarking on any course, and lastly,
- That, members of the service who have vacated post and were reinstated should have served for at least five years before embarking on any course (The Ghanaian Times, 3rd October, 2006).

The afore-mentioned conditions, however, seem to have outlived their intended purpose in contemporary Ghana. This is so because, the quota system seem to have failed considerably in:

- Considering first and foremost, the applications of GES teaching and non-teaching personnel who have served for longer periods in the Ghana Education Service.
- The equal distribution of study leave with pay to GES teaching and non-teaching personnel, who put in application for grant of Study Leave with Pay, so that they can pursue further studies, from the various Districts of Education and Regions in Ghana.
- Considering the applications for the grant of Study Leave with Pay to teaching and non-teaching personnel of GES who intend to go on further studies, and have served in the very remotest towns and villages of districts and regions.

All these important issues remain puzzles in connection with the granting of study leave by GES, as one seems not to identify the real effect of Study Leave on Teacher Education at the tertiary level. These issues are important though, available literature is silent over the effects of the study leave on human resource development. This gap needs to be filled hence the choice the present study.

Objective of the study

This research sought to examine the mode of granting Study Leave with Pay to GES staff; the difficulties that were associated with the Study Leave quota system, the benefits that were derived from the granting of Study Leave with Pay and the plausible solutions or suggestions that would salvage the puzzle – the issue of Study Leave Quota System.

Specifically, the study sought to

- Analyze the rationale for granting Study Leave to teachers
- Examine the criteria used in granting the Study Leave with pay
- Assess the effects that granting of study leave has on teachers' professional development
- Examine the challenges associated with the granting of study leave
- Suggest ways that could be used to deal with the challenges that confront the granting of study leave

Research questions

The following research questions guided the researcher in the investigation.

- Why is study leave with pay granted to teachers?
- What are the criteria used in granting study leave with pay?
- What impact does study leave with pay have on teachers' professional development?
- What are the challenges associated with the implementation of the study leave with pay policy?
- What are some of the solutions to the challenges confronting the granting of study leave with pay?

Significance of the study

In a developing country like Ghana, the efficient and effective development and utilization of both the human and material resources is vital to national development. The human resource development is best achieved through education, training and retraining so as to develop adequate human resource base, there is the need for judicious and prudent use of funds meant for

such an activity. In view of this, it is hoped that the study will: provide information on the efficient and prudent ways of financing teachers on study leave in order to help find lasting solution to the teacher shortage problem faced by the country annually and make the teaching profession more attractive.

Teachers desiring for study leave with pay will be assisted through this study to understand the various factors which influence the financing of programmes or otherwise which they pursue at the tertiary levels so that they would have clear understanding in the selection of programmes to study.

The study will also assist the public, policy makers, government and other researchers to carry out similar studies into the issue at hand and in other tertiary institutions in the country as a whole, to enhance the Study Leave Quota System on teachers desiring to further their education.

Organization of work

This study was put into five chapters including chapter one. Chapter two discussed the review of relevant and related literature of the study. Both theoretical and empirical literatures were reviewed. Chapter three catered for the methodology of the project work. This dealt with the research design, population, sample and sampling procedures, instruments used, and the data collection procedures as well as data analysis procedures. Chapter four dealt with the presentation of results and discussion of preliminary and main data. Chapter five covered the summary of the major findings, conclusions and suggestions to the appropriate authorities, policy makers, teachers and institutions for consideration and implementation.

Delimitation of the study

A study of this nature could have been conducted in all the Junior High Schools in the Ashanti Region, but due to limited resources and time, this was not possible. The study is therefore limited to cover only the Kumasi Metropolis in the Ashanti Region to ensure better coverage and effective work. The study only considered the quota system. That is, the views on teachers' development towards study leave in the Metro Education Directorate of GES, Kumasi. Findings from this study apply to Junior High Schools in the Kumasi Metropolis. Other Districts and Metropolis with similar characteristics as the Kumasi Metropolis, may however adopt the findings.

Limitations of the study

This study, like any other research, has its limitations. Some of the respondents did not take their time to read the items carefully before completing the questionnaires. Some also did not follow the instruction. Some respondents also did not complete responding to sections of some questionnaires even though the researcher spent about 15 minutes to explain some of the items before the questionnaires were issued out. However, the researcher edited all the questionnaires returned and ruled out incomplete items on some questionnaires.

Also, due to the fact that the schools were not located at one place, the researcher had to walk distances to some of the schools to establish rapport and administer the questionnaires. To assist in this direction, some research assistants were trained to assist in the administration of the questionnaires.

Even though the researcher encountered these limitations they did not affect the outcome of the study because the researcher took time to correct all the problems encountered during the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter reviews literature related to study leave with pay or without pay and continuous professional teacher development, which is the main focus of this study. The review of related literature revolved round headings such as:

1. The essence of Study Leave with Pay for teachers
2. The essence of the “Quota System”,
3. The issue of priority subjects/courses for granting of Study Leave with Pay;
4. The threat to teacher shortage;
5. The issue of teacher development.

Staff development

Staff development is a key aspect of Human Resource Management and Development. Towards this end, Hord (2009) stated that most staff developers agree that the goal of staff development is changes in individuals' knowledge, understanding, behaviours, skills, and values and beliefs. She maintained that too often, it appears that this fundamental view of staff development is unheeded or forgotten. However, if change of some understanding, skill, or behaviour is

the desired outcome of staff development, then it is reasonable to explore the relationship.

On his part, Bush (2007) emphasized that a large majority of school, district, higher education, and state level practitioners agree that staff development typically focuses only on the first component of a staff development model, omitting the remaining four (Joyce & Showers, 1988). These five components are described in this section of the review. The first of five components of this model is the presentation of theory or the description of a new skill or behaviour deemed useful or desirable to the audience. This description is typically thirty minutes to one or two hours in length, and is provided in a one-way delivery mode to a passive audience. Imparting knowledge, as an outcome, can be accomplished in this single session. The second component of the Joyce and Showers model is demonstration or modeling of the new strategy or skill. Like the first component, delivery is one-way and no audience action is required. The third component is initial practice in a protected or simulated setting – most often in the workshop session. The audience now participates, trying out the new skill. Promptly providing structured and open-ended feedback about performance of the practice is the fourth component. The fifth component is coaching. As the new idea or skill is being applied and tried in classrooms (or wherever the workplace), follow-up attention to help with the at-home implementation is given to the staff development participant (Joyce & Showers, 1988 a cited in Boyd & Hord, 1994).

Bush (2007) examined the effect that the components contributed toward transfer of skills or new behaviours into classroom practice. He found that when

participants were given only the first component, a description of the new skill, 10% of the persons could transfer or use the skill in the workplace. When the second component, modeling or demonstration of the skill, was included, 2-3% more persons could perform the skill in the classroom. When practice, the third component, was added, 2-3% more transfer occurred; similarly, when the fourth component, feedback, was included, another 2-3% transfer occurred. Thus, four components resulted in 16-19 persons out of one hundred able to perform the new skill in the classroom. However, when coaching, the fifth component, was part of the staff development process, up to 95% of the participants transferred the skill into classroom practice. Thus, the coaching component was critical in effecting a change in the skills of an exceedingly large number of persons (Elias, 1989).

Staff development is akin to professional development or continuous professional development. This is because teachers are staff of the education service and as professional teachers their skills and competences have to be sharpened. It is within this context that professional development is being looked at. Speck and Knipe (2005) stressed that professional development refers to skills and knowledge attained for both personal development and career advancement. They underscored the fact that professional development encompasses all types of facilitated learning opportunities, ranging from college degrees to formal coursework, conferences and informal learning opportunities situated in practice. "It has been described as intensive and collaborative, ideally incorporating an evaluative stage" (p. 67). There are a variety of approaches to professional development, including consultation, coaching, communities of

practice, lesson study, mentoring, reflective supervision and technical assistance (National Professional Development Center on Inclusion, 2008).

Jasper (2006) revealed that a wide variety of people, such as teachers, military officers and non-commissioned officers, health care professionals, lawyers, accountants and engineers engage in professional development. Individuals may participate in professional development because of an interest in lifelong learning, a sense of moral obligation, to maintain and improve professional competence, enhance career progression, keep abreast with new technology and practice, or to comply with professional regulatory organizations.

In a broad sense, Golding and Gray (2006) emphasized that professional development may include formal types of vocational education, typically post-secondary or polytechnic training leading to qualification or credential required to obtain or retain employment. Professional development may also come in the form of pre-service or in-service professional development programmes. These programmes may be formal, or informal, group or individualized. Individuals may pursue professional development independently, or programmes may be offered by human resource departments. Professional development on the job may develop or enhance process skills, sometimes referred to as leadership skills, as well as task skills. Some examples for process skills are 'effectiveness skills', 'team functioning skills', and 'systems thinking skills'. Above all, professional development opportunities can range from a single workshop to a semester-long academic course, to services offered by a medley of different professional development providers and varying widely with respect to the

philosophy, content, and format of the learning experiences (National Professional Development Center on Inclusion, 2008).

Continuous professional teacher education

Teachers like other professionals need to constantly upgrade themselves to be able to meet the challenges of modern trends. It is from this perspective that the issue of study leave finds meaning. Granting teachers study with or without pay comes under the purview of continuing education. Bush (2007) explained that continuing education can help teachers to improve their classroom skills, to master new material and develop new curriculum, to branch out into new areas of expertise, to advance their careers and to increase their earning potential.

Livneh (1999) added that teachers at all levels, from pre-school through adult education, have a huge array of options when it comes to continuing education. Teachers can choose to pursue formalized training programmes that can contribute to additional degrees or certificates. They can also choose to pursue shorter programmes or even individual workshops or seminars that can focus on particular classroom skills or new curriculum. An elementary school teacher may choose to take a class on the latest in techniques for teaching reading while a high school English teacher may take a seminar on Dante's *Inferno*. "Both these and many other types of continuing education are available from colleges and universities, through online sources, or through local school districts" (Dia, Smith, Cohen-Callow & Bliss, 2007, p.221). Depending on the type of programme a teacher chooses to pursue as an existing teacher, the cost may be underwritten by school. In addition to the benefits additional teacher

training provides to teachers and schools, adding new curriculum and developing new areas of expertise can greatly add to teachers' individual fulfillment in their careers (Gable & Rogers, 1987).

Glatthorn (2007) indicated that teachers are engaged in incredibly valuable work training and nurturing individual minds. By choosing to pursue continuing teacher education or by choosing to undertake the initial training to enter the field, they can develop the skills and expertise that enable them to most effectively educate their students.

Adding another valuable point, Adentwi (2000) emphasized that the power to educate to enrich people's knowledge and harness latent talents or the exploitation of a nation's human and natural resources for development purposes have long been acknowledged. Development of a nation against a background of high illiteracy rate is not tenable. It is against this background that the content and quality of education of any nation must reflect its socio-political, economic and cultural realities of the day; because education should aim at serving the needs of the individual, the society in which he or she lives, and the country as a whole.

It has been stressed that education provides an individual with moral discipline and general intellectual training that helps the individual to improve and develop personally. Education thus, provides an individual with useful tools and elements that would enable him or her to perform a practical skill more efficiently and effectively to contribute their quota towards national development. As a result of the contribution of education, stakeholders have concluded that there is a close relationship between a country's level of education and its level of development (Antwi, 1992).

Undoubtedly, it is clear that for productive work in today's world to be successful, creativity, vision, application of concepts, principles, theories, generalizations and knowledge, which are mainly acquired through education must be applied. The importance of education, training and retraining is thus, important for the development of the personnel of an organization. Consequently, the Ministry of Education (MOE) and the Ghana Education Service (GES), the key providers of education in Ghana, have acknowledged the importance of continuous training and development of their staff in order to improve delivery of quality education to Ghanaians. It is against this backdrop that for many years, the MOE and the GES instituted the Study Leave Scheme for teachers as part of their conditions of service. The essence of the establishment of the Study Leave Policy therefore, had been to serve as a motivator to personnel within the Ghana Education Service to give out their best in order to continuously improve upon teaching and learning (Osafo-Maafa, 2005). Since the inception of the study leave with pay policy in the 1966/67 a lot of the Ghanaian teaching personnel have benefited tremendously by way of training and retraining.

The essence of the quota system

The quota system that has become a guiding principle in granting study leave with pay for teachers in Ghana at the pre-tertiary level can be justified from many fronts. Firstly, Vaizey (1982) as quoted by Osafo-Maafa (2005) expressed the opinion that to estimate the future school population consideration must be given to teacher requirements. Vaizey (1982) stated that non-professional teacher ratios should be applied to the forecasts of school

population by age group. He indicated that the problem that researchers have struggled and are still struggling with is how to calculate the non-professional teacher ratios. The calculation of the non-professional teacher ratios depends on a number of variables that are particularly subject to government statutory requirements. In this case, researchers had the choice for a given variable – the optimum value, (that is, the value embodied in statutory requirements), the present value or some combination of the two.

Another justification for sticking to the quota system is the continuous shortage of teachers for the basic school. A cursory glance through most of the leading newspapers in Ghana highlights the point clearly. A report carried in the Daily Graphic in its August 20th, 2004 edition indicated the GES had recorded 16,000 shortfalls of teachers in Basic and Senior High Schools throughout the country. Again, according to a recent evaluation exercise by the GES, the three Northern Regions which were singled out were said to have been the most hit – accounting for more than 50% of the 16,000 shortfall of teachers (GES, 2005). The evaluation indicates that there is the need for about 43,000 teachers to be at post in both Basic and Senior High Schools. It should be well noted that in situations where 14,689, 16,000 and 43,000 teachers respectively leave the classroom in pursuit of higher academic laurels, the government would have to employ about the same number to fill those empty vacancies created. Thus, the government would be spending close to about ₵400 billion or more per year on salaries of teachers on study leave in addition to teachers employment to replace such personnel.

In another exposition, Asare (2009) intimated that crucial to education is the interactive processes between a pupil and a teacher. It is in that context that

quality is achieved. This puts the teacher at the core of the process of achieving quality basic education for all children in Ghana. Half way through the Millennium Development Goals (MDG's) and Education For All (EFA) time line, the lack of teachers in classrooms, especially rural classrooms continues to be a common spectacle in the Free Compulsory Universal Basic Education policy of Government. The equitable deployment of teachers, in terms of numbers, qualification, experience and gender continues to be a mirage. Even more challenging is the concomitant teacher leverage required to ensure that the over 800, 000 out of school Ghanaian children, most of whom are in rural areas access quality basic education.

Mensah (2008) stressed that the paid study leave policy as a luxury is certainly no understatement. Prominent among the reasons adduced for the luxurious place given to paid study leave is the age old problem of scarcity of resources. Rationing and sometimes discrimination has been an immediate outcome of the paid study leave policy, which prescribes a basic qualification to be at least three years post qualification experience in teaching and in some cases one's area of subject specialization. This has favored a few (mostly science, mathematics) teachers to the detriment of the majority. Whereas it is factually accurate to say that the preference for science and mathematics teachers over other teachers in enjoying paid study leave is justified by the needs factor (Ghana lacks more science and mathematics teachers compared to the other subjects), same cannot be said for the policy justification for sustainability, in so far as teacher remuneration remains hugely unattractive and insufficient to retain beneficiaries of paid study leave. Approximately 3,000 teachers receive paid study leave each year (Mensah, 2008). Anecdotal evidence available

suggests that the paid study leave programme is the major exit route for many teachers with transit intentions. Most of these teachers after benefitting from this facility at the expense of the state end up in the private sector. It is further suggested that the insurance companies and banks are the final destination of most of these teachers. Another notable outcome of the policy has been corruption. Most teachers are of the view that decentralizing the selection processes of the policy, by giving the mandate to select beneficiaries to the regions has been a source of corruption in the selection of beneficiaries from thousands of applicants per region (Mensah, 2008).

The last justification for the quota system is given by Budu-Smith (2002). He made it clear that the GES cannot cope with the huge financial outlay that characterized the wholesale Study Leave with Pay that was implemented in the past. He explained that the situation was so alarming and expensive because whereas teacher training institutions turn out between 7, 000 and 10, 000 teachers each year, the Study Leave scheme as it operated catered for over 10, 000 beneficiaries each year as at June 2002. Budu-Smith (2002) emphasized that in recent years, the number of personnel who left for courses had become so alarming that the service could no longer cope with the situation; adding that nowhere in the world were so many people or workers released yearly from an organization to go on further studies is not tenable anywhere in the world. Owing to that realization, the GES developed the quota system policy to minimize wastage and expenditure on personnel enrolment, in order to increase savings for non-salary allocation needed to help improve teaching and learning experiences. He revealed that salaries of personnel (teachers) alone took 90% of the education budget while 10% went into teaching and learning materials and

infrastructure. Consequently, Budu-Simth (2002) indicated that because of the uncontrolled study leave regime in the past, the Service was literally standing still as the input of trained teachers in the educational system was reduced far below the number that left each year on study leave. The quota system would help control unprecedented number of personnel that leave the classroom for further studies and ensure that the system have enough teachers to take care of the learners' needs.

The issue of priority Subjects or courses for granting of the study leave with pay

The quota system was closely tied in with prioritized subjects and courses which had direct impact on the country's development agenda. In view of this, the GES yearly publishes the priority list and their respective quota. A case in point is the study leave modalities that the GES has published on the Ghanaschoolsonline.com (2010).

Ghanaschoolsonline.com (2010) presents the 2010/2011 academic year's guidelines for granting study leave with pay to teachers. It states that the GES has the intention of notifying prospective applicants of the modalities for qualification. Specifically, the report had it that the Ghana Education Service wishes to bring to the notice of its members and the general public the approved subject areas and conditions for the grant of study leave with pay for the 2010/2011 academic year" (p. 1). Furthermore, the release indicated that quota for the award of study leave with pay for the academic year under reference is 3,000 applicants of the Service. In line with the GES Study leave with pay

policy, members of the Service should satisfy the following conditions to qualify for the award of study leave with pay (Ghanaschoolsonline.com, 2010).

The Conditions for the grant of Study Leave with Pay as provided for by the GES are:

- The minimum number of years to serve before qualifying for the grant of study leave with pay is five years satisfactory service. A beneficiary of study leave with pay shall be bonded for the number of years served at the institution plus one year.
- An applicant who has served in a designated deprived area for two years may be eligible for consideration for the grant of study leave with pay.
- Applicants who apply for study leave with pay in the critical subject areas would be required to teach initially for two years before embarking on study leave with pay.
- Non-professional graduate teachers should serve for at least one year before being eligible for the Post Graduate Diploma in Education (PGDE) course.
- Members of the Service returning from Secondment must serve a minimum of two years before they become eligible for study leave with pay.
- Members of the Service who vacate the Service and are re-engaged must serve a minimum of five years before being eligible for study leave with pay.
- An applicant who is eligible for study leave with pay must have a minimum of two years to serve after the course. For example, Staff who are fifty-five years and above cannot apply for study leave with pay to

pursue courses that last for four years or more. They can however, apply to pursue courses that have duration between one and three years.

- An applicant shall be eligible for study leave with pay subject to the following:
 - Good conduct
 - Good Performance
 - Recommendation by immediate supervisor.

The approved subjects/courses for the grant of Study Leave with Pay in the 2010/2011 academic year are listed as:

Table 1: Group I of the approved subjects/courses

NO. SUBJECTS	PERCENTAGE
1. MATHS	60
2. ENGLISH/LINGUISTICS	60
3. SCIENCE	60
4. FRENCH	60
Total	240

Source: Ghanaschoolsonline.com, 2010

Table 2: Group II of the approved subjects/courses

NO. SUBJECTS	PERCENTAGE
1. AGRIC SCIENCES	20
2. GHANAIAAN LANGUAGE	20
3. TECHNICAL/VOCATIONAL (AAPLID SCIENCE)	20
4. SPECIAL EDUCATION	20
5. EARLY CHILDHOOD EDUCATION	20
6. PRIMARY/BASIC EDUCATION	20
Total	120

Source: Ghanaschoolsonline.com, 2010

Table 3: Group IV of the approved subjects/courses

NO.	SUBJECTS	PERCENTAGE
1.	B.ED SOCIAL STUDIES (UEW/UCC)	10
2.	CERTIFICATE IN EDUCATION (UEW/UCC)	10
3.	FINE/INDUSTRIAL ART	10
4.	PHYSICAL EDUCATION	10
5.	GUIDANCE AND COUNSELING	10
6.	B.ED SOCIAL SCIENCE (UEW/UCC)	10
Total		60

Source: Ghanaschoolsonline.com, 2010

Table 4: Group IV of the approved subjects/courses

NO.	SUBJECT	PERCENTAGE
1.	ACCOUNTING	6
2.	SECRETARIAL STUDIES	6
3.	HND SCIENCE LABORATORY TECH.	6
4.	HOME ECONOMICS	6
Total		24

Source: Ghanaschoolsonline.com, 2010

Table 5: Group V of the approved subjects/courses

NO.	SUBJECTS	PERCENTAGE
1.	CURRICULUM STUDIES	4
2.	MEASUREMENTS AND EVALUATION	4
3.	ENGLISH/LINGUISTICS	4
4.	SCIENCE	4
5.	MATHEMATICS	4
Total		20

Source: Ghanaschoolsonline.com, 2010

The publication of the prioritized subject/courses vis-à-vis the granting of study leave with pay is a proactive measure that had been taken by the management of the GES. If this is implemented to the letter, the benefits will be good and it would serve as motivation to all teachers.

Before the inception of the “quota system” any teacher who pursued any course that was unrelated to the basic education system was granted study leave. With the current policy, courses or subjects of study are carefully selected with sole intention of benefiting the education system especially the pre-tertiary levels.

The threat to teacher shortage

Harbison (1984), identified teachers as one of the several categories of manpower in short supply in modern countries. He pointed out that the turnover of teachers was high because they had an intention of leaving the teaching profession if and when more attractive jobs became available in private enterprises, politics or in government. The scarcity of competent teachers became a “master bottle neck”, so alarming that there was an entire retardation in the process of human resource development.

Good (1981) dilates on teacher shortage in schools in Africa and contends that though teacher shortage appeared to have been confronting most countries, the problem has been devastating on many African countries, of which Ghana is no exception. In support of this assertion, Bame (1991) states that, in Ghana, many professional teachers have been leaving the teaching profession to seek for greener pastures elsewhere. Their perception being that, such jobs hold promises of better pay and prestige for them. At the end of it all

their retirement would be enjoyable setting their minds at peace. According to him, the result of inadequate supply of professional teachers coupled with constant dropout of those in the profession was that Ghana had to rely largely on the recruitment of 'non-professional teachers'.

The Kwapong Educational Review Committee of 1967 as cited by Osafo-Maafo (2005) identifies a number of problems in the educational system. However, of these problems, the most serious one was the shortage of teachers. They advised that strategies should be devised or identified to produce and preserve a large number of tutors and teachers in Senior High Schools, Technical/Vocational institutions and Colleges of Education whose status, conditions of service and promotional prospects were to be improved.

From the above Kwapong Committee's recommendations, the researcher sees it as rather unfortunate considering the number of would be professional graduate and post graduate teachers who are likely to leave the teaching profession. Severally, it has been seen that some teachers who have been granted study leave without pay or even with pay fail to return to the classrooms. Braimah (2005) reports that some teachers on study leave had been heard saying we will not go back to GES. These teachers were on study leave pursuing various courses at the University of Ghana. Even though the threats of not going back were issued informally at several times it reflects in what is experienced in the schools.

It was further revealed that the teachers claimed that they were being frustrated by the GES with regard to the granting study leave applications. Their claims being that, there was some sort of unfairness and preferential treatment when it came to the issuing and approving of study leave with pay (Braimah,

2005). Hanson (2008) added that some other teachers on study leave without pay had complained that whilst they were going through the modalities for their applications to be approved their names were deleted from GES pay voucher, leaving them in a very desperate and frustrating mood. The teachers added that the only way the service could have helped was sponsoring them for further studies so that upon completion they would have the interest and zeal of the nation at heart and go back to the classroom to serve, though the conditions for graduate teachers were not the best. In buttressing this point clearer, the Ghanaian Chronicle publication (2006) cited an affected graduate teacher, Sadique, as saying that some of them had taught for several years; only to be denied sponsorship, “so how does the GES expect us to go back to the classroom after going through tough struggle” (p. 14). If survey was done across the campuses with teachers on study leave without pay, a lot would have been said and heard.

The issue(s) of teacher development

The teacher plays a vital role in the development of the human resource of every country. They are engaged in the training and development of the people in an economy by way of giving formal and informal tuition within the school system. The teacher performs the task expected of a human resource developer. The teachers’ tasks include assessing the needs of individual learners and making sure that the individual person or learner has acquired and is equipped with the necessary tools, equipment and materials needed for performance (Adentwi, 2000). Teachers need to carry out their task in an effective, efficient and courteous manner so as to achieve desired results. By

this, teachers need to continuously upgrade their knowledge, skills and attain a higher level of professional competence. According to Hornby (1998), the teacher is a person who has undergone training in a college to help share knowledge that would help to mould the life of individuals going through such training. Acquiring such capabilities to some extent depends on the teacher's performance in terms of attitude and how the teacher presents himself or herself by way of possessing the pedagogical skills needed to perform such functions. The performance of teachers should be subject to continuous improvement so as to maximize their potentials for growth and development (Osafo-Maafa, 2005). To have a competent, innovative and internationally competitive national human resource with the ability to contribute to the Socio-economic development and technological advancement of the country, the GES instituted staff development programme and policies for the manpower training and development of its staff.

Manpower training and development are very important elements in Human Resource Development (HRD). This is simply because manpower training and development is more often than not the pivot around which an organizations progress and excellent performance revolve (Antwi, 1992). Change, growth and displacement are facts of modern organizational life. It is worth noting that employees are given the necessary training, education and guidance so as to cope with these change, growth and displacement.

Human resource could simply mean the workforce of an organization or the number of labour forces needed for the performance of specific tasks or job. Human resource development on the other hand, is any attempt that is geared towards the improvement of current or future performance of human resource by way of imparting knowledge, increasing skills, and changing attitudes.

Desimone and Harris (2000) defined HRD as a set of systematic and planned activities designed by an organization to provide its members with the necessary skills to meet current and future job demands. Harbison (1984) observed that nations endowed with humans who have what it takes to attain given goals are mostly developed. This statement, to some extent could be true, because such nations being well resourced brings about high levels of decency and morality, concerned and enterprising citizens, less crime, tolerance and honesty among others. Human Resource Development being a long term systematic programme is aimed at developing the manpower needs of an organization cannot be ruled out in manpower planning. Manpower, according to Hornby (1998), is defined as the supply of people who are able and capable to work. From the definition, manpower implies the workforce. It is therefore necessary for the manpower in every organization to be trained and re-trained to ensure that the organization achieves greater excellence. Training and re-training can never be ruled out in talking about teacher development.

Training could be defined as a learning process that involves the acquisition of skills, concepts, rules, or attitudes aimed at increasing the performance of employees. Armstrong (2001) explains training as the planned and systematic modification of behaviours through learning event, programmes, and instruction which enable individuals to achieve the levels of knowledge, skills and competence to carry out their work effectively and efficiently. Training programmes should be specific, need-based to update and upgrade knowledge and skills of personnel in an organization. Further training and development is a “necessary evil” in the educational sector as society is dynamic and needs change in all aspects of life with the passage of time.

Development can also be seen as the growth or realization of a person's ability and potentials through the provision of learning and educational experience. Development is further concerned with enabling individuals to grow in skills, experience and be of greater use to an organization in both present and later times. Development is broader in scope, less job-oriented and career-oriented (Stoner & Freeman, 1993). Development contributes more to personal growth and it is aimed at developing future resources for an organization. From the above, teacher development could be seen as an inter-related activity which comprises education, training and re-training that would enable the individual teacher going through such developmental process to adjust comfortably to new trends in job demands often necessitated by scientific and technological development.

Education is basically concerned with going through normal academic course of studies to acquire knowledge at schools, college or the university of which a final examination is written at the end of the study and if successful, a certificate is awarded to that effect (Gay, 1992). The certificate shows credible evidence that the holder has gone through that level of education. This makes education more personal rather than job-oriented.

Training is concerned with adopting or moulding a person who has acquired some academic knowledge through education to increase his suitability for a specific job (Sparks & Simmons, 1989). Training equips an employee with certain qualities that would enable him or her to undertake an assignment at a higher level. Training unlike education is more job-oriented rather than personal and it is also narrow in scope as it is often aimed at developing a particular skill. There are different methods of training employees for specific jobs. The

selection is based on the needs of the organization in relation to the type of goals or services produced and rendered. Among the training methods are Apprenticeship, Induction, Executive, Vestibule and Supervisory training (Adentwi, 2000).

Teacher Development is beneficial to both the employee (teacher) who undergoes the training and the organization (employer) that sponsors the training programme either partially or fully by way of:

- Enhancing efficiency and effectiveness of employees by way of acquiring new skills and knowledge which may be lacking before the training programme.
- Satisfying organizations labour requirement without resorting to the external labour market.
- Achieving higher productivity that helps to achieve the organizations major objective of quality service.
- Making employees highly marketable and also have a higher bargaining power for their service.

(Adentwi, 2000).

Notwithstanding the benefits derived from Human Resource Development (HRD), there are some problems associated to this practice among which are:

- Cost involving
- Trainers are sometimes not permitted to implement or impart the new knowledge acquired to their job and colleagues. This brings about waste in both human and material resources.

- There is also waste of funds and effort in a situation where a qualified employee may not be given the chance for such development programme.
- Some employees who become developed through training programmes may resign and work with another organization when they become highly qualified and marketable. This causes a great loss to the trainer and the organization in relation to the resources that have gone into the training programme to develop the employee (teacher) (Bame, 1991).

Despite these problems it is desirable that employers undertake and support human resources development programmes and make it less cumbersome and frustrating as the inherent benefits are greater or outnumber the problems.

Summary

The chapter two was devoted to the review of related literature on the subject matter. Both theoretical and empirical works were revealed in order to find out what other authors have investigated into the subject matter. The review discovered that the study leave with pay is still contested among authorities.

This review also explicitly referred to the gap between the policy and practice on the ground. Staff development was seen as akin to professional development. Since the inception of the study leave pay in 1966/67, a lot of Ghanaian teaching personnel have benefitted tremendously by way of training and retraining. But continuous shortages of teachers due to the granting of the study leave have been a major setback to the study leave besides the huge financial burdens on the GES. Chapter three is devoted to the methodology of the study.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter deals with the methodology used for the study. It encompasses the research design, population, sample and sampling procedures. Also, catered for in this chapter include the instrument used for data collection, pilot-testing of the instrument, data collection and data analysis procedures.

Research design

Researchers like Best and Khan (1993), Gordon and Howard (2000) believe that there is no one single scientific method for scientists to carry out their investigations. However, accuracy of observation and the qualities of creativity and objectivity are some of the ingredients in all scientific methods. Research design is a plan or a blue print which specifies how data relating to a given problem should be collected and analyzed. It provides the procedural outline for the conduct of any investigation, Gay (1992) remarks that research design indicates the basic structure of a study, the nature of the hypothesis and the variables involved in the study.

This research was a descriptive survey on the “Effect the Quota System of the Study Leave Policy on teachers in the Kumasi Metropolitan Education Directorate”. The descriptive survey was an attempt to collect data from

members of a population in order to determine the current status of that population with respect to one or more variables (Gray, 2004).

From another perspective, Sincich (1993) stresses that the descriptive survey method is useful for investigating a variety of educational problems including the assessment of opinions, demographic information, attitudes, procedures and conditions. This implies that descriptive information is mostly collected through the distribution of questionnaires, conducting interviews or doing observations. Akimboye (1986) agrees with Sincich's (1993) view when he pointed out that a descriptive survey research is done when investigators start their researches from doing observations and strategically study existing conditions of specific events in the real world and attempt to describe the scenes that exist. Although this design has some loopholes such as difficulty in getting respondents to answer questions thoughtfully and honestly, it was considered the best for the study since it deals with interpreting the relationship among variables and describing their relationships (Gay, 1992).

Population

The target population for this study was made up of post-graduate teachers on study leave with pay, and those who had completed their studies and were at post, as well as the personnel at the Human Resource Development Division (HRDD) at the Metro Education Office in Kumasi. Apart from the post-graduate teachers who might have enjoyed study leave in the past, there were teachers who had also enjoyed study leave at the undergraduate level but the scope of the study excluded them. The post-graduate teachers arguably had worked for some time and they had felt the need to upgrade their professional

skills by enrolling in an institution of higher learning for that purpose. Personnel of the HRDD were also included in the study because they help in the implementation of the study leave policy of the GES. The total teacher population in the Kumasi Metro Education Directorate was 569.

Sample and sampling procedures

The sample size for the study was 89 respondents. The 89 were made up of 35 post-graduate teachers who had completed their study leave and were at post, 51 who were on study leave at the time of the data collection and 3 persons from the HRDD at the Kumasi Metro Education Office. The multistage sampling procedure was employed to select participants for the study. Four out of seven Senior High Schools (Kumasi Anglican Senior High School, T. I. Ahamadiyya Senior High School, Kumasi Technical Institute and Opoku Ware Senior High School) with post graduate teachers on study leave were selected through the simple random sampling technique (table of random numbers) and included in the study. The next stage involved clustering of the sample into post-graduate teachers who had completed their course and were at post, those who were still on the course, and personnel of the HRDD. Also, sample frame for each cluster was obtained from the Kumasi Metro Education Office. After this, the simple random sampling technique (table of random numbers) was used to select 20% from each cluster. The simple random sampling technique was used because it gave each individual equal probability of being included in the study. The proportion of 20% used was in line with guidelines provided by Fraenkel and Wallen (1996) who suggested that “if the population is a few hundreds, a 20% sample will do” (p. 14).

Research instrument

The research instrument used was a questionnaire (see Appendix A). It had four sections, which were Sections A, B, C and D. It comprised close-ended (checklist) and open-ended items. Section 'A' elicited information on biographic data of the respondents. Factors (variables) stressed in this section included gender, educational qualification, and teaching or work experience. Sections 'B' to D' had items relating to respondents view points, opinions, and suggestions on;

- the essence of the Study Leave with Pay for Teachers;
- the essence of the Study Leave "Quota Policy.
- the issue of priority subjects / courses for the granting of study leave with pay;
- the threat to teacher shortage; and
- the issue of teacher development.

To ensure content validity of the questionnaire, the research instrument was vetted by the researcher's supervisor.

Kerlinger (1996) observed that questionnaires are widely used for collecting data in educational research. It is very effective for securing factual information about practices and conditions of which the respondents are presumed to have knowledge about. It is also used to enquiring opinions and attitudes about the topic under discussion. The questionnaire was used because it has the following advantages over other instruments: it has high response rate. It also simplifies the stages of data analysis. Its weaknesses may be seen in the areas of the fact that respondents may not provide appropriate answers to the items since the method usually involves the use of structured items.

Data collection procedure

Having been furnished with a letter of introduction by the researcher's headmaster (see Appendix B), the researcher held a discussion with personnel from the HRDD of the Metro office, executives of the Graduate Students Association, Ghana (GRASAG), on the need to meet graduate teachers on campus and Post-graduate teachers in some selected schools within the Metropolis. With the Co-operation of the sampled population, the questionnaires were answered and returned within a period of one month. All the 89 questionnaires distributed were retrieved.

Data analysis procedure

Data was handled in three stages – the editing of the questionnaires, coding the responses and the data analysis stage. The editing stage involved checking of inaccuracy of the questionnaires after they had been retrieved to ascertain whether all the items had been responded to. This stage also enabled the researcher to create categories for responses of open-ended questions and also discard irrelevant responses. The third stage was the data analysis stage. The data were transferred to Statistical Product for Service Solution (SPSS spreadsheet) and analyzed with descriptive statistics such as frequencies and percentages. Based on the set objectives of this study, frequency distribution tables were used to present the data. Chapter four presents the results and discusses the outcome of the study.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter presents the results of data gathered from 86 teachers and 3 personnel from the Metro Education Office, Kumasi. The interpretation of data has been made easier by the use of frequency tables, charts and percentages. The main focus of the study was to examine the effects the granting of study leave has on teacher development in the Kumasi Metropolis.

Background information

Three things which were considered to be relevant to the issue under investigation were examined. They had to do with the gender, age and teaching experience of respondents. Tables were employed to present the data. There was general discussion after each table.

Gender distribution of respondents

The respondents were demanded to indicate their gender. Their responses are presented in Table 1. Results on the gender distribution in Table 1 reveal that there were 50 (56%) males and 39 (44%) females. The implication of this result is that an appreciable number of female has had a post graduate qualification. This is seen in the light of the fact that education influences development and women are seen as vital agents of social development.

Table 6: Gender distribution of respondents

Gender	Frequency	Percentage (%)
Male	50	56
Female	39	44
Total	89	100

Source: Fieldwork, 2009

Towards this end, Acemogulu and Robinson (2006) intimate that the issue of gender often does not constitute a major concern in development plans and implementation programmes, although it is well known that the development of women may have a major impact on education, health, population growth and family well-being.

Age distribution of respondents

The next issue that was dealt with under the background information of respondents was their age distribution. Table 7 presents the responses as provided by respondents.

Table 7: Age distribution of respondents

Ages	Frequency	Percentages
20-29	7	8
30-39	40	45
40-49	28	32
50+	14	16
Total	89	100

Source: Fieldwork, 2009

Table 7 shows that 40 (40%) of the respondents were within the age range of 30 and 35. This was followed by 28 (32%) within 40 and 49, with seven (8%) falling with 20 and 29. This means that majority of the respondents have 20 or more years to serve in the teaching service considering the fact that they had post-graduate degree or diploma which is an added advantage to the development of skills and expertise that would enable them educate their students effectively.

Working experiences of respondents

In order to find out the work experience of respondents, item 3 of the questionnaire was designed. This was meant to find out how respondents' experience influenced their development. The respondents were therefore asked to indicate their working experience. The responses are presented in Table 8.

Table 8: Working experiences of respondents

Years	Frequency	Percentages
1 – 5	12	14
6 – 10	18	20
11 – 15	38	43
16 and above	21	24
Total	89	100

Source: Field work, 2009

From Table 8, it is seen that a cumulative of 59 (67%) of respondents had worked with the Ghana Education Service for 11 years or more, with 12 (14%) with 1 – 5 years working experience. This means that majority of the respondents had accumulated some level of experience that is relevant to the

human resource of the Service. When the longer working experience is considered within the context of the granting of study, the GES would be following the guidelines as it pertains to the number of years a staff had service. From the result in Table 8, it is seen that longer serving staff were given preference when it came to the granting of study with or without pay.

Issues on the granting of study leave with pay

Results from the various research questions are presented in this section. Each research question is quoted and the rationale for it is stated, then the results are presented and discussed interspersed with the relevant literature support.

Reason(s) for granting study leave with pay to teachers

Research question one sought to find answers to the germane question why study leave is granted to staff. Statements in the form of checklist were given to respondents to choose those that they agreed with regard to the rationale for granting study to teachers. Table 9 presents the responses.

Table 9 shows that thirty-two per cent respondents indicated that the granting of study leave enable teachers to upgrade themselves to be able to meet the challenges of modern trends. Education delivery is a dynamic process and teachers form part of the schooling provision. Besides this, teachers who were trained before new educational reforms were introduced need to upgrade their professional skills to meet challenges that come with the reforms. Even though workshops and seminars could be used to upgrade the skills of teachers, study leave with pay is more beneficial. This supports the views of Papastamatis

(2009) that when a new curriculum is introduced, teachers are re-oriented to be abreast with the challenges that come with it.

Table 9: The rationale for granting study leave with pay to teachers

Statements	Rel. Freq.	Rel. Freq. %
Provides time away from teaching to be able to complete a qualification or improve an existing one.	0.28	28
Enable teachers upgrade themselves to be able to meet the challenges of modern trends.	0.32	32
To branch to new area of expertise.	0.12	12
To increase the earning potential of teachers.	0.20	20
To advance teachers' careers.	0.8	8
Total	1.00	100.
N=214		

Source: Field Survey, 2009

Again, Table 9 indicates that twenty-eight per cent respondents emphasized that the granting of study leave made enables teachers to complete a course or improve on existing one. This is true in the sense that in Ghana, the three year basic education distance programme provides that teachers who continue their post diploma on campus are granted study to pursue it. In the same vein, tutors with first degree in the Colleges of Education are being granted study leave to have on-campus training to acquire a higher qualification that allows them to teach in those institutions. In support of this, Livneh (1999) explained that teachers at all levels, from pre-school through adult education,

have a huge array of options when it comes to continuing education. Teachers can choose to pursue formalized training programmes that can contribute to additional degrees or certificates. Also, the results show that eight per cent of the respondents indicated that study leave is granted because it affords teachers the opportunity to advance their careers. Career advancement is core issue in human resource development and teachers as human beings would want to advance on their career progression.

Furthermore, Table 9 shows that twenty per cent of the respondents stated that study leave was granted to teachers so that after their studies they could increase their earning potentially. Indeed, promotion goes with increase in monthly earnings because the additional qualification earned could form the basis for promotion on a rank. For instance, in the GES, a Certificate 'A' teacher who obtains a First Degree after proceeding on study leave is promoted to Principal Superintendent which attracts a respectable monthly salary relative to the rank.

Finally, Table 9 indicates that the granting of study leave to teachers could help them change the focus of their expertise (12%). Most often teachers upon pursuing higher degrees shift the focus of specialization which they believe would advance their professional careers or progression.

The criteria used in granting study leave with pay to teachers

Research question two elicited several responses from respondents regarding the criteria used in granting study leave with pay to teachers. Table 10 presents the responses respondents gave in respect of the criteria for granting study leave with pay to teachers.

Table 10: Responses on the criteria for granting study leave with pay

Criteria	Rel. Freq.	Rel. Freq. %
An applicant should have served for five years	0.187	18.7
Applicants from deprived areas should have		
Served for at least two years in the GES	0.233	23.3
Non-graduate teachers should serve for		
At least one year	0.095	9.5
Member returning from secondment must		
Serve a minimum of two years	0.050	5.0
Members who vacate their post must serve		
five years after being re-engaged	0.058	5.8
An applicant must have two years to serve		
after completion of course of study	0.279	27.9
Applicants will be considered based on		
satisfactory conduct, good performance and		
recommendation from immediate supervisor	0.095	9.8
Total	1.00	100.0

N=240

Source: Field Survey, 2009

The responses shown in Table 10 are a direct replication of the criteria used by the GES to grant study leave with pay to teachers. The only difference was the value respondents place on each of the responses. For instance, twenty-eight per cent of the respondents indicated that an applicant must have two years to serve after the completion of the course of study when the study leave is granted. These respondents indicated further that if an applicant at the time of

applying for the study was 55 years and was applying for a course of four year duration, it would not be granted even if the other criteria had been satisfied. This is because that person would have only a year to serve in the GES. This contradicts the views of Ghanaschoolsonline.com (2010) that teachers who are 55 years can apply to pursue courses that have duration between one and three years.

The responses displayed in Table 10 are the exact modalities that have been published by the GES for the 2010/2011 to guide the granting of study leave with pay to staff. In support of this, the Ghanaian Journal (2007) stated that these modalities are not different from those published in previous years as revealed.

In a follow up to the issues discussed in Table 10, respondents were asked if they thought the criteria used in granting study leave with pay for teachers favoured all the target groups. Figure 1 presents the responses given by respondents to that issue.

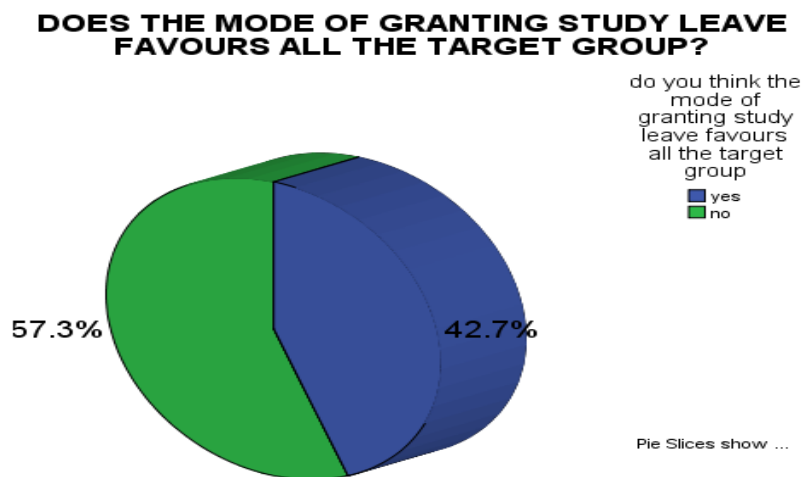


Figure 1: Responses on whether the criteria for granting study leave favour all teachers

Source: Field work, 2009

It is seen from Figure 1 that 43% of respondents answered that the criteria used was favorable, whilst 57% responded in the negative. This an indication that the majority of graduate teachers viewed the mode of granting study leave as unfavorable as depicted in the responses given to the issue. Even if the roughly 57% of respondents is not taken as the majority, a sizeable number of graduate teachers who had benefited from study leave with pay or without pay were not happy with the modalities used to granting study leave in the GES.

Certainly, teachers who had satisfied the requirements and had benefited from the study leave scheme would say it is favorable while those who for one reason or the other have not been granted the study leave would have problems with the mode of administering the scheme. The bottom line is that not everyone would be pleased with any form of policy that is introduced and what the majority in this context stated is what needs to be addressed by modifying the administration of the study leave with pay scheme in the GES, particularly in the case of graduate teachers.

Respondents were also asked which areas of the study attract large proportion of the quota that is made available for granting the study leave annually. Responses given are displayed in Figure 2.

From Figure 2, it can be seen that Mathematics was the subject area that attracted the most attention. This is because about 52% of respondents stated that was the situation on the ground. Mathematics was followed by Science and Agriculture related courses. Arguably, it can be concluded that all these areas are science related because Mathematics forms part of science and Technology studies and so is Agriculture.

SUBJECT AREA WHICH MOSTLY ATTRACT STUDY LEAVE

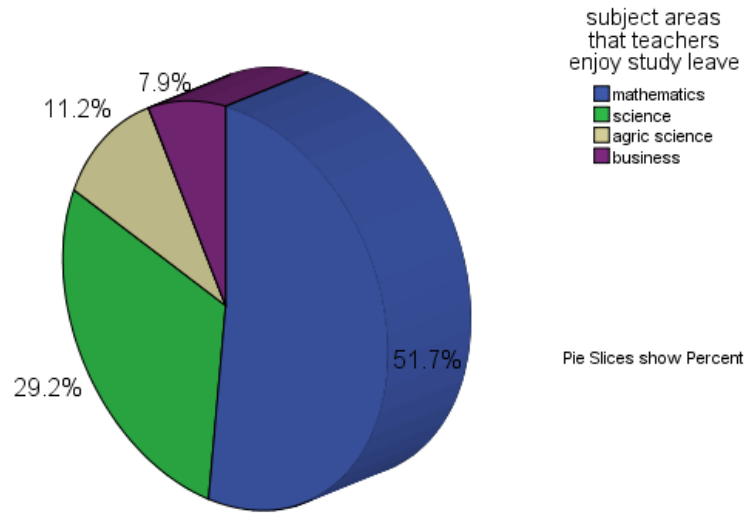


Figure 2: Responses on which subject areas receive the most attention as per the quota system

Source: Field work, 2009

From the responses given by respondents, very little attention was given to the Arts and Social Sciences. This scenario runs counter to the GES official Quota report published annually and more so the current quota that had been published by Ghanaschoolsonline.com (2010).

The rationale for instituting the quota system stemmed from the fact that the study leave scheme that was implemented in the past did not take into consideration the number of teachers and subject areas required. It therefore became imperative to grant the study leave with policy taking into account the subject areas where teachers were needed most in the schools (Asare, 2009; Budu-Smith, 2002).

The impact of study leave with pay on teachers' professional development

It has been seen that study leave may be granted without pay or with pay. The concern of research question three was on the impact the study leave with pay on teachers' professional development. Table 11 presents the responses given by respondents.

To facilitate the discussion of the results displayed on Table 11, the responses were collapsed into two, that is, 'Strongly Agree' and 'Agree' become 'Agree' and 'Strongly Disagree' and 'Disagree' become 'Disagree'. It is seen from Table 11 that 80 (90%) of respondents agreed that the granting of study leave with pay helped in the improvement of teachers' professional competence.

Teacher professional development is sine qua non if Ghana's educational system would reach the appreciable levels that policy makers want it to get to. This is because, Welsh (2009) stated that professional teacher development is required to be eligible to work in many school districts and is important for the proper training of educators. Teachers in many contexts are considered as educators and they are required to be professionally competent. In the same light, Asgedom (2006) affirmed that there are many courses that prospective educators can take with the view to achieving teacher professional development so that they in turn can impact positively on learners. Lastly, Hord (2009) stated that most staff developers agree that the goal of staff development is change in individuals' knowledge, understanding, behaviours, skills, values and beliefs. It was explained that values and beliefs had to be deepened with different dimensions while studying formally in the school system because the workshops and seminars will not develop such skills (Bush, 2007). It is important to note that nine (10%) of respondents disagreed with the proposition that the granting

of study leave with pay to teachers would bring about teachers' professional development as the majority thought.

Table 11: Impact Study leave with pay has on teacher professional development

Statement/proposition	Responses			
	A		D	
	Freq.	%	Freq.	%
Improvement in teachers' professional competence	80	90	9	11
Teachers keep abreast with changes in education	70	79	19	21
It helps broaden teachers' understanding in their field of work	79	89	10	12
Teachers are motivated to give off their best during teaching	75	84	14	16
Teachers are able to meet the educational requirements for of promotion	49	55	40	45
It enables teachers implement new educational policies	70	78	19	22
It serves as incentive to teachers who had served in the remote areas	45	51	44	49

N=89

Source: Field Survey (2009)

Again, Table 11 shows that 70 (79%) of respondents sided with the proposition that study leave with pay for teachers helped them to be abreast with

changes in education. Education is a dynamic process that keeps changing with time and so those who deliver education should be abreast with the new trends such as the technological advancement that is sweeping across the globe (Boyle, While & Boyle, 2003). Teachers are seen as “lamps” that should light other lamps and if they do not continue to keep their lights burning they would not be able to light the little lamps, impart unto (the younger generation) the modern things that are in vogue.

It is important that opportunities are given to teachers constantly for them to go back to school and learn several other new things which researchers have unearthed in their area of specialization. With this issue also, 70 (80%) of respondents disagreed that study leave with pay granted to teachers would help teachers be abreast with new trends in education. Indeed, the explanations given to that proposition do not support the stand taken by the minority, that is, 19 (21%) in this instance, however, such teachers should be made to know that the granting of study leave is well thought decision that is taken by management because of the overwhelming benefits that results in the long run.

There are two propositions that can be discussed together because they point towards the same direction. In fact, they are similar to the professional teacher development that was discussed earlier under Table 11. The propositions are that study leave helps broaden teachers understanding in their field of work and that it motivates teachers to give off their best on the job. Indeed the broadening of the teachers’ scope of knowledge has been emphasized by several educational scholars in their writings (for instance, Asgedom, Cummings, Dufera, Odharo, Wondimu & Zewdie, 1998; Abebe, 1998). On the average, 79 (89%) of the respondents agreed while 10 (12%) disagreed. This shows that

majority agreed and a few disagreed. What is important is whether the majority's views have practical importance for educational practice in so far as human resource management and development are concerned.

The implementation of educational reforms requires teachers with new orientation towards the policy. In support of this assertion, 70 (78%) of respondents agreed that the granting of study with pay affords the educational authorities the opportunity to train teachers to implement new policies. A case in point is the situation whereby the teacher training colleges had been upgraded to colleges of education, which are to award diploma instead of certificates. In the light of this change in status, the tutors, who are mostly first degree holders, are given study leave to pursue higher degrees towards the implementation of the new policy of initial teacher education. Beside this, the quota system which is being implemented in the award of study leave with pay is towards this direction.

More over, study leave with pay granted to teachers affords them the opportunity to acquire academic qualification for promotion. On this score, 49 (55%) of respondents agreed while the remaining 40 (45%) disagreed. Livneh (1999) supports the views of the majority, that is, 55% of respondents that teachers can choose to pursue formalized training programmes that can contribute to additional degrees or certificates. The essence of degrees and certificates is to put an individual in advantageous position for promotion. However, the minority, that is, 45% of respondents did not think that acquiring additional educational qualifications were necessarily for promotional purpose, rather, it could be for the same of the reasons discussed above.

Lastly, Table 11 shows that 45 (51%) of the respondents agreed that granting of study leave with pay would serve as incentives to teachers who served in remote and deprived areas. This was contrary to 44 (49%) respondents who disagreed. It must be emphasized that the second condition for the granting of study leave with pay by the GES states: an applicant who has served in a designated deprived area for two years may be eligible for consideration for the grant of study leave with pay (Ghanaschoolsonline.com, 2010). Of course, the other side of the argument is that it is not only teachers who serve in remote areas enjoy study leave as incentives but others too, including those in urban areas. The bottom line of granting study leave with pay is to motivate teachers, prepare them for higher tasks and develop them professionally to give off their best in the delivery of education (UNESCO, 2004).

The challenges associated with the implementation of the study with pay policy

There are numerous challenges that are associated with the granting of study leave with pay. This informed the researcher to formulate research question four to elicit responses from respondents in respect to the challenges that arise as a result of granting study leave with pay to teachers. Table 12 presents the main ones as provided by respondents.

Table 12 shows that 16% respondents indicated that the granting of study leave with pay brings in its wake shortage of teachers. This agrees with the views of Harbison (1984) that teacher shortage has been the major problem of granting study leave and is one of the several categories of manpower in short supply in developing.

Table 12: Challenges associated with the granting of study leave with pay to teachers in Ghana

The challenges	Rel. Freq.	Rel. Freq. %
Shortage of teachers	0.16	16
Some beneficiary teachers fail to return to the classroom	0.22	22
Pressure on financial resources	0.26	26
Disaffection among teachers who are refused study leave	0.22	22
Problems with the quota system	0.14	14
Total	1.00	100

Source: Field Survey (2009)

Again, Table 12 shows that twenty-two per cent respondents pointed to the fact that some of the teachers who were granted study leave failed to return to the classroom or to the teaching profession. They indicated further that this may be due to lack of proper monitoring of teachers study leave. In support of this finding, Braimah (2005) reported that some of the teachers on study leave studying at University of Ghana have indicated they would not go back to the GES for unexplained reasons. In a similar view, Prouty and Wako (2000), and Nielsen and Cummings (1997) held that some of the teachers who go on study leave join other organizations upon the completion of their programmes of study, especially, those who go for post graduate courses.

It is also displayed on Table 12 that the granting of study leave with pay to some teachers is associated with financial challenges (26%). This is because the teachers on study leave and those new trained teachers who take their place

are paid from the meagre budget allocations. This confirms the views of Osafo-Mafo (2005) who recalled that as at 2005, the average salary per annum per teacher was GH¢1,556.65 (¢15,566,504). Osafo-Mafo continued that the average salary for teachers on study leave per annum worked up to GH¢22,865.64 (¢228,656,377), for 14,689 teachers on study leave. In fact, the figure represented the period where every teacher was granted study leave without any quota. In consequent, a situation where 14,689 teachers leave the classroom in pursuit of academic laurels, the government would have to recruit the same number to fill those vacancies created. Thus, government would be spending close to GH¢400,000(¢4,000,000,000) or more per year on salaries of teachers on Study Leave in addition to teachers recruited to replace them. Giving another reason to the effect of granting of study leave with pay, Asare (2009) emphasized that the paid study leave policy is a luxury. The prominent reason adduced for the luxurious place given to paid study leave was the age old problem of scarcity of resources.

Again, it is seen from Table 12 that some of the teachers who were refused study leave become dissatisfied with the teaching system. This is indicated by 22%. These respondents indicated that the results of the disaffection culminated in uncooperative attitude that they exhibited in the discharge of the responsibilities. This challenge is tailored in with the issue where teachers who had left for study leave without pay had refused to come back because they felt GES treated them unfairly by giving preferential treatment to some of their colleagues. This agrees with Braimah's (2005) exposition that one of the challenges of granting study leave with pay to teachers is dissatisfaction on the part of other teachers who are refused the study leave. In support of this, Asare

(2009) stated that the study leave favours few (mostly science, mathematics) teachers to the detriment of the majority. Specifically, it was said that “...sometimes discrimination has been an immediate outcome of the paid study leave policy, which prescribes a basic qualification to be at least three years post qualification experience in teaching and in some cases one's area of subject specialization” (Asare, 2009, p. 23).

Finally, Table 12 shows that 14% of the responses indicated there was a problem with the quota system that was being implemented by the GES regarding the study leave with pay policy. It was explained further that the strict implementation of the quota system means that there was over reliance on certain areas of study to the neglect of others. In spite of the fact that respondents believed the quota system posed challenges in the granting of study leave with pay, the proponents of the system held contrary view. For instance, Budu-Smith (2008) indicated that it was so alarming that every year about 10,000 teachers were granted study leave and that practice does not take place anywhere in the world. Therefore, there was the need to find a way out to rationalize the system, hence, the introduction of the quota system which was based on needs assessment of Ghana's education enterprise. This argument is also sound but it is imperative to review the practice to take care of the inefficiencies that characterize its implementation because it has been in operation for about five years. Chapter five presents the summary, conclusions as well as recommendations.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter of the dissertation is devoted to the summary of the study, summary of findings and conclusions drawn. Also, recommendations made based on the findings and suggested areas for further research are catered for in this chapter.

Summary of the study

The study examined the issue of study leave with pay for teachers and impact it has on staff development. Owing to this, the background of the study traced the essence of granting study leave and the policy direction it has taken to date. The statement of the problem outlined the rationale for granting study leave with pay for teachers as a form of continuous professional development. The objectives of the study gave the direction of the investigation and this gave impetus to the research questions that were formulated to guide data collection.

It was imperative the appropriate literature was reviewed to guide the research. Due to that the review took care of staff development, continuous professional teacher training, issues on study leave with pay in Ghana and threat to teacher shortage as seen from the perspectives of scholars.

Descriptive survey was used for the study. The target population for the study consisted of post-graduate teachers on study leave with or without pay and those who had completed their studies and were at post as well as personnel at

the Human Resource Development Division at the Metro Education Office, Kumasi. Eighty-nine respondents constituted the sample size of the study. These respondents were selected through simple random sampling technique (table of random numbers). Questionnaires were the main instrument used for data collection.

Since the outcome was presented according to the objectives of the study, the summary of the findings are presented in the same format. The study had five objectives and it was based on these that data was collected, analyzed, presented and discussed.

Summary of the findings

Firstly, the rationale for granting study leave to teachers was analyzed. The results indicated that study leave with or without pay: provided teachers with time away from teaching to enable them acquire additional qualification (28%); enabled teachers upgrade themselves to meet the challenges of modern trends in education (32%); granted teachers the opportunity to branch to new area of expertise in the teaching profession (12%); increased the earning potential of teachers (20%); and advanced teachers' professional careers (8%).

Secondly, the criteria for granting study leave were examined. The results indicated that: an applicant for study leave should have served for five years in the teaching service (19%); applicants from deprived areas should have served for two years (23%); applicants who are non-graduates should serve for only a year (10%); applicants must have two years to serve in the teaching service after completion of course (28%); and applicants must be recommended by their immediate superiors based on satisfactory conduct and performance (10%).

The third objective of the study was concerned with assessing the impact the granting of study leave has on teachers' professional development. It was found that: teachers' professional competence improves 80 (90%); teachers became abreast with changes in education 70 (79%); teachers' understanding of their work broadens 79 (89%); motivation of teachers improves 75 (88%); and for the purpose of implementing new educational policy 70 (78%).

The fourth objective examined the challenges that were associated with the granting of study leave to teachers. It was found that: the teaching service experienced shortage of teachers in some areas of the country 16%; some of the beneficiary teachers failed to return to the classroom 22%; there was pressure on the financial position of the Ghana Education Service 26%; and there was disaffection among teachers who are not granted study leave, that is, 22%.

Conclusions

Based on the findings, the following conclusions have been drawn.

- It can be concluded that the rationale for granting study leave to teachers finds meaning within the context of continuous professional training for staff. In short, the findings of the study have confirmed existing literature on staff development and teacher continuous professional development through granting of study leave with pay.
- Again, it can be concluded that applicants who apply for study leave have served for five years. However, applicants from deprived areas should serve for at least two years in the GES. Non-graduate teachers should serve for at least one year. Members who vacate their post must serve five years after being re-engaged, and applicants will be

- It can also be concluded that the study leave with pay helps teachers improve their professional competence, keeps them abreast with changes in education, and helps broaden teachers' understanding in their field of work as well as providing incentive to teachers who had served in the remote areas
- Finally, it can be concluded that the main challenge facing the study leave with pay is that it leads to shortage of teachers. Also, some beneficial teachers fail to return to the classroom after completion of their programmes. Furthermore, the study leave with pay put a lot of pressure on government's financial resources

Recommendations

From the findings and the conclusions drawn the following recommendations are made for practice.

It is recommended that the GES should put in appropriate monitoring mechanisms so that teachers who benefit from the study leave scheme return to the classroom after their courses. Also, alternative arrangements should be made to replace teachers who are granted study leave before they leave for school. Lastly, the bond forms signed by beneficiaries of study leave with pay should be religiously implemented.

It is also recommended that government should treat separately the provision for teachers going on study leave because it has been seen to be a necessity.

Besides that, teachers who opt for distance education should be sponsored as those who leave the classroom on paid scholarship.

Again, it is recommended that the educational authorities should review the quota system as it is implemented currently since there is disaffection among some teachers who are not granted study leave because some subjects are considered important than theirs.

Suggested areas for further research

Firstly, it is suggested that this topic should be replicated in other districts of Ghana. Secondly, there should be examination impact of the quota system on granting study leave with pay. Thirdly, the viability of the GES sponsoring only distance learners at the undergraduate level and sandwich for graduate programmes.

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APPENDIX A

University of Cape Coast

Faculty of Social Sciences

Institute for Development Studies

Questionnaire for Respondents

Dear respondent, this survey is conducted to enable the researcher have fair knowledge of the current state and the effect study leave with pay or without pay have on the development of teachers in the Kumasi Metropolitan area. Specifically, your opinions would go a long way to help this researcher make appropriate recommendations for policy makers to enhance the implementation of the study leave scheme particularly the quota system. Your identity would not be disclosed, hence no names are required. Please be frank with your responses. Thank you for your cooperation.

Instruction: Please tick [] or provide brief responses where applicable.

Section A: Personal data

1. Age (in years)

20 – 29 []

30 – 39 []

40 – 49 []

50 or more []

2. Gender

Male []

Female []

3. Teaching experience (in years)

1 – 5 []

6 – 10 []

11 – 15 []

16 or more []

Section B: Rationale for granting study leave to teachers

4. Give some of the reasons why study leave is granted to teachers.

1. Provides time away from teaching to be able to complete

a qualification or improve an existing one []

ii. Enable teachers upgrade themselves to be able to

meet the challenges of modern trends []

iii. To branch to new area of expertise []

iv. To increase the earning potential of teachers []

v. To advance teachers' careers []

Section C: Criteria used in granting study leave to teachers

5. Are you aware of the mode of granting study leave to teachers?

Yes []

No []

6. If your response in item (5) above was 'Yes' state 3 basic requirements for granting study leave.

i.....

ii.....

iii.....

7. Do you think the mode of granting study leave favours the entire target group.

Yes []

No []

8. Please, briefly give reasons for your response in item (7) above.

.....

.....

.....

9. Indicate the subject areas which attract study leave with pay.

.....

.....

.....

.....

.....

Section C: Impact study leave has on teachers

10. Tick [] to show your degree of agreement or disagreement with the statements in the table below:

Statement	SA	A	D	SD
i. Study leave enables teachers to improve upon their professional competence				
ii. Study leave helps teachers to keep abreast with changes in education				
iii. Study help broadens teachers understanding in their field of work				
iv. Study leave motivates teachers to give off their best				

v. Study leave helps teachers to meet the educational requirement for promotion				
vi. Study leave enables teachers implement educational policies				
vii. Study leave provides incentives to teachers who had served in remote areas				

Section D: Challenges associated with the granting of study leave with pay

11. In your opinion, what are some of the challenges that confront the granting of study leave with pay to teachers? List as many as you perceive:

- i.....
- ii.....
- iii.....
- iv.....
- v.....