

UNIVERSITY OF CAPE COAST

FACTORS AFFECTING RECRUITMENT AND RETENTION OF BASIC
SCHOOLTEACHERS IN THE AKATSI DISTRICT OF GHANA

BY

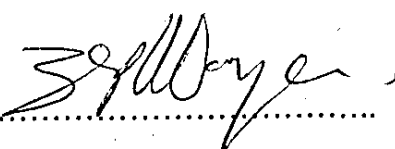
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A MASTER'S THESIS SUBMITTED
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CANDIDATE'S DECLARATION

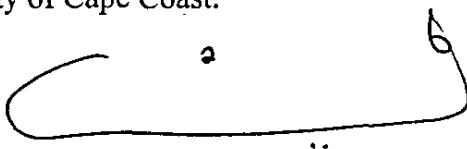
I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this University or elsewhere.

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SUPERVISORS' DECLARATION

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



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ABSTRACT

Considering the fact that teacher turnover rate is very high in the country, this study sought to find out the factors that influence the recruitment and retention of basic school teachers in the Akatsi District of Ghana.

Purposive and stratified sampling techniques were employed to select subjects for the study. A questionnaire which was the main instrument was used to collect the data. A documented data which indicated the turnover rates of male and female teachers from 1998/99 to 2002/03 academic years was collected from the Akatsi District Education Office and used for the study. Five research questions were formulated to guide the study. These questions were answered based on the data collected.

The study therefore revealed that:

1. The institution of District Assembly sponsorship scheme and the availability of amenities as well as accommodation will attract more teachers into and retain them in the district.
2. Direct posting of newly-trained teachers, issuing of assurance letters, re-engagement and re-instatement are the recruitment procedures that are adopted to recruit teachers into the district.
3. Teachers who hail from the district stay longer in the district than teachers who do not hail from the district.
4. Job dissatisfaction of teachers in the district is due to lack of support from the district directorate and the individual communities as well as

lack of basic infrastructure in the schools located within the rural communities.

5. About 67.6% of the teachers in the district are married.
6. The high rate of teacher turnover is related to the poor performance of pupils in the district

The main recommendations, in effect, are that:

7. The District Assembly in collaboration with the rural communities should identify and sponsor any qualified and interested natives who would like to pursue the three-year teacher training course.
8. All stakeholders in education within the district should assist in making the teachers derive some satisfaction from the job.

It is therefore believed that if the aforementioned recommendations are taken into consideration, the rate of teacher turnover in the district would be minimal.

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All said and done, except for all acknowledged facts and statements quoted, any errors of commission and omission remain entirely mine.

DEDICATION

This work is dedicated to my beloved son,

Valerious Samuel Kwame Azaglo.

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CHAPTER ONE

INTRODUCTION

Background of the Study

Education, almost everybody agrees, is Key to national development. The principal factor to the development of all nations lies in the availability and utilization of natural resources. Indisputably, every nation is endowed with some amount of natural resources-a drive to her wealth. When the task to turn the natural resources into desired wealth is considered, it is apparent that the efficacy of human resources could not be undermined since they are basically essential and paramount elements. In order to operate efficiently, these human resources need to be trained to acquire the requisite knowledge, skills and expertise for the exploitation and processing of the natural resources into the nation's wealth. In the light of this, the educational sector thus, serves as the cardinal forum for the acquisition of relevant knowledge, skills and expertise. Essentially, for the educational sector to achieve this all-important objective it must be systematically planned to meet the needs of the nation.

In Ghana, there are three main types of education – formal, informal and non-formal. Formal education embraces Western system of education. Informal refers to skills and knowledge that are acquired through day-to-day interactions with members of the immediate family and any well-meaning adult in that community. Non-formal on the other hand, relates to basic and broad education which is given to individuals who could not have the opportunity to pass through the formal educational system. According McWilliams & Kwamena-Poh (1975) the origin of

formal education in Ghana could be traced to Portuguese merchants who arrived in the then Gold Coast in 1482. These Portuguese merchants were prompt to introduce formal education in the early years of the sixteenth century. They also pointed out that other Europeans such as the Dutch, the Danes and the English later followed. These Europeans individually established forts and castles along the coastal regions of the country. The Portuguese established their castle at Elmina; the English established theirs at Cape Coast and the Danes at Christianborg. As time progressed, the Europeans established schools within the castles and engaged some of their colleagues as teachers to teach the children. These children were taught and exposed to skills and knowledge that would enable them to become clerks and interpreters to the European merchants who came to the coast mainly to trade with the natives. In reality, education at that time was limited to the castles and the forts until the arrival of the Christian missionaries.

McWilliams & Kwamena-Poh (1975) contended that the Christian missionaries notably, the Wesleyan (1828), the Basel (1832) and the Bremen (1837), arrived during the later part of the eighteenth and the early part of the nineteenth century. Unlike the European merchants, according to them, the missionaries moved into the hinterland of the country. Practically, this was in line with their main purpose of bringing the word of God to the indigenous people of the country. To them, the only way they could achieve this purpose was through education. Consequently, they established schools and trained the natives as catechists who assisted them to spread the gospel. These catechists later acted as

teachers. In fact, teaching at that time was only considered as a means of educating more of the indigenous people who would eventually be trained as catechists for the purpose of evangelization. This made the first inspector of schools in the then Gold Coast, Reverend Sunter, who was a priest himself, to be distressed over the way mission teachers were forced to subordinate their teaching activities to catechism functions.

It is worth noting that the missionaries, according to McWilliams & Kwamena-Poh (1975) found it difficult to recruit and retain teachers in their schools despite the numerous incentives they provided for them. Nevertheless, the then government and the missionaries adopted ad hoc measures to address these shortcomings by using senior primary pupils who were considered intelligent and outstanding to teach their peers in the lower classes. McWilliams & Kwamena-Poh (1975) made it clear that in 1848, the Basel Mission established the maiden teacher training college at Akropong in the Eastern Region. The establishment of this college was based on their belief that any thorough educational system depended largely on the supply of qualified teachers.

The college remained the only one in the Gold Coast until the then government entered the field of teacher education in 1909 and established the Accra Teacher Training College. This addition resulted in an increase in the number of teachers during that period. However, the rise in the demand for education in its entirety made the supply of teachers to the schools highly inadequate. McWilliam & Kwamena-Poh (1975) confirmed this by stating that the shortage of trained teachers grew more and more serious annually. In 1919, 900

'teachers' (i.e., untrained teachers) were appointed to bring up the teaching force to the required strength of 6,000 teachers during the period. This clearly shows that recruiting quality teachers and retaining them in the classroom has remained a thorny issue from the colonial era through independence to the present time.

Abosi & Bookman-Misah (1992) mentioned that as far back as 1951, when the country gained internal self-government, the late Osagyefo Dr. Kwame Nkrumah and the Convention Peoples' Party (CPP) government instituted the Accelerated Development Plan (ADP) to bring fee-free primary education to the doorsteps of the ordinary Ghanaian. As a result of the institutionalization of the ADP, there was an increase in enrolment in the schools culminating in an increase in the demand for teachers. Consequently, emergency pupil teacher training centers were set up where courses in teaching methodology were organized to equip the pupil teachers with the requisite skills to enable them teach effectively. Other training colleges were subsequently established to facilitate the training of qualified and competent teachers for the schools.

There were also attempts during those periods (1950/51) to improve the condition of service for teachers in order to retain them in the service. Despite these efforts, turnover rate of teachers was still on the ascendancy. This was due to the fact that other professions offered better and lucrative remunerations and incentives. McWilliams & Kwamena-Poh (1975) contended that between 1956 and 1960 about 3,000 teachers left the teaching profession to take up other jobs, resulting in an annual decline of about 8.7 percent of teachers from the teaching

service. This was noted to be the highest rate of loss of personnel in any category of profession in the country.

McWilliams & Kwamena-Poh (1975) made it clear that in 1960, the Nkrumah government, realizing that they could not achieve the goals and objectives of the ADP, adopted another approach to the provision of education by passing the Education Act of 1961. The Act made primary education fee-free and compulsory for all children of school going age nationwide. This policy led to another increase in enrolment in the schools and hence the need to recruit more trained and competent teachers to teach the pupils. Thus, there was again the problem of recruitment and retention of qualified, efficient and effective trained teachers to teach in the schools. Pupil teachers were once more recruited to make up for the shortfall. As a result, qualitative education was sacrificed for quantitative education.

Apart from the shortage of trained teachers, the profession suffered from other problems and setbacks. For instance, the Mills Odoi Commission in 1967 reported that low morale and lack of job satisfaction among Ghanaian teachers led to a massive exodus of teachers, especially of those at the middle school level to neighboring countries including Nigeria and Benin to seek greener pastures in the late 1970s and early 1980s. In addition, the Ghanaian Times, in its Thursday 2nd November, 1978 edition (No.6503), indicated that approximately 4,000 teachers left the teaching service to seek employment in high-income and better rewarding professions in other countries.

Table 1 illustrates the increasing deplorable staffing situation in both primary and middle schools between 1978 and 1984. The percentage of trained teachers in primary schools decreased from 69.95 percent in 1978/79 academic year to 59.49 percent in 1984/85 academic year. On the other hand, the percentage of pupil teachers rose from 15.6 percent in 1974/75 to 40.51 percent in 1984/85.

Table 1

Supply of Teachers in Primary and Middle Schools in Ghana: 1978 – 1984.

	1978	1979	1980	1981	1982	1983	1984
Total number of schools	11441	11923	12183	12433	12746	13069	13400
Total number of teachers	67358	73655	73159	72118	77339	76822	78746
Number of Trained Teachers	45770	46398	44581	41938	45249	45620	46843
% of Trained Teachers	67.95	62.99	60.94	57.74	58.51	59.38	59.49
% of Unqualified Teachers	32.05	37.01	39.06	42.26	41.49	40.62	40.51

Source: Educational Statistics, Ghana Education Service - Planning Division, 1985.

The excessive turnover rate in the teaching service was predominant for a relatively long period and crippled the country's educational sector until the National Democratic Congress (NDC) was democratically elected in 1992. After the election and induction into office, the NDC government initiated a development plan that envisaged that by the year 2020 the country should become a middle-income earner in the export sector. For this goal to be achieved, the government acknowledged that her human resources ought to be developed to operate profitably, efficiently and effectively. This laudable idea could be realized through formal education where the citizen would acquire the necessary skills and knowledge that a modern state needs for industrialization. In view of this objective there was the institution of the Free, Compulsory and Universal Basic Education (FCUBE) in 1996. The government, therefore, made a constitutional provision that stipulates that by the year 2005 all Ghanaian children of school going age should be in school. Aboagye (1999) made it clear that:

It is in line with this realization that the government of Ghana planned to make schooling from basic stage 1 through to nine fee free and compulsory for all school-age children by the year 2005. The rationale behind this move is to achieve universal access to basic education and also improve the quality of education at the basic level. (p.86).

Access to universal basic education and the provision of quality teaching and learning remain unachievable if fundamental problems and setbacks facing the educational sector such as recruitment and retention of required trained staff are not

addressed. The major issue of disparities in the allocation of teachers to urban and rural areas might make access to universal basic education a mirage in addition to the fundamental issue of teacher attrition in the country.

In a bid to curb down on the issue of teacher attrition in the country, a new collaborative initiative was put in place by the NDC government in which the District Assemblies were brought into the teacher recruiting exercise. A District Assembly is tasked to sponsor any qualified, interested and willing person who wants to pursue the three-year teacher training course. In the sponsorship program, the beneficiary will sign contractual agreement with the District Assembly at the time of entering a teacher training college. This ensures that he/she is posted to the district upon the completion of the course and remains with the district for a minimum period of three years. A beneficiary who consciously breaches the contract with the Assembly is made to face varied sanctions including refund of the total amount spent on him/her with interest calculated at a current official interest rate. However, urban districts are not participating in this program since they claim to have a long list of teachers waiting to be posted into their schools.

Another distressing subject worth mentioning is that teachers are invariably uncompromising to accept postings to the rural areas. This has been an area of great concern to the Ghana Education Service (G.E.S.), which is working around the clock to find a lasting solution to it. Consequently, as a rational measure, the GES has proposed to offer special packages to all teachers who willingly accept postings to rural areas. Furthermore, in an attempt to retain

competent and professional teachers in the classrooms, the GES has developed and packaged specific conditions of service to entice the relevant teaching personnel. The package includes the establishment of staff development policy, which is not only desirable but also essential to retain viable and knowledgeable staff in the service. The major content of the policy includes, among other things, the granting of study leave with pay to teachers to enable them upgrade their knowledge, skill and expertise.

The Ghana National Association of Teachers (GNAT) has also put some measures in place in order to reduce the teacher turnover rate. Antwi (1992) indicated that though, GNAT has worked unceasingly to improve the conditions of service for the teachers there is still room for improvement. According to him, currently, teachers have slightly better conditions of service compared to what pertained in the early days. These are rewards in terms of salary, inducements in cash awards for housing, annual leave and administrative duties. He concluded by stating that since August 1977, the GES has recodified the conditions of service for its employees and copies are made available to teachers informing them of their rights and duties. Despite these unceasing efforts by the GES and GNAT to improve the conditions of service for teachers in order to retain them in the profession, they are still deserting the classrooms to seek greener pastures elsewhere. Touching on this issue, Antwi (1992) pointed out that:

Historically, teachers all over the world have had conditions of service less favourable than those in other professions. More specifically,

teachers have not been as adequately remunerated for their service as their counterparts in the administrative positions in the civil service (p.133).

Since 1987, when the New Educational Reform was begun, there had been an increase in the supply of inputs to the educational sector. Some of these inputs are in the form of teaching and learning materials such as manila cards as well as upgrading the knowledge of teachers and heads of schools and colleges. Unfortunately, lack of corresponding increase and/or improvement in the numbers and positions of competent teachers in our schools has impacted adversely on the reform programme. Presently, there has been a general outcry over declining standards in education in the nation as a whole and this has been largely attributed to poor performance and inadequacy of teachers.

It is also crucial to note that lack of competent and efficient teachers are threatening the continuous existence of the schools, especially those in the rural areas. The Akatsi District Director of Education confirmed this in his address at the Best Teacher Award ceremony held in May 2001 at Akatsi by stating categorically that the Akatsi District is facing a high rate of teacher attrition. He lamented that about three teachers are handling some primary schools in the district with some of them lacking even the basic requirements of teacher training. He cited Adetsuwui Primary School in particular and noted that only two teachers, including the headteacher, are handling the school, which is only about four kilometers from Akatsi. According to the Director, the population of the school was about 120 pupils.

He further stated that the output of work of the teachers in the district has, in recent years, attracted various condemnations from the public. There are also a number of allegations by the public to the effect that most of the teachers are not willing to stay in the villages in the District for more than one year.

Statement of the Problem

The Akatsi District is one of the rural settings in Ghana. The district capital Akatsi, Ave Dakpa and Avenorpeme are the only towns that can be described as "Urban" areas. The district is barely fifteen years old.

Even though newly trained teachers are posted to the district every year, most schools, especially those in the rural areas, lack professional teachers. In addition, there are intra-district and inter-regional transfers of teachers each year between the district and other districts and regions. Though these transfers take place every year, the district hardly gets adequate number of teachers for its basic schools.

The research was therefore meant to find out the cause(s) of the refusal of teachers to remain in the district for a relatively longer period. It is also meant to find out whether there was a correlation between the teacher turnover rate and the performance of pupils in the district.

Purpose of the Study

The purpose of the study is to identify the factors that influence the recruitment and retention of teachers in the basic schools in Akatsi District.

It is anticipated that the study would, in addition, examine whether the Akatsi District is actively participating in the sponsorship program introduced for teacher-trainees in the country in order to retain teachers in the District for the stipulated minimum three-year period. Furthermore, the study would identify the category of teachers who remain committed to the schools in the District for a comparatively longer time and the possible reasons that underscore their commitment.

Finally, it is expected that the study would come out with the factors that contribute to the high teacher turnover rate in most of the basic schools in the villages of the District.

Significance of the study

It is the desire of the researcher that the study would uncover the factors that militate against the recruitment and retention of teachers in the basic schools in the Akatsi District so that:

1. Policy makers and planners of education would be able to find a relatively lasting solution to the problems that hinder the recruitment and retention of basic school teachers;
2. Government and other stakeholders in education would ensure that necessary amenities and incentives are provided to teachers who would be posted to the rural areas to induce them to stay much longer;
3. The government and planners of education would realize that long-term decisions are the prudent strategies to adopt in addressing the varying

problems and challenges facing teachers' including their willingness to work in any part of the country.

Research Questions

Having identified some problems associated with the recruitment and retention of basic school teachers in the Akatsi District that needed an in-depth investigation and analysis, the following questions need answers

1. What are the factors that influence teacher recruitment in the Akatsi District?
2. What are the factors that promote teacher retention in the Akatsi District?
3. To what extent do teachers who hail from the District have higher retention rate?
4. To what extent does gender determine the retention of teachers in the Akatsi District?
5. How far is pupils' performance related to teacher turnover in the District?

Delimitation

The problem of recruitment and retention of teachers in educational administration is a national phenomenon. The study, therefore, could have been a nation-wide investigation. However, due to time, material and financial constraints the study is limited to the Akatsi District. Despite these, the researcher hopes that the findings from the study will be objective enough to be used as a basis for generalisation.

The researcher has chosen to investigate the problem in the Akatsi District because it has been observed that though the problem of recruitment and retention of teachers is assuming a greater dimension in the Akatsi District, no study has yet been carried out on it in the district. Additionally, the researcher has lived and worked in the area for several years and could locate the rural communities where the problem of recruitment and retention is very much alarming.

The study was therefore conducted in the Akatsi District of the Volta Region and was restricted to teachers of selected basic schools. The main focus was on recruitment, selection, postings and retention of basic school teachers within the District.

Organization of Study

The study is organised into five chapters. Chapter one is the introduction, which includes the background to the study, the statement of the problem, purpose of the study and research questions among others.

Chapter two discusses review of relevant literature while the third chapter looks at the methodology. The methodology consists of research design, population, sample and sampling techniques, data collection procedures and procedures for analyzing the data.

Chapter four covers the analysis of the results while chapter five brought the curtain down with the summary, conclusion and recommendations.

Limitation

A research of this nature demands a more thorough investigation by way of involving a larger sample population. Thus, educational practitioners such as teachers, and heads of basic schools, circuit supervisors and officials of the district directorate need to be involved in exhaustive interviews and fact-finding visits to cross-check issues and establish facts. Equally, a longer period of investigation running into a couple of years needs to be expended so that this research could form the core for similar studies in a latitudinal study in other districts in the country. A six to eight months study could not establish time-tested findings as desired by this researcher. It was highly impossible for the researcher to gather data from all the subjects of the population in the Akatsi District.

Definition of terms

In this study, extensive use has been made of many terms, which need to be explained so as to clarify any doubts as to the real import of their use and meaning. These terms have not, however, been redefined as pertains to their common usage in educational parlance but there is the need to restate their meanings just to confirm their currency and usage in the context of this research.

1. Basic Education: The minimum formal education to which every Ghanaian child is entitled as of right, to equip him/her to function effectively in society. In Ghana, Basic education is of nine years' duration.
2. Circuit Supervisor: An education officer who supervises a group of basic schools within a defined area in an educational district.

3. Placement: An educational term, which means finding a position, place or a class for a teacher to work.
4. Teacher Attrition: It is an educational term, which refers to the gradual decrease in number of teachers.
5. Turnover Rate: The rate at which teachers leave an educational district and are replaced by new ones.
6. A Pupil Teacher: Untrained personnel who is employed by the Ghana Education Service as a teacher.

CHAPTER TWO

REVIEW OF THE LITERATURE

In this chapter the literature of some authorities that have exhaustively delved into the recruitment and retention of employees in recent years is reviewed. Needham & Dransfield (1992) opined that much has been written about the concepts of recruitment and retention as well as the methods of selection of employees in organizations. This presupposes that the concepts – recruitment and retention – have been dealt with by some concerned individuals hence, there is literature on them. Consequently, it will be appropriate to review the literature on the two concepts to identify some relevant information which will help to effectively direct the study on the desired course. For the purpose of this study, the literature has been reviewed under the following subheadings:

Professional Teacher Preparation and Other Characteristics;

- Teacher Recruitment;
- Methods of Recruitment;
- Selection of Teachers;
- Posting of Teachers;
- Teacher Turnover;
- Teacher Retention and
- Summary.

Professional Teacher Preparation and Other Characteristics

Gordon (1966) contended that teaching is a complex and transactional process in which the teacher's strategies, activities and patterns of behaviour influence the learner. According to him, when a teacher is selecting his teaching strategies he should not only take into account the general principles of teaching and learning but also a specific information about a specific pupil in his classroom. This, therefore, calls for the professionalism of the teacher.

In another development, Musaaazi (1984) pointed out that teachers are part of a dynamic profession and for this reason they must keep abreast of the advancement and changes in the educational sector. He declared that teachers should be made to improve their teaching strategies and methods as well as professional growth through well organized in-service programmes within the educational system. Musaaazi suggested the following means of improving teacher performance and professional growth; workshops, seminars, refresher courses, exchange teaching, professional writing, visits to other schools to observe teaching methods, staff meetings, attend special courses at colleges of education and participate in the planning process of any in-service programme so as to make it effective. This implies that the professional status of a teacher must be a continuous process to attain quality teaching and learning at all levels of education.

Carron & Chau (1996) agreed that the quality of education depends solely on the quality of the teacher. To them, this is particularly true of primary education where children are not yet at the stage of learning on their own. The writers went on further to say that the correlation between the quality of education and the

quality of the teacher is even more applicable to developing countries where, especially in rural zones, teaching learning materials such as textbooks and syllabuses are often rare or quite simply non-existent.

It is moreover not uncommon that in those zones the teacher is one of the few or the only learned person hence without the teacher there is no primary education. They concluded that if teachers are discouraged, frustrated or do not have the necessary pedagogical expertise, pupils learn very little.

Homer (1964) claimed that the fundamental challenge to successful teaching is a comprehensive knowledge of what is to be taught and the ability to present the knowledge and the skills for maximum student comprehension and understanding. He further stated that though the aforementioned statement is fundamentally true, it is an oversimplification, for teaching is complex. In addition to the mere acquisition of knowledge, successful teaching results in an acquisition of the understanding of what has been learnt, the ability to apply the knowledge to engage in critical thinking and building of values. General personality development in students is also another area of good teaching. The writer went further to explain that the knowledge of subject matter alone does not guarantee effective teaching. The sequence of professional work including such courses as methodology, psychology, sociology, evaluation studies, curriculum studies and practice teaching is recognized as essential to fulfill certification requirements of teacher education. He said that several research studies on effective teaching have shown that teachers who have had a proper sequence of professional education courses are, in general,

superior to those with equal academic background but have not had professional courses.

A study conducted by UNESCO in 1988 revealed that good quality teachers are those teachers who have good education and appropriate training experience. However, the study was of the view that qualifications vary according to the level of teaching, which involves educational qualification of the individual. The study noted, in addition, that teaching qualifications are raised from time to time with the aim of improving the quality of teaching. The study equally mentioned gender of teachers as an important element in educational planning process. This is because, in communities where families do not embrace girl-child education, the presence of female teachers would influence such families to send their girls to school.

Myron (1956), writing on teacher characteristics, said that it is frequently asserted that because teachers are a professional group, they are more altruistic than the population at large. This assertion is usually based upon the fact that professional and occupational groups render services on humanitarian basis rather than for profit. The occupational limitations on professional workers appear to lend further support to the view that professional workers are typically motivated by consideration of service rather than self interest. Since teachers are a professional group, they must be the kind of people who put services to others before personal gain. This is especially plausible because teaching is not a highly paid occupation. The obvious interpretation is that people go into the teaching profession out of altruistic motives. Myron went on further to argue that even though this view is popular it has a little scientific support. The truth is that people overlook the fact

that one enters an occupation for a variety of reasons other than economic gains. For instance, prestige is a very important factor that contributes to one's choice of an occupation. Myron also explained that most lawyers who make more money than the Justice of the Supreme Court of the United States would gladly exchange their lucrative practice for a position on the Supreme Court. Similarly, there is more prestige in teaching than in many other occupations, which pay more money than teaching.

According to Windham (1988), the teacher is the pivot of classroom instructional activity. To him, the characteristics of the teacher are the indications of teacher's quality and educational effectiveness. These indicators are formal educational attainment, experience and specialization. Talking about experience, Windham indicated that it connotes skills that have occurred over time from formal and internal learning opportunities to which the teacher has been exposed. He observed that the experience of the teacher is controversial. He was of the view that the expression of the variable 'experience' in terms of the number of years of teaching is debatable and that experience varies from teacher to teacher within and among countries.

Caillods & Postletwaite (1989) shared similar sentiments to support the above premise and noted that teaching experience of the teacher counts in the learning and achievements of pupils. They pointed out that teachers with more teaching experience have the tendency of developing stronger classroom instructional management skills than their counterparts with lesser experiences.

They, therefore, held the view that efforts should be made to distribute experienced teachers equitably among urban and rural areas of a country.

Stronge (2002) also shared some views on the characteristics of teachers. He said the characteristics of an effective teacher are considered as the capability of a professional teacher to deal effectively with classroom organization and management. To him, the teacher should be able to give a comprehensive instruction and monitor his student's progress and potential. This will help the student to achieve his/her aspirations.

Teacher Recruitment

Rebore (1998) explained recruitment as a process that entails discovering potential applicants for anticipated vacancies. He contended that the major thrust of every recruitment process should not be to hire people to fill positions but rather it should be to acquire the required number and the appropriate caliber of people who are necessary to connote the present and the future success of school in the districts in particular and a nation as a whole. He went further to assert that the best candidates for jobs would become substantive employees if only the financial rewards commensurate with the responsibilities of the positions. To him, education is a service enterprise and as such the major priority must be to attract highly qualified employees. Rebore said that the significant difference between school districts and private business lie in the manner in which salaries and other benefits are ascribed to a particular position. Thus, in the private sector, officials who are tasked with recruitment exercises may negotiate compensation with candidates.

This practice may help to attract highly qualified individuals for limited desirable positions. On the other hand, in school districts, fixed salary schedules are usually applied to positions and the other benefits are universally applied to every employee in a certain category. According to him, the above-mentioned practice makes the recruitment of highly skilled candidates a very difficult task, particularly, if the job is undesirable or if the district has a very poor image.

Needham & Dransfield (1992) observed that the purpose of recruitment is to bring in and retain the best available personnel to meet an organization's human resource requirements. To them, the primary requirement in a recruitment exercise is to define and set out the essential activities, which are, involved in particular jobs.

Cole (1992) also opined that the principal purpose of recruitment activities is to attract sufficient and suitable potential employees to apply for vacancies in an organization. He said the premise of having efficient and effective procedures in recruitment exercises could hardly be exaggerated. According to him, if organizations are able to find and employ staff who consistently fulfill their roles and are capable of taking on increased responsibilities, they are immeasurably better placed to deal with opportunities and threats arising from their operating environments than competitors who are always struggling to build and maintain their workforce (p.103).

This implies that employers should strive to recruit personnel who are competent and efficient to fill vacant positions rather than recruiting employees just

to fill positions. Cole proposed a policy statement for recruitment activities that employers should adhere to when recruiting employees.

These activities include:

1. Advertise all vacancies internally;
2. Reply to every job applicant promptly;
3. Aim at informing potential applicants in good faith about the basic details and job conditions of every job advertised;
1. Endeavour to process all applications with courtesy and efficiency;
2. Seek candidates on the basis of their qualification for the available vacancies;
3. Ensure that every person invited for interview would be given fair and thorough hearing to prevent;
 - i. Discrimination against potential applicants on grounds of gender, age, race, religion or physical disability;
 - ii Any false or exaggerated claims in its recruitment literature or job advertisements.

Gelf (2000) explained that the nationwide shortage of teachers demanded that Boards and Directors of schools should look closely at the existing positions to recruit the most qualified teacher candidates, and then adopt prudent measures to retain them so as to ensure that positive experiences are transmitted to the students. The Gelb suggested that officials who are tasked with the process of recruitments should identify the best and successful practices in developing recruitment plans and structure interview questions that would objectively screen and present the

right qualities desired in teachers. The school districts heads should identify the factors that make teachers to continue to stay with school districts and review them in order to retain teachers in the districts.

Meggison (1984) looked at recruitment as a process of reaching out to attract the required number of people with the right capabilities to fill available job vacancies. That is, recruitment gathers a pool of potential employees from which to select the best qualified personnel to satisfy the firm's needs. He was of the view that recruitment can be done both internally and externally. The specific external source of supply used by a firm depends on the job vacancies to be filled, the type of employee needed and the economic conditions available. He further explained that the methods used to recruit personnel vary with different organizations, industries and localities. While some organizations passively wait for applicants to come to them for employment others go out hunting for the potential workforce.

Nwokoye (1984) also conceded that recruitment is a process by which the right kind of people in terms of educational qualifications and skills are brought into an organization to fill the relevant positions that are provided for in the manpower plan. To him, the ultimate aim of the recruitment process in any organization should be to obtain at a minimum cost the required number and quality of staff to meet the manpower needs of the organization.

Similarly, Lewis (1994) attested to the fact that recruitment will be put into operation whenever a vacancy exists in any section of an organization. This will drive employers to recruit suitable candidates to fill the available positions. Lewis

put forward the following American legal requirements to be considered by any employer when recruiting staff members:

1. Rehabilitation of offenders (Act 1974);
2. Disable persons (Employment) (Act 1944 and 1958);
3. The Gender Discrimination (Act 1975 and 1986); and
4. The Race Relations (Act 1976).

Methods of Recruitment

Musaazi (1984) described recruitment as a “process of securing enough applications so that during the selection process they can be matched with the job” (p.192). He identified some recruitment agencies such as the Ministry of Education, State Board of Education and the Public Service Commission in the school. Musaazi advocated that a team of recruitment officers to recruit teachers for the available positions should use recruitment techniques such as placement of advertisements in print and electronic media both within and outside the country and arranging tours of Universities and Colleges of Education. According to him the advertisements should state clearly the academic backgrounds that are required for the various positions and specify if previous experiences are required. It is only clear advertisements, which result in receiving applications from the right type of candidates for the job, making the task of selections and subsequent recruitment much easier.

Needham & Dransfield (1992) suggested two types of recruitment exercise internal and external. They explained internal recruitment as moving one personnel

from one position to another within an organization and external recruitment as employing personnel outside the organization. They mentioned some advantages of internal recruitment exercises as:

- i. Reducing cost in planning recruitment and induction programmes; and
- ii. Motivating workers to work harder as the recruitment is seen as a promotion.

They also outlined the disadvantages of internal recruitment as follows;

1. No new ideas are brought into the organization,
2. The person who moves to the new position will have to be replaced, and
3. Promotion of one person may upset someone else who may claim to be 'overlooked' and unfairly treated.

They added that the way in which external recruitment takes place depends on the type of jobs involved. Generally, the more ancillary the position, the less elaborate the means of recruitment. Needham & Dransfield presented a list of external recruitment medium as newspapers, magazines, advertisements, and commercial employment agencies.

Rebore (1998) also shared the same opinion with Needham & Dransfield by recommending two types of recruitment as internal search and external sources. He indicated that the internal search resorts to looking for someone within the organization to take up a vacant position. He, however, argues that educational organizations have traditionally neglected the concept of promotion from within because of the few types of job categories found in most school districts. As

regards the external sources, recruitment is carried out by government agencies and through advertisement.

Adesina (1990) observed that generally recruitment of teachers is done from three main sources as follows:

1. Applicant source,
2. The mass media or other supply sources, and
3. Internal and external contacts.

He affirmed that school boards have found it a fruitful exercise to send representatives to universities, advanced teacher colleges and other institutions of education to contact both professional educators as well as students in the final year for recruitment. According to him applications are given to the students and in certain instances interviews are conducted on campuses before the students disperse. Adesina believed that this is the most effective and efficient way for recruiting teachers for the classrooms, since the interview panel would have a large variety of people to choose from. He was with the view that recruitment of teachers through advertisement in the press is perhaps the most laborious and most expensive of the three. He noted that the present system of recruitment of teachers by school boards in Nigeria has made recruitment through the mass media the least popular.

Selection of Teachers

Needham & Dransfield (1992) asserted that recruitment and selections are closely related. Selection to them is the process of choosing people to work in an organization. The selection system should attempt to:

1. Get the best people within existing budgets that is, choosing those with the most appropriate skills, experiences and attitudes?
2. Select people who will stay with the organization for a reasonable length of time.
3. Minimize the cost of recruitment and selection relative to returns.

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

For his contribution, Rebores (1998) stated that the objective of any selection process is to hire individual who will be successful on the job. Selection, he says is an expensive exercise, therefore, in its implementation care must be taken to produce effective employees. The writer noted that selection decisions might result in four possible outcomes, two accuracies and two errors. The right decisions are taken when the individual that is hired proved successful on the job or when a rejected applicant would have performed unsatisfactorily if hired. It is a valid decision because in both instances the selection process has met the objective of hiring the most appropriate candidate. The process has failed when a rejected candidate could have performed successfully on the job or when the individual hired performs unsatisfactorily.

Stoner & Freeman (1989) on their part observed that selection is a process of appointing people to occupy vacant positions in an organization. The process involves mutual decision-making. The organization decides whether or not to offer job opportunities and how attractive the offer ought to be. The authors thought that

the main objective of selection is to get individuals who would prove successful on the job.

According to Chamberlain (1966) teachers and other school employees should be selected and nominated by the professional head of the school system and this, in most cases, is the superintendent of schools. The author claimed that experience has shown that best results are obtained when the employment activities of the Boards of Education or schools' trustees in the appointment of personnel are restricted to the approval of nominations made by the superintendent or other professional heads of the school. He buttressed this point by explaining that the superintendent must have had several years of experience in educational work and during that time might have made a wide range of professional acquaintances. This implies that the superintendent, in one way or another, might have come across a number of teachers whose work in specific fields are generally recognized as excellent. Hence attention would first be directed to those teachers when vacancies occur.

Posting of Teachers

Mussazi (1984) asserted that after selection teachers should be given appointment letters assigning them to teach the subject(s) that are related to their training and should be posted to schools where their services are required. Mussazi made it clear that marital status of a teacher may be considered to determine the school to which he/she may be posted. In most cases married female teachers would like to be posted to schools near places where their husbands are domiciled

and/or work. He said at certain times also, teachers may try to influence their posting either due to the fact that they do not want to work too far from home or they want to stay in an urban area. In view of this, care must be taken when posting teachers to avoid posting all of them to the urban schools.

The Institute of Education, University of Cape Coast, in a report published in 1986 stated that a posting Board at the Ghana Education Service (GES) Headquarters' does postings of professional teachers. The postings of basic school teachers are done through bulk allocation to the regions for further posting to the districts and finally to the schools. In the case of other personnel without any professional training for instance sixth formers and students of technical institutes, polytechnics and vocational institutes, the National Service secretariat does the postings. The report suggested that rural communities should be encouraged to provide incentives to teachers as a means of attracting competent and effective teachers to their areas since most teachers, especially the professional ones are unwilling to live and work in schools located in rural areas.

Placement of Teachers

According to Rebore (1998) teacher placement in countries, regions or school districts should be governed by established policies that will help to carry out the placement functions smoothly. He outlined the following as essential tools of a placement policy.

1. Authority – there should be some power or authority behind administrators who will be responsible for the implementation of the placement process.

2. The wishes of the employee should be taken into consideration in determining assignments; however, the wishes should not conflict with the requirement of the district's programming, staff balancing and the welfare of students.
3. The need to consider educational preparation and training, certification, experience, work relationships and seniority in the school system of the employee.

Rebore believed that the causes of low morale, particularly, among teachers is the assigning of individual teachers to school grade levels or subject areas they find unbearable. He suggested some issues that would facilitate the placement exercise with some amount of success. These issues include: One: survey forms must be developed for teachers to be filled indicating whether or not they have a desire for a change in an assignment. Two: the Superintendent of Schools should notify the School Administrators who will be affected by the change in an assignment of a teacher as early as possible. He said these issues would minimize discontent and placement complaints. According to him, a dissatisfied employee should:

1. Initiate an interview with the Administrator who handles a change for an undesirable assignment.
2. If agreement is not reached at the school level, the employee may initiate an interview with the superintendent of schools and request an assignment review form.

3. Where the employee is not satisfied he/she may resign his/her position or employment with the school or the school district.

Teacher Turnover

Hallack (1990) writing about teacher's attitude towards work in rural communities, noted that teachers refuse recruitment to rural areas due to lack of school infrastructure and other basic teaching and learning materials such as textbooks that would facilitate effective teaching and learning. He was therefore with the view that the high rate of teacher turnover in school districts might be due to frustration teachers face when they are unable to put into practice their skills and experiences as a result of lack of conducive environment, good teaching and learning materials.

Gelb (2000) stated that, in California, about one-third of the population of teachers employed leave the profession every year. She attributed this to the fact that some teachers have no intention of being career teachers and leave the profession on the least opportunity. Others may have been hired from traditional preparation programmes by desperate school districts that need emergency and temporal teachers. Additionally, some of the teachers may want to teach some specific subjects but might not have demonstrated sufficient capabilities in the subject areas and therefore leave the classroom out of frustration.

Adesina (1990) noted that teachers leave one school for another for higher earnings or school facilities that promote instructional effectiveness and efficiency. Disagreement with administrative policies and personal inability to meet higher

professional standards are some other factors, which, according to him, contribute to teacher turnover.

Chapman (1994) writing on some of the causes of teacher turnover claimed that qualified teachers leave the teaching profession at the point when they realize that compensation differs significantly from what they might make in other jobs. He contended that teacher attrition could be somehow eliminated by adjusting incomes to appreciable levels. He said most governments are already aware of these issues but retaining the teaching force is not the only or necessarily the most important issues confronting these governments. Rather, their main problem is how to retain trained teachers in the teaching profession at the least cost. Chapman went further to enumerate other causes of teacher turnover such as some government policies that negatively affect teachers' welfare, poor working conditions, limited alternative access to higher education and community apathy among others.

Antwi (1992) also shared his idea on teacher turnover by establishing the fact that in the colonial days, Ghanaians held teachers of elementary schools in high esteem. He stated that teachers were generally satisfied with their status in those days but the attitude reversed after independence compelling some teachers to leave the field for more lucrative jobs in the civil service and corporations. Others left and entered into politics to become parliamentarians and cabinet ministers.

Teacher Retention

Mussazi (1984) defined retention as "the ability of the school system to

keep its staff in the jobs and make them want to stay” (p. 199). He said that if teachers are not satisfied with what operates in the school systems they are likely to leave. He recommended some guidelines, which should be followed by school authorities in order to encourage or persuade teachers to remain in the school system. Notably among the guidelines are:

1. Establish a clear staff policy on the principles of justice and fair play;
2. Establish a clear channel of communication with their teachers;
3. Encourage teacher participation in decision – making processes;
4. Welcome and encourage teachers’ initiatives;
5. Be fair in providing opportunities for teachers for promotion and further studies as well as in – service training and;
6. Avoid dictatorship, unnecessary hostility and antagonism.

This implies that Musaaazi is advocating job satisfaction if school authorities want to retain teachers in the school districts.

Rebore (1998) believed that the means of attracting and retaining qualified employees who would provide the type of service expected by their employers is the establishment of rewards system within the organization. He identified two types of reward systems – intrinsic and extrinsic reward systems. He explained that intrinsic rewards are those the employees receive from the job itself. For instance, they should be made to participate in decision-making process, greater job discretion, more challenging tasks and opportunities for carrier development among others. He pointed out that extrinsic rewards on the other hand are those received in the form of salaries and social services such as housing and free medical care.

According to Chapman (1994), teacher retention is a function of:

- i. Teacher's personal characteristics;
- ii. Educational preparation;
- iii. Commitment to teaching;
- iv. Professional integration into teaching; and
- v. External influences (such as the climate of the workplace).

In Chapman's opinion, these five factors together influence career satisfaction, which in turn relate to teacher's decision to remain in or leave teaching. Some of these categories are more easily impacted by central government policies and procedures. In his view, any incentive system should be based on a realistic understanding of which strategies or rewards work effectively.

Goodland (1984) pointed out that cash rewards may not necessarily be the primary reason for which teachers enter teaching but it may be the second reason for which they leave. He asserted that teachers set out on their careers willfully to sacrifice higher salaries in anticipating that they would enjoy intrinsic rewards for their work but if these expectations are frustrated, then salaries become a source of considerable job dissatisfaction, which often manifest through higher rate of turnover. Thus, while intrinsic rewards are fundamental issues to teachers' decision to take up the teaching profession, they are not sufficient to retain teachers if salaries are perceived as inadequate.

Richey (1963) contended that if teachers are to be retained then every school system is obliged to provide personal services which have been recognized as necessary for an individual to achieve job satisfaction. These personal services

include selection of teachers that are capable of providing educational leadership to children, parents and the community, good personal relationship and attractive working conditions. He also suggested continuous orientation programmes that would enable the teacher to become a functional member of the teaching staff and the community. There should be a cooperative evaluation programmes to assist teachers to identify their strengths and weaknesses as well as in-service training programmes that will enable teachers to develop their potentials fully.

Summary

The chapter discusses various theories and perceptions of teacher preparation for teaching. Possessing comprehensive knowledge and the desired skills to understand students is necessary for effective teaching. Regular updating of knowledge is equally essential. Teachers, it is argued, should render service on humanitarian basis rather than for profit. The teacher obviously is the centre of affairs in the classroom. Therefore, the recruitment of teachers should be well planned and should be to recruit the appropriate calibre of people to ensure effective teaching. Financial constraints and gender issues should be carefully considered when recruiting teachers. On teacher retention, posting destinations, placements and teacher turnover are factors that determine any good results. Rewards system also plays a very important role in teacher retention.

CHAPTER THREE

METHODOLOGY

In this chapter the population, the sample and the sampling techniques that were employed for the study are discussed. In addition, it discusses the research instrument which was used for data collection, the research design and the procedure which were adopted for collecting the data and how a pilot study was conducted.

The Research Design

The descriptive survey design has been used for this study. As observed by Osuala (1991), the descriptive research method is basic for all types of research in assessing situations as a prerequisite for conclusions and generalization. He adds that descriptive surveys are versatile and practical, especially to the administrator, since they identify present conditions and point to present needs. Ary, Jacobs & Razavieh (1990) equally add that descriptive research studies are designed to obtain information concerning the current status of phenomena. Such studies, according to them, are directed toward determining the nature of a situation as it exists at the time of the study.

The descriptive research, as stated by Fraenkel & Wallen (1990), is highly regarded by policy makers in the social sciences where large populations are dealt with. They also made it clear that it is most widely used in educational research since data gathered by way of this design represents field conditions.

The descriptive survey design was therefore used by the researcher because a large population as well as sample size was involved in the study. Furthermore,

the issue under consideration demanded the investigation of the relationship between variables in order to arrive at findings that will be objective enough. However, there is that problem of ensuring that items to be responded to using the descriptive design are clear and not misleading because responses could vary significantly depending on the exact wording of items. It might also produce unreliable results because the design inquires into private matters that people might either not be completely truthful about or willing to talk about at all.

These limitations notwithstanding, the researcher believes that the descriptive survey design is the appropriate one that will help make direct contact with those people whose characteristic attitudes could be relevant for this investigation and could lead to the drawing of a useful and meaningful conclusion from the study.

Population

The main population for the study involved the District Director of Education and the two Assistant Directors in charge of Administration and Human Resources and Manpower Development of the Akatsi District. These people were included in the population because they were directly involved in the recruitment and retention of basic school teachers in the District. Circuit Supervisors and headteachers, who play important roles in the retaining teachers in the schools, were also included in the population. Other people that were included in the population were all basic school teachers within the district. The population therefore was made up of the District Director, his two Assistant Directors, ten (10) Circuit Supervisors and six hundred and seventy-eight (678) teachers. All

professional teachers including technical instructors who were posted to the district for a minimum period of one year also formed part of the population for the study since they were all involved in basic education in the district.

Sample and Sampling Techniques

The ideal thing was to use all the basic school teachers in the district to ensure a relatively valid result of the study. However, it was not possible to study the whole population due to financial and time constraints therefore, the population of the study was sampled. Nevertheless, the Akatsi District Director of Education, the Assistant Director Administration, the Assistant Director Human Resources and Manpower Development and all the ten Circuit Supervisors in the district were included in the sample.

In order to obtain a fair representative of the sample for the study and also to ensure valid generalization, the stratified random sampling method was used. It implies that the population was stratified into circuits as well as rural and urban basic schools. The Akatsi District has 10 circuits with a total of 112 primary schools and 40 junior secondary schools. The district was, therefore, divided into ten circuits and one-fifth of the schools in each circuit were sampled. The schools that were sampled were approximately fifteen junior secondary schools (JSS) and twenty-five primary schools. Out of this number, five JSS and ten primary schools were selected from the Akatsi township, an urban center and the remaining from the rural areas. This type of stratification was used in order to ensure that both the rural and the urban basic schools within the District were fairly represented.

Altogether, there were 28 headteachers managing the basic schools sampled since some of them were managing both the primary and JSS. All the 28 headteachers of the basic schools sampled were included in the study. In addition, all the 188 teachers who were teaching at the sampled basic schools were the respondents. Therefore, 229 respondents formed the sample size. Table 2 shows the breakdown of the sample size.

Table 2

Breakdown of Sample Size

Categories of Personnel	No. Of Personnel
Director	1
Assistant Directors	2
Circuit supervisors	10
Headteachers	28
Teachers	188
Total	229

Development of the Research Instrument

A written questionnaire was used to collect data for the study. The questionnaire was appropriate because it gave the teachers the opportunity to state the reasons for which they were attracted into the district and also the reasons for which they may remain in or leave the district. The questionnaire equally enabled the District Directorate to express their opinions about the problems associated with the recruitment and retention of basic school teachers in the district. As stated by

Kerlinger (1973), the questionnaire is widely used for collecting data when conducting educational research because it is very effective for securing factual information about practices and conditions and for enquiring into opinions and attitudes of the subjects.

The questionnaire was structured into four categories. Category one (Appendix A) was a letter of introduction while category two (Appendix B) was for the basic school teachers in the district. Category three (Appendix C) was for the District Directorate. This questionnaire was responded to by the District Director of Education—Akatsi—and his two Assistant Directors who were directly involved in the recruitment and retention of basic school teachers in the district. Category four (Appendix D) was for the headteachers and circuit supervisors

Questionnaire for Teachers (Appendix B)

The questionnaire for teachers was divided into three sections. Section one had five close-ended items. The items sought to find out the characteristics such as age, gender, marital status, home district /region and academic / professional qualifications of respondents. This enabled the researcher to find out the caliber of teachers that were recruited into the district. Cole (1992), Windham (1988), Cailods and Pestlewaite (1989), Myron (1956), Gordon (1996) and Homer et al (1994) talked about the importance of teacher characteristics and contended that is expedient to recruit good caliber of teachers into our school districts to ensure high achievement of pupils and students.

Section two of the questionnaire had six open and seven close-ended items. The section therefore had thirteen items. This section helped the researcher to gather data on the following:

1. The method used to recruit the respondents into the district.
2. Reasons for their accepting to teach in the district
3. The extent to which teachers who originate from the district have high retention rates.
4. Ranking of some suggested opinions that make it possible for teachers to continue to stay long in the district.

Studies made by Mussazi (1984), Rebore (1982) and Adesina (1990) revealed some recruitment procedures such as inviting applications from teachers through the mass media and promoting teachers from one position to another. In view of this, the researcher would like to know some of the recruitment methods that were adopted by the district education officers to recruit teachers for the district.

Section three of this category of questionnaire had nineteen open-ended items. These items helped the researcher to gather information on the following:

1. How long the respondents would like to stay and teach in the district.
2. Whether the respondents were and are still satisfied with teaching in the district.

A study conducted by Hallack (1990) attributed high rate of teacher turnover in a school district to job dissatisfaction and frustration teachers face when discharging their duties. Gelb (2000) also contended that some teachers have no intention of being career teachers and leave the profession at the least opportunity. This made the researcher to create this section to elicit information on teachers' job

3. Opportunities for in-service training
4. Availability of land for farming
5. Being with a spouse
6. Availability of potable water
7. Good school environment
8. Support from the headteacher
9. Support from district education officials
10. Easy access to teacher's resource centre.

The researcher's own experience also revealed some reasons for which teachers remain in schools for a longer period after posting.

These are:

1. Availability of health services
2. Opportunities for part-time teaching
3. Good weather conditions
4. Easy access to marketing centre

These reasons therefore came under item five of this questionnaire. In addition, the reasons appeared in all the categories of the questionnaire. It was the fifth item for questionnaire for headteachers and circuit supervisors and the twelfth item for the questionnaire for teachers.

Questionnaire for Headteachers and Circuit Supervisors (Appendix D)

The questionnaire for this category of respondents came in only one section. It sought to gather data that would help the researcher to find out the following:

1. The recruitment procedures that were used to recruit teachers into schools in the district
2. Measures that could be adopted to retain teachers in the district.
3. Whether teachers who hailed from the district have high retention rates.
4. Ranking of some suggestions that would enhance teachers' willingness to stay in the schools located in rural communities within the district.

According to Simmons (2000), school authorities should identify the factors that influence teachers to continue to stay in the school districts. Some of these factors, as identified by the researcher with the help of the literature reviewed, came under item five of this category of questionnaire.

Administration of Questionnaire

The researcher administered the questionnaires personally. A written note (Appendix A) explaining the purpose of the study was attached to each questionnaire to mitigate any fear, anxiety and/or suspicion of the respondent. Each respondent was assured of the confidentiality for any information that was provided.

Pilot Study / Pre testing

A pre test was conducted in the Ketu District after the instrument was developed. Ketu District was chosen because it has similar geographical setting with the Akatsi District. Two basic schools in the Ketu District were selected for the pre testing. One basic school was randomly selected from among Aflao Basic Schools and one from among Akporkploe Basic Schools. The two schools

represented the “urban” and the rural school communities which were earmarked for the study.

The pre testing involved 26 respondents. These included twenty basic school teachers, two headteachers, one circuit supervisor, one District Director and two Assistant Directors who were directly involved with the recruitment and retention of teachers in the Ketu District. The respondents were classified into three categories namely Teachers, Headteachers, Circuit Supervisors and District Directorate. Questionnaire was developed for each category of respondents. All the items included in each type of questionnaire were useful especially the open-ended ones. The open-ended items made it possible for the respondents to express their opinions freely.

The responses were analysed using descriptive statistical tool. Percentages and frequencies were calculated. It was found out by the researcher that about 80% of the basic school teachers in Aflao Township were satisfied with their job. However, about 20% of them wanted to leave for further studies. On the other hand about 70% of the basic school teachers in the rural community wanted to leave either the school or the district because of job dissatisfaction.

According to the Ketu District Director and her two Assistant Directors most teachers leave the district for further studies. However, they equally agreed that it was always difficult to keep teachers in the rural areas after one year.

Evidently, the findings of the main study in the Akatsi District correlate with that of the pre test administered in the Ketu District. This enabled the researcher to establish the validity and reliability of the research instrument.

Data Analysis

Descriptive statistical tools were used to analyze the data. Percentages, averages and frequencies were calculated. Tables were also used to illustrate the figures. A short list was prepared for the open-ended items from a master list of responses and a key was assigned to responses that were provided by the respondents.

CHAPTER FOUR

ANALYSIS AND DISCUSSION OF DATA

This chapter presents the analysis and discussions of the data which was collected from the field on the recruitment and retention of basic school teachers in the Akatsi District of the Volta Region. The discussion on the biographic data of the respondents—basic school teachers— is presented first. This is followed by the recruitment procedures which are adopted by the recruitment officers to recruit teachers into the district and the teachers' reasons for applying to work in the district, et cetera. Finally, the discussion on the conditions that attract and make teachers remain in the district and the schools are presented.

Teacher Characteristics

Windham (1988) opined that the teacher is the pivot of classroom instructional activity. To him, the characteristics of the teacher are the indicators of a teacher's quality and educational effectiveness. This shows that the teacher's characteristics play a major role in the attainment of a nation's educational goals. Hence, the following section of the chapter looks at how teacher characteristics are likely to influence the recruitment and the retention of teachers in basic schools in the Akatsi District. The areas that were assessed under the teacher characteristics included gender, marital status, age, home region, district and finally, professional qualification. The distribution of teacher-respondents by gender is presented in Table 3.

Table 3

Gender of Teachers

Gender	Number of Respondents	Percentage
Male	133	62.1
Female	69	37.9
Total	182	100

A critical look at Table 3 reveals that about two-thirds of the respondents are males while about one-third are females. This implies that male teachers form the majority in the district. The implication of this finding is that the lack of many female teachers in the district may have a negative impact on the young girls in the district. If female teachers are in their large numbers within the district it helps influence parents to send their girls to school, since the female teachers serve as role models for both parents and their girls. This buttresses the findings of a UNESCO publication (1988) that in countries where families are not favourably disposed to the education of girls, the presence of female teachers can encourage families to send their girls to school. In this regard, the presence of female teachers in their large numbers in schools would give a fresh impetus to the recent global call for girl-child education.

Table 4 shows the marital status of the teachers in the Akatsi District. An examination of the table indicates that more than two-thirds of the basic school teachers in the district are married. That is, 123 out of the 182 respondents forming a percentage of 67.6% are married, 51(28.0%) are single, while the rest are either

divorced or widowed. Mussazi (1984) made it clear that the marital status of a teacher may be considered to determine the district and the school to which he or she may be posted. He went on further to explain that married female teachers would like to be posted to schools near places where their husbands are domiciled and or work. It may be inferred from this assertion that majority of basic school teachers within the district are either living with their spouses or teaching in schools near the places where their husbands are staying.

Table 4

Marital Status of the Teachers

Marital Status	Number	Percentage
Married	123	67.6
Single	51	28.0
Divorced	3	1.6
Widowed	5	2.8
Total	182	100

Age Distribution of Teachers

Table 5 shows the age distribution of the teachers involved in the study.

A close look at the table shows that the district has a relatively young teacher workforce. The analysis suggests that the age distribution of the teachers in the district varies considerably. 87.4% of the respondents are below the age of 50.

The data also shows that the modal age falls within the 40-49 age group of the respondents. The lowest age groups are those between 50 and 60 years

constituting 12.6% of the respondents.

It can, therefore, be inferred from the analysis that age has no influence on the recruitment and retention of teachers in the district since both the young and old teachers can be identified within the district.

Table 5

Age of the Teachers

Age	Number of Respondents	Percentage
20-29	52	28.6
30-39	51	28.0
40-49	56	30.8
50-60	23	12.6
Total	182	100

Home Region of Respondents

Table 6 shows the respondents' home region. The Table indicates that 120 (65.9%) two-thirds of the respondents come from the Volta Region of Ghana, of which the Akatsi District forms a part. The remaining 62(34.1) come from other regions. This is encouraging, as teachers used to their home region would have a higher retention rate than those from outside the region. However, teachers who hail from a particular region can not adequately staff all the schools in that region. Also, the low percentage of teachers from other regions working in the district testifies that teachers from other regions do not easily accept postings or seek transfers to the Volta Region and for that matter the Akatsi District.

Table 6

Home Region of Respondents

Home Region	Number of Respondents	Percentage
Volta Region	120	65.9
Others	62	34.1
Total	182	100

The respondents were asked to indicate their home districts. Table 7 gives a graphic analysis of the respondents who were natives of the Akatsi District, and those who were not natives of the district. The table revealed that majority of the teachers hailed from the district. That is, about 61.5% of the teacher population in the district was native. This analysis confirmed Mussazi's (1984) assertion that teachers accept postings just because they want to work at places near their homes. This high percentage of native teachers is equally a positive sign that if sufficient numbers of local teachers are given professional training as teachers a great number would be willing to stay and work within the district. This will certainly minimize the high rate of teacher turnover in the Akatsi District.

Table 7

Home District of Respondents

Home Districts	Number of Respondents	Percentage
Akatsi	112	61.5
Others	70	38.5
Total	182	100

Professional Qualification of the Respondents

Homer (1964) opined that the fundamental challenge to successful teaching is a comprehensive knowledge of what is to be taught and the ability to present the knowledge and the skills for maximum student comprehension. In view of this, the questionnaires were distributed among professional teachers only. Table 8 shows the various professional qualifications of basic school teacher respondents in the district of this study.

Table 8

Professional Qualification of Respondents

Professional Qualification	Number of Respondents	Percentage
Certificate "A" 4	60	33.0
Year Certificate "A" 3 Post Sec	100	55.0
Diploma	11	6.0
Degree	10	5.5
Others	1	0.5
Total	182	100

A critical examination of Table 8 shows that majority of the basic school teachers in the district are holders of either Certificate 'A' 4-year or Certificate 'A' 3-Year Post-Secondary which is the minimum required professional qualification for teaching in the basic schools in Ghana. Holders of Diplomas, Degrees and other professional certificates are quite few in the district.

The analysis shows that the professional teachers in the district have the basic professional qualification as required for eligibility to teach in conformity with national policy. These are the Certificate 'A' 4-year and Certificate 'A' 3-Year Post-Secondary. Thus about 88.0% of the teachers in the district are holders of either of the two certificates. Carron and Chau (1996) agreed that the quality of education depends solely on the quality of the teacher. Therefore, having well-qualified teachers teaching in the district is a guarantee to good education in the district.

Respondents' Duration of Stay in the District

To find out the number of years teachers stay in the district, the respondents were asked to state the duration of their stay in the district. Their responses are shown in Table 9.

Table 9

Respondents' Duration of stay in the District

Teachers' duration of stay in the district	Number of respondents	Percentage
One year	38	20.9
Two years	16	8.8
Three years	26	14.3
Four years	17	9.3
Five years	18	9.9
Six years	5	2.7
Seven years and above	62	34.1
Total	182	100

The study revealed that about one-third of the number of teachers in the district had been in the district for seven years or more. Two-thirds of the number of teachers in the district had stayed in the district for six years or less. About 38 teachers accounting for 20.9 % of the respondents had stayed in the district for only a year. However, the statistics show positive signs that there is a class or category of teachers who are ready to work in the district for an extended period of time. In fact, one-half of the number of respondents has shown this attitude.

Recruitment of Teachers into the Akatsi District

Meggison (1984) considered recruitment as a process of reaching out to attract the required number of people with the right capabilities to fill available job vacancies. In other words, recruitment is a process whereby a pool of potential employees is gathered and the best qualified are selected to take up particular jobs available. This implies that recruitment of teachers is a process of inviting and interviewing professional teachers and selecting the best qualified ones. However, professional teachers are in short supply in the Akatsi District (as obtains elsewhere in the country). Yearly recruitment has therefore become a regular exercise where very few potential applicants from other districts and regions apply for vacant places in the district. However, the most reliable source of the recruitment of teachers is the yearly posting of newly-trained teachers from the teacher training colleges in the country by the Director of Human Resource and Manpower Development to the various districts through the Regional Directors of Education to the District. This is confirmed by a report published in 1986 by the Institute of

Education, University of Cape Coast. The report said that the posting of basic school teachers is done through the bulk allocation of newly trained teachers to the regions for further posting to the districts, and finally to the schools. To find out how the Akatsi District recruits its teachers, respondents were asked to disclose how they were recruited into the district. The District Directorate personnel who were directly involved in recruitment exercises in the district were also asked to disclose the recruitment procedures adopted to recruit teachers into the district. Table 10 gives the analysis of the recruitment procedures adopted to obtain personnel for posting to schools in the district.

Table 10

Methods of recruiting Teachers into the District

Method of recruitment	Number of respondents	Percentage
Assurance letter	69	37.9
Posting by the Director of Human Resource and Manpower Development (HRMD) from College	96	52.7
Others	17	9.4
Total	182	100

The statistical data above revealed that the Director of Human Resources and Manpower Development posted about 52.7% of the respondents direct to the district through the Regional directorate. The statistics also showed that about 47.3% of the respondents either applied for assurance letters to come to the district

or came through other acceptable recruitment processes. This indicates that teachers from other districts or regions do apply to come to the district.

Methods of Recruitment Adopted by the District Directorate to Recruit Teachers
into the Akatsi District

The personnel in the Directorate of the Akatsi Education District who are involved in the recruitment of teachers into the district were asked to State the methods of recruitment they adopt to recruit teachers into the district. These officials are the Akatsi District Director of Education; the Assistant Director, Administration; and the Assistant Director, Human Resources and Manpower Development (HRMD). The three of them stated that they rely mostly on the annual allocations by the Director of Human Resources and Manpower Development (DHRMD) to post newly trained teachers to the district through the Volta Regional Director of Education. They however explained that the number sent to them is usually inadequate and to worsen matters most of the teachers do not report. This information agrees with findings in Table 10, which indicates that a sizeable percentage of about 52.7% of the respondents intimated that they came to teach in the district by being posted by the DHRMD.

Another recruitment strategy adopted by the District Education officials to recruit teachers into the district is to give assurance letters to already serving teachers in other districts and regions who desire to transfer to the district. This is to facilitate their proper release and consequent posting to the district. According to the respondent officials of the directorate, even though this procedure does not

bring a large number of teachers into the district it also helps to augment the teacher work-force in the district. Table 10 shows that about 37.9% of the respondents came to the district by applying for assurance letters. This supports the statement of the district recruitment officials that giving assurance letters equally helps in drawing teachers into the district.

Additionally, the officials stated the re-engagement of teachers as another recruitment procedure adopted in the district. According to them, when vacant places are published (within the district directorate) teachers who left the profession while working in the district (or at times, elsewhere) and wish to return, apply for re-engagement. Besides, some retired teachers who are still energetic and still want to teach are also re-engaged on contract for specified periods.

Furthermore, reinstatement of teachers was also identified as another recruitment procedure adopted. Thus, teachers who vacated their posts while teaching in the district and wish to return apply for reinstatement, which is usually granted.

Some of the teacher respondents, according to Table 10 also intimated that they came to the district through other recruitment procedures. Though they did not state such procedures specifically, it might probably be through re-engagement or re-instatement. These two methods of recruitment, according to the recruitment officers, brought into the district a very negligible number of teachers; for teachers who leave the profession hardly ever want to come back into it and very few retired teachers are willing to teach these days after retirement. Table 10 confirmed this observation made by the recruitment officers. From the table, only 17 respondents

constituting a mere 9.4 per centum stated that they came to the district through other recruitment procedures apart from applying for assurance letters and direct posting from the DHRMD after training. They could as well be National Service personnel.

Major Problems Faced by the Recruitment Officers in the District

To find out some of the problems faced by the district recruitment officers in mobilizing the teacher workforce in the district these respondents were asked to state some of the major problems they faced in the recruitment exercise. The three respondents stated the following as the major problems they always face:

- i. Inadequate number of teachers allocated by the Director of Human Resources and Manpower Development (HQ) to the region and subsequently to the district.
- ii. Unwillingness of teachers to accept postings to the rural areas.
- iii. Failure of some newly trained teachers to report for posting to the schools.

These problems are highlighted and discussed in subsequent sections.

The Need for an Assurance Letter

The researcher went further to find out the reasons for which teachers apply to work in the district. The views of the respondents are shown in Table 11.

Table 11

Reasons for Applying for Assurance Letters

Reasons	Number of respondents	Percentage
I am a native of the district	91	50.0
I want to join my spouse	36	19.8
Want to be away from home district	21	11.5
Want to teach in this district	30	16.5
I was influenced by a friend	1	0.6
Others	3	1.6
Total	182	100

With regards to the views expressed by the teacher respondents, it could be observed that about 50% of the respondents had applied for assurance letters to work in the district because they hail from the district. Table 11 shows this graphically. A significant percentage of 19.8% also came to the district with the reason of joining their spouses. The implication is that this category of respondents had no other choice of district to go to as they are obliged by marital ethics to be with their spouses for domestic cohesion. Therefore, these teachers will invariably leave the district as soon as their partners are also transferred. 11.5% of respondents also indicated their reasons for applying for assurance letters as being dictated by their desire to be away from their own home districts. These are mainly unattached fellows or single parents seeking to distance themselves from home for one reason or another. According to Table 11, 0.6% (1) of the respondents stated to have been

influenced by a friend to apply to work in the district. Yet 3 (1.6%) respondents indicated to have applied to teach in the district for their own undisclosed reasons. However, it is obvious that their decisions must be based on certain attractions that the district must have got that lured them in over any others.

A critical examination of the analysis revealed that the most dependable group of teachers who might remain and teach in the district for some reasonable period of time is those who are natives of the district. These are from their volition preferred to work in the district.

Method Used to Post Teachers to their Present School

The respondents were asked to state the method of recruitment used to recruit them to their present schools. Table 12 shows their response to this item.

Table 12

Method Used to Post Teachers to their Present Schools

Method	Number of respondents	Percentage
Transferred from old school by district office	83	45.6
Direct posting from College by district office	85	46.7
Others	14	7.7
Total	182	100

A study of the Table shows that 46.7% of the respondents were posted direct to their present schools by the district office. These respondents were those

who were sent to the district by the Director of Human Resources and Manpower Development after the completion of their teacher training courses. These are closely followed in number by the percentage of 45.6% of the respondents who were transferred from their previous schools by the district office. It was only about 7.7 percent of the research populace who had stated categorically that they asked to be transferred from their former schools to their present locations. Thus the teachers who were posted to their present schools by the district officially formed about 92.3 percentum of the respondents. Those who were posted to their present schools according to their own wishes formed a negligible percentage of 7.7% of the respondents. The assumption is that majority of the teachers in their present schools were probably not there out of their own choice since they were sent to these locations by the District Director of Education. Their willingness to stay at the schools for long is therefore doubtful.

Teachers' Preferred Place of Choice if Present School Were not

Teacher's own Choice.

Respondents were asked to state the place they would have wished to teach if present school had not been their own choice. Table 13 shows how the respondents reacted to the item:

Table 13

Teacher's preferred place of choice if present school were not teacher's choice:

Place of choice	Number of respondents	Percentage
My hometown	47	25.8
Any place near my hometown	45	24.7
Any place far away from my hometown	23	12.6
Any place far away from my home district	5	2.8
Any place far away from my home region	11	6.1
Others	10	5.5
No response	41	22.5
Total	182	100

Table 13 shows that about 50.5% of the respondents would have wished to teach at schools in their hometowns or near their hometowns. Twenty three (12.6%) of the research populace indicated their willingness to work within the district but at schools that are far away from their hometowns. This might probably mean that this category of teachers might have been teaching in their hometowns, which was not their wish. According to the table, a small fraction constituting the equivalent of about 8.9% of the respondents preferred to teach at schools that are either far away from their home districts or regions. This category of teachers might be those who were posted to the district through the regional directorate by DHRMD – Headquarters. Revealingly, about 5.5% of the respondents stated their preference to teach in any school in the district capital.

The respondents who did not respond to the item might be the teachers who were teaching in the schools of their choice. This implied that these teachers were satisfied with teaching at their present schools or as in the GES parlance, '..... serving where their services are most needed'.

Teachers' Reasons for Accepting Posting to the District

The researcher equally wanted to find out the reasons that prompted the teachers to accept postings to the district. Table 14 shows how the respondents reacted to this item. A close examination of Table 14 revealed that over half the respondent populace accepted to teach in the district because they come from the district. This is very much a corroboration of the finding in table 11 where about 50.0% of the teachers indicated to have applied to teach in the district because they hail from the district. A fair number of teachers, (that is about 19.8%) are in the district because they had no other choice. In other words, working in the district was not actually their desire. This is the category of teachers who did not get their district or region of choice during their first postings after training. The implication is that the preparedness of this group of teachers to stay and work in the district for a long period of time is unlikely. Thirty two respondents, forming about 17.6% of the populace accepted to work in the district because they wanted to be away from their home districts or regions. These groups of teachers are likely to stay for an extended period of time if conditions in the district are suitable for them. A few number of teachers accepted to work in the district due to the availability of arable land, available accommodation as well as good weather conditions and peaceful

social climate respectively. These categories of teachers together, according to table 14 formed about 8.2% of the respondents. It is likely that these teachers will stay and work in the district for a longer period. Two of the respondents stated clearly that they accepted to work in the district because of the availability of a senior secondary school. According to them their wards could be enrolled in a secondary school after successfully completing their basic education. This group of teachers might also stay and work in the district for a prolonged duration. Survey results in Table 14 illustrate factors that influence teacher recruitment in the Akatsi District.

Table 14

Teachers' Reasons for Accepting Posting to the District

Reasons	Number of respondents	Percentage
Native of district	95	52.2
To be away from home district	31	17.0
To be away from home region	1	0.6
Accommodation was available	6	3.3
Weather conditions were favourable	2	1.1
Land for farming available	5	2.7
Peaceful social climate	2	1.1
Conducive atmosphere for studies	2	1.1
Had no choice	36	19.8
Others	2	1.1
Total	182	100

Retention of Teachers in the Akatsi District

Mussazi (1984) defined retention of teachers as, 'the ability of the school system to keep its staff in the jobs and make them want to stay' (p.199). That is to say, if teachers are satisfied with what operates in the school systems they are likely to stay and teach in the schools. Retention of teachers, especially in the basic school system, is very important if basic school pupils are to benefit from quality instruction. To achieve the aim of retaining teachers in a particular locality for a long time then certain conditions must exist.

Rebore (1984) believed that the only condition that will exist in order to attract and retain teachers in a school district is the establishment of reward systems. He identified two types of reward systems which need to be established. These are the intrinsic and extrinsic rewards. He explained intrinsic rewards as those benefits that are derived from the job itself; for example, participating in decision-making. Extrinsic rewards, according to him, are received physically in the form of emoluments, free medical care, allowances, etc.

Consequently, the researcher wanted to find out the conditions that exist in the Akatsi District that facilitate teacher retention in the district. Three categories of respondents comprising 182 teachers, the District Directorate and 35 Circuit Supervisors and Headteachers were asked to rank reasons that they felt made it possible for teachers to remain in the district, in order of importance.

The respondents were to tick columns provided for 1 (most important) 2 (important) and 3 (less important) against any reason as they consider appropriate. Tables 15.1, 15.2 and 15.3 show the ranking made by the three categories of

respondents. It is thus clear from the survey results that a host of factors influence recruitment of teachers in the Akatsi District and the most significant ones have to do with the native of district, teachers' having no choice and the desire to be away from home district.

Table 15.1

Teachers' Ranking of Reasons for which they Remain in the District

Reasons	Most Important		Important		Less Important	
	No.	%	No.	%	No.	%
Residential Accommodation	130	71.4	36	19.8	16	8.8
Availability of Health Services	111	61.0	45	24.7	26	14.3
Availability of Electricity	92	50.5	68	37.4	22	12.1
Availability of Portable Water	124	68.1	36	19.8	22	12.1
Opportunities for part-time teaching	42	23.1	45	24.7	95	52.2
Opportunities for Remedial Classes	45	24.7	76	41.8	61	33.5
Availability of arable land	29	5.9	67	36.8	86	47.3
Good weather conditions	62	34.1	71	39.0	49	26.9
Be with a spouse	89	48.9	45	24.7	48	26.4
Good School environment	81	44.5	70	38.5	31	17.0
Get support from headteacher	47	25.8	72	39.6	63	34.6
Get support from District Education Officials	59	32.4	66	36.3	57	31.3
Easy access to teachers resource Centre	59	32.4	70	38.5	53	29.1
Access to marketing centre	66	36.3	79	43.4	37	20.3

Table 15.2

Circuit Supervisors' and Hdtrs' Ranking of Reasons for which Teachers remain in the District

Reasons	Most Important		Important		Less Important	
	No.	%	No.	%	No.	%
Residential Accommodation	25	71.4	6	17.1	4	11.5
Availability of health services	19	54.3	12	34.2	4	11.5
Availability of Electricity	18	51.4	7	20.0	10	28.6
Availability of potable water	30	85.7	3	8.6	2	5.7
Opportunities for part-time teaching	3	8.6	10	28.6	22	62.8
Opportunities for remedial classes	7	20.0	16	45.7	12	34.3
Availability of arable land	16	45.7	13	37.2	6	17.1
Good weather conditions	12	34.2	10	28.6	13	37.2
Be with a spouse	19	54.3	10	28.6	6	17.1
Good school environment	17	48.6	11	31.4	7	20.0
Get support from headteacher	11	31.4	13	37.2	11	31.4
Get support from district education Officials	11	31.4	15	42.9	9	25.7
Access to teachers' resource centre	6	17.1	17	48.6	12	34.3
Access to marketing centre	10	28.6	17	48.6	8	22.8

Table 15.3

District Directorate Ranking of Reasons for which Teachers Remain in the District.

Reasons	Most Important		Important		Less Important	
	No.	%	No.	%	No.	%
Residential Accommodation	3	100	0	0	0	0
Availability of health services	1	33.3	0	0	0	0
Availability of Electricity	1	33.3	1	33.3	1	33.3
Availability of potable water	2	66.7	1	33.3	0	0
Opportunities for part-time teaching	0	0	1	33.3	2	66.7
Opportunities for remedial classes	1	33.3	2	66.7	0	0
Availability of land for farming	1	33.3	1	33.3	1	33.3
Good weather conditions	0	0	0	0	3	100
Be with a spouse	0	0	2	66.7	1	33.3
Good school environment	1	33.3	2	66.7	0	0
Get support from headteacher	0	0	2	66.7	1	33.3
Get support from district education Officials	0	0	0	0	3	100
Access to teachers' resource centre	0	0	0	0	3	100
Access to marketing centre	1	33.3	1	33.3	1	33.3

A careful examination of the three tables (15.1, 15.2 and 15.3) respectively, shows that availability of accommodation, potable water and health services are considered the most important reasons for which teachers remain in the district for an appreciable period of time. In addition, availability of electricity was ranked as the most important reasons by teachers as well as Circuit Supervisors and Headteachers for which teachers remain in the district. This underscores the importance of the provision of basic human needs and social amenities. However, the availability of electricity was not ranked by the district directorate as one of the most important reasons for which teachers remain in the district. Among the three respondents from the directorate, only one agreed with the teachers, Circuit Supervisor and headteachers that electricity is a variable that retains teachers in the district. The two others might have accepted its absence in the greater part of the district and see it as a remote expectation in the district.

According to Antwi (1992), the underdevelopment of the rural communities and the poor living conditions make people especially the youth to leave the countryside for towns and cities. This is equally true of the Akatsi District, which is also predominantly rural. Since most of the rural communities lack electricity, potable water, accommodation and health services most young teachers refuse posting to those places. They prefer to work in the district capital, Akatsi and its immediate environs, which have these and other basic social amenities. Some even prefer to shuttle the distance between their school communities and the district capital daily despite the fatigue and other inconveniences. Clearly, residential accommodation, availability of health

services, electricity and portable water are the most important factors that influence and promote teacher recruitment and retention in the Akatsi District.

Being with a spouse and good school environment are another important variable that teachers, headteachers and circuit supervisors considered as the reasons for which teachers remain in the district. Mussazi (1984) made it clear that marital status of a teacher determines the district or school a teacher may be posted to. This implies that teachers accept and remain in a district where their partners are living and working. Hallack (1990) contended that teachers refuse recruitment to rural areas due to lack of school infrastructure and other basic teaching and learning materials such as textbooks. He was therefore of the view that the high turnover rate of teachers in school districts might be due to frustration teachers face when they are unable to put into practice their skills and experiences as a result of lack of good school environment.

In fact, this appears to be true of the Akatsi district where schools with the best infrastructure can be found in the Akatsi Township and its immediate outline environs. Most of the rural schools within the district lack basic infrastructure, textbooks and other essential teaching and learning materials. Circuit supervisors and headteachers felt that teachers' desire to remain in the school district mostly depend on the availability of good arable land. To them teachers in the rural areas and even in the district capital may till the land to supplement their incomes.

Teachers, circuit supervisors and headteachers ranked the availability of marketing centre and teachers' resource centre, support from district education officials and opportunities for remedial classes as important reasons for which teachers remain in the district. Apart from the Akatsi Township almost all these facilities are lacking in the district, hence, teachers' inability to stay and teach in the district.

The three categories of respondents ranked opportunities for part-time teaching as less important reasons for which teachers remain in the district. This shows that the basic school teachers of Akatsi district do not consider part time teaching as an element of job satisfaction which will determine their stay in the district. From the above analysis, it is clear that significant factors that promote teacher retention in the Akatsi District include the availability of portable water, health services and electricity.

Expected number of Years Teachers wish to Remain as Teachers in the District

Having identified some of the reasons for which teachers remain in the district, the researcher would like to know the number of years teachers wish to remain in the district. Table 16 shows the teachers' responses.

Table 16

Expected Number of Years Teachers wish to remain in the District.

Teachers' expected Numbers of years	Number of respondents	Percentage
One year	18	9.9
Two years	42	23.1
Three years	8	4.4
Four years	12	6.6
Five years	11	6.1
Six years	9	4.9
Seven years and above	77	42.3
No response	7	2.7
Total	182	100

A critical look at Table 16 revealed that about 42.3% of the respondents are prepared to remain as teachers in the district for seven or more years. On the other hand about one-third of the respondents, a significant 33.0% indicated that they would like to remain in the district for a year or two after which they could leave. It is this group of teachers that aggravate the problem of teacher turnover in the district. The implication of this is that if the district is unable to recruit an equal number of teachers to replace those leaving within the next few years, education will be in crisis in the district. It should be noted that some teachers may also be retiring apart from those leaving. Statistics taken from the district office shows, that between 22 and 65 teachers are recruited yearly. This might

not meet the expected turnover rate of some 60 or more teachers who would like to leave the district within the next two years. Therefore, efforts need to be made to entice some of these teachers to stay longer in the district.

Job Satisfaction of Teachers in the District

When teachers are satisfied with their work in a particular district, they are tempted to stay there for a long period. Table 17 presents respondents' responses to the item whether they are satisfied with their job as teachers in the Akatsi district.

Table 17

Teachers' Job Satisfaction in the Akatsi District

Teachers' Job Satisfaction	Number of respondents	Percentage
Yes	52	28.6
No	130	71.4
Total	182	100

A look at the Table 17 reveals the fact that the majority of the teachers are not satisfied with their job as teachers in the district that is about 71.4% of the teacher respondents according to Table 17 indicated that they are not satisfied with their work in the district. Presumably, this lack of job satisfaction could be linked with the general unattractive conditions of service obtaining in the country. However, about 28.6% of them indicated that they are satisfied with teaching in the district. To them the conditions and life are the same everywhere. Various

reasons are stated for either job satisfaction or dissatisfaction in the district as portrayed in tables 18 and 19.

Table 18 shows that majority of this category of respondents enjoy working in the district because they are working in or around their hometowns, have good residential accommodation and easy access to marketing centre. Good school-community relationship and living with a spouse came as a second factor that promotes job satisfaction in the district. Good school environment and availability of arable land came third and fourth respectively among the reasons indicated for job satisfaction in the district. Availability of social amenities and getting support from GES officials followed as some of the other reasons stated for job satisfaction in the district.

Table 18

Teachers' Reasons for their job satisfaction in the District

Reasons for job satisfaction	Number of respondents	Percentage
Availability of decent accommodation	12	6.6
Availability of arable land	7	3.8
Easy access to marketing centre	12	6.6
Good school-community relationship	11	6.0
Working in or near one's hometown	11	3.3
Availability of social amenities	6	3.3
Living with spouse	11	6.0
Support from GES officials	5	2.7
Good school environment	8	4.4
No response	0	0

The data pointed it out that 103 respondents making up 56.6% of the populace indicated that their job dissatisfaction was due to the lack of support from the district education officials. Gelb (2000)] pointed it out that Boards and Directors of schools should identify the factors that make teachers to continue to stay in school districts and review them in order to retain teachers in the districts. This means that the district education officials should put in place all the necessary measures in order to retain teachers in the district. Besides, the Table revealed that about 30.0% making up 60 of the respondents stated lack of incentives as a reason for job satisfaction in the district. The Institute of Education, University of Cape Coast, in a report published in 1986 suggested that rural communities should be encouraged to provide incentives for teachers as a means of attracting competent and effective teachers to their areas since most teachers are unwilling to live and work in schools located in rural areas. The implication of this assertion is that the provision of incentive packages is a factor which must be looked into in that district. Also the communities need to be involved in providing incentives to their teachers to make the teachers stay long in such communities. Other reasons indicated by the respondents include the lack of good residential accommodation, lack of support from the headteachers, unfavorable working conditions, shortage of teachers and large enrolment of pupils (over populated classes) among others.

Table 19

Teachers' Reasons for Job Dissatisfaction in the District

Reasons for Job Satisfaction	Number of Respondents	Percentages (%)
Lack of good residential accommodation	18	9.9
Lack of incentives	60	33.0
Lack of support from Headteacher	22	12.1
Unfavourable working conditions	10	5.5
Large enrolment of pupils	15	8.2
Shortage of teachers in the schools	10	5.5
Lack of good social amenities	18	9.9
Unfriendly communities	12	6.6
Lack of support from GES Officials	103	56.6
No response	25	13.7

Measures that can Attract More Teachers into the District

The teachers and the district officials who are responsible for recruitment of teachers in the district were asked to state some measures that could be put in place in order to attract more teachers into the district. Their responses are shown in Table 20.

Table 20

Measures that can attract More Teachers into the District

Measures	Teachers District			
	Directorate			
	No. of Resp.	%	No. of Resp.	%
Institution of District Scholarship Scheme	42	23.1	3	100.0
Provision of residential accommodation	61	33.5	3	100.0
Provision of Social Amenities	25	23.7	2	66.7
Provision of Incentive packages	80	44.0	3	100.0
Prompt payment of teachers' allowance	70	38.5	1	33.3
Publication of the good facilities in the district	52	28.6	0	0.0
Good school environment	15	8.2	1	33.3
Opportunities for professional development	25	13.7	0	0.0
No response	7	3.8	3	100.0

From the study, it became apparent that both teachers and the District Directorate officials identified the provision of incentive packages as a vital measure to be put in place if more teachers are to be attracted into the district. From the Table, 80 teacher respondents which is about 44.0% of the teacher respondents and all the three respondents from the district directorate stated

incentive packages as a very important factor if more teachers have to be attracted into the district. Another item mentioned by the two categories of respondents is the provision of residential accommodation.

However, the teacher respondents also stated the prompt payments of their allowances as a measure which will also attract more teachers into the district. The unfortunate handicap in this regard is that the payment of teachers' emoluments and other such financial package is the sole preserve of central government. The teacher respondents equally see the need for the publication of the good facilities in the district as a measure that will attract more teachers into the district. Rebore (1998) made it clear that in the private sector, officials who are tasked with recruitment exercises may negotiate compensations with the candidates. To him, this practice attracts highly qualified individuals into an organisation. School districts, particularly the rural ones, could adopt this measure by publishing the good facilities available in the district so as to attract more teachers into the district.

Furthermore, the two categories of respondents stated the institution of district sponsorship scheme, the provision of good social amenities, good school environment and opportunities for enhanced professional development as measures which are to be put in place to attract more teachers into the district.

Factors that Influence Teachers to Remain in the District

Closely related to the measures adopted to attract teachers to the district, as discussed earlier, are the factors that equally help to retain them in the district.

Consequently, both the District Directorate respondents and the teacher respondents respectively, were asked to suggest factors that influence teachers to remain in the district. Their views on the issue are presented in Table 21.

Table 21

Factors that influence Teachers to Remain in the District

Factors influencing teachers to remain in the District	Teachers		District Directora	
	No. of Resp.	%	No. of Resp.	%
Placement of Teachers	25	13.7	0	0.0
Support from the District Educ. Office	105	57.7	2	66.7
Friendly Communities	70	38.5	3	10.0
Prompt response to teachers problems	60	33.0	1	33.3
Availability of land for farming	70	38.5	3	100.0
Regular organization of district best teacher ceremony	45	24.7	2	66.7
Friendly headteachers	5	2.7	3	100.0
No response	5	2.7	0	0.0

It came into focus from Table 21 that support from the District Education officers will go a long way to encourage teachers to remain in the district. A critical look at the Table showed that (105) about 57.7% of teacher respondents and (2) about 66.7% of District Directorate respondents identified support from

the District Education officials as a factor that influence teachers to remain in the district. In addition, the Table revealed that about 38.5% of teacher respondents and 100% of District Directorate respondents mentioned friendly communities as well as availability of farming land as factors that influence the basic school teachers to remain in the district. Rebore (1984) believed that the establishment of any reward system in a school district will help to retain teachers in a district. This assertion is confirmed by the two categories of respondents. According to them, regular organisation of district awards ceremony will inspire teachers to remain and even perform better in the district.

Furthermore, Rebore (1984) observed that the causes of low morale among teachers are by placing individual teachers at school grade levels or assigning them to subject areas they find unbearable. This is also true in the Akatsi district. About 13.7% of the teacher respondents indicated that placement of teachers is another factor that influences teachers to remain in the district. According to the teachers if they are placed in the grade levels or assigned to their subject areas they will remain in the district. None of the three respondents of the District Directorate indicated placement of teachers as a factor to retain them in the district. To them, it might be that a professional teacher can handle any class or subject area effectively hence their silence over that factor.

District. According to Table 17, about 71.4% (130) of the respondents claimed that they were not satisfied with their job in the district. And this was mainly attributed to lack of support from the district education officials. Table 22 also shows that about 50.5% of the respondents registered their job satisfaction on the job as a very important factor that may either motivate them to perform better or discourage them from putting up their best. Hence, a satisfied teacher is a more productive teacher.

Teachers' Reasons for Job Satisfaction in their schools

Teacher respondents were probed further to find out their reasons for job satisfaction in their schools. Below is the table that shows their responses. It came to light from the analysis that about 39.0% (71) of the respondents (Table 23) indicated support from their headteachers as reasons for which they were satisfied with their job in their schools. This confirmed Mussazi's (1984) assertion that school authorities should avoid dictatorship, unnecessary hostility and antagonism but rather establish a clear channel of communication with their teachers to attain job satisfaction in their schools. Another important reason mentioned by the teachers for which they were satisfied with their work in their schools is support from colleague teachers. The reasons which closely followed this are the co-operation of pupils of the schools.

Table 23

Teachers' Reasons for Job Satisfaction in their Schools

Reasons for Job satisfaction	Number of Respondents	Percentage
Support from the headteacher	71	39.0
Friendly community	30	16.5
Good school environments	23	12.6
Good residential accommodation	24	13.2
Availability of land for farming	4	2.2
Availability of social amenities	25	13.7
Co-operation of pupils	44	24.2
Good weather conditions	5	2.7
Support from colleague teachers	50	27.5
No response	5	2.7

Other reasons mentioned by the respondents for which they were satisfied with their job in their schools are friendly community, good residential accommodation and availability of social amenities. The rest are availability of land for farming and good weather conditions.

Teachers' Reasons for Job Dissatisfaction in their Schools

Table 24 shows teachers' reasons for which they were not satisfied with their work in their schools

Table 24

Teachers' Reasons for Job Dissatisfaction in their Schools.

Response for Job Dissatisfaction	Number of Respondents	Percentage
Lack of support from the headteacher	75	41.2
Unfriendly community	71	39.0
Lack of support from colleague teacher	10	5.5
Poor school environment	68	37.4
Inadequate staffing	38	20.9
Lack of co-operation of pupils	30	16.5
Lack of incentive packages	66	33.0
Lack of residential accommodation	46	25.3
Lack of social amenities	26	14.3
No Response	2	1.1

Lack of support from the headteacher and unfriendly community appeared prominently on Table 24 as the reasons for which teachers were dissatisfied with their job in the district. As earlier on stated, employees' better performance of their job is related to their job satisfaction. Therefore, for teachers to perform their job creditably they need full support from both school heads and the community. A critical observation of the Table also shows that poor school environment and lack of incentives packages are also a worry to some of the teachers in the schools within the district. Other reasons mentioned by the

respondents are lack of residential accommodation, inadequately staffing and lack of co-operation of pupils. The rest are lack of social amenities and lack of support from colleague teachers. It could, however, be inferred from the analysis that the relatively poor performance of pupils in the district is related to teachers' job dissatisfaction in the schools and the district as a whole.

Measures to Adopt to Retain Teachers in the Schools within the District

Mussazi (1984) said that if teachers are not satisfied with what operates in the school systems they are likely to leave. According to him, school authorities should establish a clear staff policy on the principles of justice and fair play, encourage teacher participation in decision-making processes and welcome teachers' initiative in order to retain them in the school systems. The implication of this is that basic school headteachers should involve their teachers in the day-to-day running of the schools in order to retain them in their school. Consequently, the teacher respondents were asked to suggest measures that could be adopted to retain teachers in their schools. The response to this suggestion is shown in Table 25.

From the analysis good school community relationship and good teacher-headteacher relationship stand out paramount as measures to adopt to retain teachers in the schools. These facts are buttressed by the findings shown in Table 25. The table equally revealed that provision of residential accommodation is very necessary in retaining teachers in the schools. Other measures suggested by

the respondents include support from the circuit supervisors, good school environment and institution of school-based in-service training.

Table 25

Measures to Adopt to Retain Teachers in the Schools within the District

Measures to be Adopted	Number of Respondents	Percentage
Good teacher-headteacher relationship	120	65.9
Good school-community relationship	172	94.5
Good school environment	82	45.1
Active functioning of stakeholders	72	39.6
Institution of school-based in-service training	67	36.8
Provision of residential accommodation	110	60.4
Support from circuit supervisors	95	52.2
No. response	7	3.8

Factors that Influence Teachers to Remain in Schools and Circuit in the District

The administration and supervision of basic schools within the district is jointly carried by District Education Officers, Circuit Supervisors and Headteachers. However, the day-to-day administration and supervision of these schools are superintended by the headteacher and supported by circuit supervisors. To find out about the factors that influence teachers to remain in the schools and the circuits within the district, ten circuit supervisors and twenty-eight

headteachers were asked to respond to some items on the subject. These responses are given in Table 26.

Table 26

Factors that influence teachers to remain in the schools and circuits within the

District

Factors that influence teachers	Number of Respondents	Percentage
Good teacher-headteacher relationship	16	45.7
Good school environment	13	37.1
Functional stakeholders	22	62.9
Availability of accommodation	25	71.4
Availability of potable water	20	57.1
Good school-community relationship	19	54.3
To be with a spouse	10	28.6
Availability of food items (at moderate co	12	34.3
Cooperation of pupils	15	42.9
Support from circuit supervisors	20	57.1
Availability of land for farming	10	28.6

According to Table 26, about 71.4% (25) out of the respondents stated availability of accommodation as a factor that influences teachers to remain in the schools and circuit within the district. This confirmed Table 15 where all the

three category of respondents ranked availability of accommodation as a most important reason for which teachers remain in the district after posting.

Easy access to accommodation can therefore be considered as having a fair influence in retaining teachers in the district. The next factor according to the Table which influences teachers to remain in the schools is functional stakeholders (62.9%). This is followed immediately by availability of potable water and support from circuit supervisors. Other factors mentioned by the circuit supervisors and headteachers were, good school-community relationship, good teacher-headteacher relationship, good school environment, co-operation of pupils and being with spouses. About (10) 28.6% also indicated availability of land for farming as a factor that influences teachers to remain in their schools and circuits.

The Category of Teachers Who stay long in the schools and the Circuits

The headteachers and the circuit supervisors were asked to identify the category of teachers who stay longer in the schools and the circuits. Table 27 shows their responses.

Table 27

Category of Teachers who Stay Long in the Schools and Circuits.

Category of Teachers	Number of Respondents	Percentages
Natives	26	74.3
Non-natives	9	25.7
Total	35	100

A cursory glance at the Table 27 clearly shows that majority of the respondents identified that the teachers who hailed from the district stay longer in the schools than the teachers who do not hail from the district. All the three district Education Officers who are responsible for recruitment exercises were also with the view that the teachers who are natives of the district stay longer in the district than the non-native teachers. This might be due to their attachment to the district, accommodation they might have as a result of living in their homes and or financial and other material support they might enjoy from their families.

Chapman (1994) contended that teachers with strong ties to their communities tend to stay longer in those communities.

Reasons for which Native Teachers Stay Long in the Schools and the Circuits

The respondents were further asked to state some reasons for which native teachers stay longer in the schools and circuits. Below are their responses.

Table 28

Reasons for which Native Teachers stay long in the schools and circuits

Reasons	Number of Respondents	Percentage
Availability of accommodation	12	34.3
Support from family members	19	54.3
Land for farming	22	62.9
Love for the district	16	45.7
Free accommodation	27	77.1
No response	1	2.9

A look at Table 28 suggests that free accommodation and land for farming are the most popular reasons indicated by the headteachers as reasons for which teachers who hail from the district like to stay long in the district. All the three District Education Officers included in the study were questioned on the same issue. They equally shared the same view with the headteachers and the circuit supervisors.

According to the Table about 77.1% (27) of the headteacher and the circuit supervisor respondents claimed free accommodation is the paramount reason for which native teachers stay long in the schools and circuits. This might be a fact since most workers including teachers working in their home districts enjoy free facilities such as accommodation and other support from their family members. This could also be the reason for which teachers who hailed from other districts do not want to stay long in the district. They might equally wish to freely enjoy those facilities in their home districts.

Most teachers, especially those in the rural communities, supplement their incomes with farm produce. Consequently, land for farming was also suggested prominently by the respondents as a reason for which indigenous teachers stay long in the schools or circuits. Thus, the foodstuff and extra income they might make through farming help them to overcome some of their financial difficulties. This makes it possible for those teachers to have financial advantage over the non-native teachers in the district; therefore the latter's eagerness to leave the district for their home districts.

Some of the respondents, according to Table 28 stated availability of accommodation as a reason for which indigenous teachers prefer staying long in the district. The implication of this might be that not all native teachers in the district enjoy free accommodation. However, this category of teachers might have it easier to get accommodation. About 45.7% (16) of the respondents mentioned love for the district as a reason which influences native teachers to stay long in the district. The spirit of nation building has filled many individuals in the nation. As a result, people want to project their communities (from the researcher's point of view). It might be because of this reason that teachers who hailed from the Akatsi district would like to teach in the district so as to help in building the district. Accordingly, teachers who hailed from other districts might equally leave for their home districts under the spirit of nation building. In sum, survey results reveal that native teachers from the Akatsi District have a higher retention rate than those who do not hail from the district because of free accommodation, support from family members, love for the district, and land for farming activities

Measures to Adopt in order to Attract and Retain More Teachers

into in the Schools/Circuit

The headteachers and circuit supervisors were asked to state some of the measures that could be adopted to attract more teachers into the district and to retain them as well. They stated a variety of measures which are listed in the Table 29.

Table 29

Adopted Measures to Attract and Retain More Teachers in the Schools/ Circuits

Adopted Measures to Attract and Retain Teachers	Number of Respondents	Percentage
Provision of decent staff bungalows/residence	28	80.0
Support from school head/circuit supervisors	18	51.4
Institution of special award scheme	20	57.1
Institution of school/cluster base-in-set	19	54.3
Establishment of soft loan facility	22	62.9
Integration of community into the school System	25	71.4
Community sponsorship of teacher-trainees	19	54.3

The study reveals that provision of staff bungalows, integration of Community into the school system and establishment of soft loan facility as the measures which could be adopted to attract and retain teachers in the schools and the circuits. Since every teacher faces financial problem in one way or another, the immediate school administrations and supervisors might see the need to establish soft loan schemes in their schools and circuits in order to attract and retain more teachers in the district.

Richey (1963) suggested the organisation of continued orientation programmes for teachers so as to enable them to become functional members of the teaching staff and the community. With this background 54.3% (19) of the

respondents, according to Table 29, suggested the institution of in-service training as a measure to attract and retain their teachers. The study revealed that the administrators and the supervisors felt that if they give adequate support to their teachers they will remain in the schools/circuits for a longer period. In a bid to attract teachers into every school district in the country every assembly is tasked to sponsor any qualified, interested and willing persons who want to pursue the three-year teacher training course. The headteachers and the circuit supervisors equally felt that community sponsorship to teacher trainees will attract and retain more teachers in the schools and circuits within the districts. The Table shows that 54.3% of the respondents are also of the same mind.

The Recruitment and Turnover Rates of Trained Teachers from 1998 to
2003 in the Akatsi District

To find out whether gender was a determinant element in the retention of teachers in the district, statistics of the recruitment and turnover rates of male and female professional teachers from 1998 to 2003 were collected from the Akatsi District Education office. The statistics is shown in Table 30.

Table 30

Recruitment and Turnover Rates of Male and Female Teachers from
1998 to 2003 in the Akatsi District

Year	Male		Female	
	Recruitment	Turnover	Recruitment	Turnover
1998/1999	15	10	7	6
1999/2000	31	21	9	10
2000/2001	40	30	25	15
2001/2002	28	20	11	8
2002/2003	42	25	12	7

Source: Akatsi District Education Office Feb. 2004

A careful study of the Table 30 shows that there is a significant difference between the number of male and female teachers recruited each year within the period under consideration. The Table shows that apart from 2000/2001 academic year, the number of male teachers recruited each year was more than twice the number of female teacher recruited. For example in 2002/2003 academic year 42 male teachers were recruited as against 12 female teachers.

However, the female teachers' turnover rate according to the table was higher than the male teacher turnover rate. Taking 1998/99 academic year for example, 10 male teachers out of the 15 recruited male teachers left the district. On the other hand, out of 7 female teachers recruited 6 left the district. This

reveals a female teacher turnover rate that is most disturbing. For nearly as many female teachers that are taken on each year nearly the same number (or more) leaves the district. In short, evidence in Table 30 revealed that even though more male teachers are recruited than their female counterparts in the district, the rate at which they leave is also higher.

On pupils' performance in relation to the rate of teacher turnover in the district, evidence from the survey revealed that majority of all the three categories of respondents, namely, headteachers and circuit supervisors (35:100%), JSS teachers (47: 70.2%) and primary teachers (50: 62%) indicated that it was on the decline. This is illustrated in Table 31.

Table 31

Status Satisfaction with pupils' performance class, subject (s) Cross tabulation

Satisfaction with pupils' performance in Class, Subjects	Head		Status				Total	
	Head		Primary		JSS		Total	
	N	%	N	%	N	%	N	%
Yes			30	37.5%	20	29.8%	50	27.5%
No	35	100.0%	50	62.5%	47	70.2%	132	72.5%
Total	35	100.0%	80	100.0%	67	100.0%	182	100.0%

At the primary level, out of the 80 (100.0%) teachers who responded, 30 (37.5%) indicated that pupils' performance was good while 50 (62.5%) noted that it was on the decline. Among the reasons for satisfactory performance are some pupils' ability to ask intelligent questions, punctuality for lessons,

eagerness to study as well as the ability to do exercises. On the other hand, teachers' dissatisfaction with pupils' performance has to do with lack of textbooks, too large classes as a result of putting two classes together, lack of parental support and lack of interest in learning.

At the JSS level, out of 67 (100.0%) teachers who responded, 47 (70.2%) indicated that pupils' performance was poor while only 20 (29.8%) responded that it was good. Giving reasons for the poor performance, they indicated that most of the pupils did not exhibit interest in some subjects, lack of parental support and the poor siting of some schools. On the positive side, teachers indicated that their pupils enjoyed their teaching and therefore scored high marks in their exercises.

All the 35 (100.0%) headteachers and circuit supervisors revealed that as a result of inadequate number of teachers in their respective schools, pupils' performance had dropped significantly. Table 32 illustrates headteachers and circuit supervisors perception of the impact of inadequate number of teachers on pupils' performance.

Table 32

Headteachers and circuit supervisors perception of the impact of inadequate number of teachers on pupil's performance.

Valid Responses	Frequency	Valid percent	Cumulative percent
The situation impacted negatively on pupils' the performance	5	14.3	14.3
Pupils performance had been regatively low	7	20.0	34.3
Classes were combined hence low performance	3	8.5	42.8
The situation made the staff not to teach effectively hence pupils' poor performance	5	14.3	57.1
Pupils are left to study on their own which resulted in pupils poor performance	5	14.3	71.4
The situation was a serious problem for the pupils hence no effective learning	5	14.3	85.7
It made some teachers to take up some subjects they were not adequately prepared for	5	14.3	100.0
Total	35	100.0	100.0

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary, conclusions and recommendations of the study. The chapter ends with suggestions on areas for further research. The main objective of the study is to find out the factors that influence the recruitment and retention of basic school teachers in the Akatsi District. The study equally sought to find out whether there is a correlation between teacher turnover and pupil's performance in the district. The study had become necessary because many schools especially those in the rural communities, are understaffed even though the district recruits teachers annually.

Design of the Study

The descriptive survey design was used to collect data on the factors that influence the recruitment and retention of basic school teachers in the Akatsi District. The stratified random sampling method was adopted to select 15 junior secondary schools (JSS) out of the 40 JSS and 25 primary schools out of the 110 primary schools in the district. All the 28 headteachers and 182 teachers who were at the basic schools sampled were included in the study. Besides, all the 10 Circuit Supervisors in the district were included. Also included in the study were the Akatsi District Director of Education, the Assistant Director of Education in charge of Administration and the Assistant Director of Education responsible for Human Resources and Manpower Development.

Three categories of questionnaires were developed and administered for the collection of data from the respondents. The questionnaires which had open-ended and close-ended items were pre tested and revised through a pilot study to ensure their clarity, reliability and validity. In all 229 questionnaires were administered to the three different categories of respondents at their work places personally by the researcher. A total of 188 questionnaires were administered to the teacher respondents and 182 (96.8%0 were retrieved. Also, 35 questionnaires were retrieved from the headteachers and the Circuit Supervisors out of the 38 administered to them. However, all the three questionnaires administered to the District Directorate were retrieved. Altogether, 220 (i.e. 96.1%) questionnaires were retrieved out of the 229 administered.

Finally, documented data, which indicated the total number of trained teachers recruited annually, was collected from the Akatsi District Education office. This information was used to supplement the information received through the administration and retrieval of the questionnaires.

Findings

1. The study revealed that the institution of District Assembly sponsorship scheme, availability of accommodation, potable water, health services, electricity and marketing centres and prompt payment of teachers' allowances are some of the factors that attract more teachers into the district.

2. The following recruitment procedures are adopted to recruit teachers into the district:
 - a. Direct posting of teachers after training by the Director of Human Resources and Manpower Development – Headquarters.
 - b. Issuing of assurance letters to teachers who are willing to teach in the district.
 - c. Re-engagement and re-instatement of teachers.
3. The study made it clear that teachers who hail from the district remain longer in the district than the teachers who are not natives of the district. This might be due to the fact that native teachers enjoy relatively free and/or decent accommodation and receive financial and other support from their family members which the non-native teachers might not enjoy.
4. Most of the schools in the rural communities lack basic infrastructure such as good school buildings, curriculum materials and teaching-learning materials. These, according to the study, are some of the reasons for which teachers refuse posting to rural areas.
5. Most teachers are dissatisfied with their job in the district as a result of lack of support from the district education officials, lack of incentive packages and accommodation as well as unfriendly attitude of communities.
6. The study shows that about 67.6% (Table 4) of the teachers in the district are married. Hence marital status is one of the factors that influence the recruitment and retention of teachers in the district.

7. Support from the district education officials, placement of teachers, friendly communities, availability of land for farming, availability of social amenities and provision of incentive packages are some of the factors that influence teachers to remain in the district.
8. According to the study, teacher turnover rate in the district is more pronounced among female teachers than the male teachers.
9. The study also revealed that about 49.5% (Table 23) of the teachers registered their job satisfaction in their schools and circuits. According to the respondents, this was mitigated by the fact that their headteachers are supportive, the school communities are co-operative as well as the pupils and the school environment was good. On the other hand about 50.5% (Table 23) of the teachers are not satisfied with their job in their schools. This was attributed to the absence of the above-mentioned factors in their schools and communities. Again, lack of good teacher-teacher relationship and inadequate staffing of the schools contributed to the teachers' job dissatisfaction in the schools because the teachers tend to be over-worked.
10. Provision of decent staff bungalows/residences, institution of special award scheme, school/cluster based in-service training and community in the school system and effectively functional stakeholders are some of the measures that could be adopted to attract more teachers into the schools and circuits in the district.

Conclusion

To conclude, the results of the study indicated that provision of accommodation, potable water, electricity health services, et cetera, will promote teacher retention in the Akatsi District. In addition, the provision of incentive packages by the District Assembly and the rural communities as well as sponsoring teacher-trainees will attract more teachers including the non-native teachers into the District. Furthermore, native teachers and even some of the teachers who hailed from other districts and regions are prepared to stay longer in the district if they are satisfied with their job

Also support from headteachers, friendly communities, school-based in service training, functional stakeholders, co-operation of pupils and good teacher-teacher relationship are some of the factors which contribute to job satisfaction of some of the teachers in the schools and circuits in the district.

Recommendations

From the findings and conclusions of the study the following recommendations are made:

- i. The District Assembly in collaboration with the rural communities should identify and sponsor any qualified interested and willing natives who want to pursue the three-year teacher training course. This will enable the district and the rural communities to recruit and retain more teachers in the district since the study shows that native teachers are more inclined to stay and teach in the district for a longer period than the non-native teachers.

The District Assembly could also sponsor brilliant but needy pupils in schools in the district especially those in the rural areas up to the teacher training level. This will augment the number of native teachers in the district. Churches and philanthropists could also support the efforts of the District Assembly.

- ii. All the stakeholders in education within the district could assist in making the teachers especially those in the rural locations in the district to derive some satisfaction from their job by attending to some of their basic and pressing human needs. The District Assembly could make part of its common fund available for provision of school infrastructure for effective teaching and learning. This will encourage the teachers to put up their best.
- iii. The rural communities could be encouraged to be hospitable and supportive to teachers who would accept posting to those communities so as to induce the teachers to stay and work effectively with them.
- iv. The Ghana Education Service should provide a means of transport for the Inspectorate staff of the District Education Office to enable them pay regular visits to schools especially those in the rural areas. This will enable the officers to supervise these schools and give the teachers supportive services when and where necessary.
- v. Schools and circuits within the district should be encouraged to provide in-service training and remedial classes for the teachers to enable them improve upon their professional and academic competence.

- vi. The District directorate should establish effective welfare services such as a credit union within the district so that financial support could be given to teachers who might fall on hard times especially the newly-trained teachers. This will help such teachers to get settle as early as possible.
- vii. The District Assembly could encourage and support more women for teacher training courses so that the number of female teachers in the district could increase.

Areas for Further Research

The research was undertaken in the Akatsi District and was restricted to basic school teachers only. Therefore, the findings of the study may be valid for only the basic school teachers in the Akatsi District. To generalize the study to cover all the teachers in the district there is the need to cast the net of the study wider to cover all the teachers or at least more than 80% of them. There is even the possibility of venturing further a field as to include the teachers in the Second Cycle Institutions in the district.

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APPENDIX A

UNIVERSITY OF CAPE COAST

INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION

Dear Sir / Madam,

A research is being conducted to find out the factors that influence recruitment and retention of basic school teachers in the Akatsi District.

Attached is a questionnaire designed by a student of the above institution to collect data on the recruitment and retention practices of basic school teachers in the Akatsi District. It would be very much appreciated if you could spare some of your precious time to respond to the questionnaire.

Be assured that all information given will be treated confidential and will be used only for research purposes.

Counting on your cooperation.

Yours faithfully,

Z. A. Wonyor.

APPENDIX B

QUESTIONNAIRE FOR TEACHERS

Instructions

Answer all the questions that are applicable to you. Make a tick in the bracket [✓] provided against the answer you have chosen or write your own answer in the space provided.

Section One

1. Sex: Male [] Female []
2. Marital Status: Married []
- Single []
- Divorced []
- Widowed []
3. Age : 20 – 29 []
- 30 – 39 []
- 40 – 49 []
- 50 – 60 []
4. Home Region/District (Please
 specify).....

Professional Qualification

- i. Certificate 'A' 4-year []
- ii. Certificate 'A' Pos Sec []
- iii. Diploma []
- iv. Degree []

v. Others (Please specify).....

Section Two

6. How long have you been teaching in the District?
.....
7. Which of the following methods was used to recruit you into the District?
- i.. Application for an assurance letter []
 - ii.. Direct posting by the Director of Human Resource and Manpower Development after professional training. []
 - iii. Others (Please specify)
8. If you applied for an assurance letter, give reasons for choosing the District.
- i.. I am a native of the District. []
 - ii.. I want to join my spouse []
 - iii. I want to be away from my home District []
 - iv... I want to work in this District []
 - v.. I was influenced by a friend []
 - vi.. Others (Please specify)
9. Which of the following method was used to recruit you to your present school?
- i Transferred []
 - ii. Posted from the District office []
 - iii. Posting from College []

iv. Others (Please specify).....

10. If teaching at your present school were not your wish, which of these places would you have wished to teach?

i. My hometown []

ii. Place near my hometown []

iii. Place far away from my hometown []

iv. Any place far away from my home district []

v. Any place far away from my home region []

vi Others (please specify)

11. Assuming you were posted to this district, which of the following reasons prompted you to accept the posting?

I am a native of the District	
I wanted to be away from my home District	
I wanted to be away from my home Region	
Accommodation was available	
Weather conditions was favourable	
Land for farming was available	
The social climate within the District was peaceful	
There was conducive atmosphere for studies	
I had no other choice	

Others (please specify)

12. The following are some of the reasons for which professional basic school teachers remain in the district after posting

Please tick the column for 1. (most important)

2. (important)

3. (less important)

Against any reason you think is appropriate until all the reasons are exhausted.

Reasons	1	2	3
Residential accommodation			
Availability of health services			
Availability of electricity			
Availability of portable water			
Opportunities for part time teaching			
Opportunities for remedial classes			
Availability of land for farming			
Good Weather conditions			
Be with a spouse			
Good school environment			
Get support from headteacher			
Get support from the District Education Officials			
Easy access to teacher's resource center			
Easy access to marketing center			

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

14. Are you satisfied with you job as a teacher in the Akatsi District?

Yes [] No []

15. If your answer to '14' above is 'Yes', please give reasons for your job satisfaction in the district

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

16. If your answer to question '14' is 'No', please give reasons for job dissatisfaction in the

district.....
.....
.....
.....

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

.....
.....

18. What do you think can be done for teachers to remain in the district?.....

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

Section Three

19. How long have you been teaching in your present school?.....
.....
.....
.....

20. Are you satisfied with your teaching in your present school?
Yes [] No []

21. If your response to question '20' is 'Yes', please state your reason(s)
.....
.....
.....
.....

22. If your response to question '20' is 'No', please give reason(s) for job dissatisfaction.....
.....
.....
.....
.....
.....
.....

23. What do you think can be done to retain teachers in your present school?

i.

.....

.....

ii.

.....

.....

iii.

.....

.....

iv.

.....

.....

v.

.....

.....

24. Please indicate the level at which you are teaching.

Primary School []

Junior Secondary School []

Primary Option

25. Which class(es) do you teach?

.....

26. Are you satisfied with the pupils' performance in the class(es) you teach?

27. Give reasons for your answer

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

28. How do you grade pupils' performance in the current situation?

Very Good	[]	Very Poor	[]
Good	[]	Fairly Poor	[]
Fairly Good	[]	Poor	[]

29. If you were given the chance, which class would you have preferred to teach?

.....
.....

30. Give reasons for your answer.

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

Junior Secondary School Option

31. Which subject(s) do you teach?

.....
.....

32. Are you satisfied with the subject(s) you teach?

.....
.....

33. Give reasons for your answer.

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

34. Are you satisfied with pupils' performance in the subject(s) you teach?

.....
.....

35. Give reasons for your answer.

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

36. If you were given the chance, which subject(s) would you have preferred to teach?

.....

.....

.....

37. Give reasons for your answer.

.....

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.....

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.....

APPENDIX C

QUESTIONNAIRE FOR THE DISTRICT DIRECTORATE

Instruction

Answer any questions that are applicable to you. Please make a tick in the brackets [✓] against the answer you have chosen or write the answers in the spaces provided.

Section One

1. What recruitment procedures do you adopt to recruit teachers into the schools in the district?

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

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

i.
.....
.....
.....

ii.
.....
.....
.....

iii.
.....
.....
.....

iv.
.....
.....
.....

3. Which categories of teachers willingly accept/apply for recruitment into the district?

i. Teachers who are natives of the district
[]

ii. Teachers who are not natives of the district
[]

4. What are some of the possible reasons for which either 3i or 3ii is applicable?

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

Section Two

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

- i. Teachers who hail from the district []
- ii. Teachers who do not hail from the district []

6. Explain why any of the above is applicable?

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

7. The following are some of the reasons for which professional basic school teachers remain in the district after posting

Please tick the column for 1. (most important)

2. (important)

3. (less important)

Against any reason you think is appropriate until all the reasons are exhausted.

Reasons	1	2	3
Residential accommodation			
Availability of health services			
Availability of electricity			
Availability of portable water			
Opportunities for part time teaching			
Opportunities for remedial classes			
Availability of land for farming			
Good Weather conditions			
Be with a spouse			
Good school environment			
Get support from headteacher			
Get support from district Education officials			
Easy access to teacher's resource center			
Easy access to marketing center			

8. What in your view do you think can be done to attract more teachers into the district?

.....

.....

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9. What do you think can be done to retain teachers in the district?

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APPENDIX D

QUESTIONNAIRE FOR HEADTEACHERS AND CIRCUIT SUPERVISORS

Instructions

Please make a tick in the brackets [✓] provided against any answer which is applicable to you or write the answers in the space provided.

1. What are some of the reasons for which teachers stay long in your school or district?

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

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

- i. Teachers who are natives of the district []
ii. Teachers who are not natives of the district []

3. What are some of the reasons for which teachers who are natives of the district stay long in your school or circuit?

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

4. What are some of the reasons for which teachers who are not natives do not want to stay long in your school or circuit?

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

5. The following are some of the reasons for which professional basic school teachers remain in the district after posting

Please tick the column for 1. (most important)

2. (important)

3. (less important)

Against any reason you think is appropriate until all the reasons are exhausted.

Reasons	1	2	3
Residential accommodation			
Availability of health services			
Availability of electricity			
Availability of portable water			
Opportunities for part time teaching			
Opportunities for remedial classes			
Availability of land for farming			
Good Weather conditions			
Be with a spouse			
Good school environment			
Get support from headteacher			
Get6 support from district Education officials			
Easy access to teacher's resource center			
Easy access to marketing center			

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

.....

.....

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.....
.....

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

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

8. For how long have you been heading your present school?

.....
.....

9. Do you have adequate number of teachers on your staff?

.....
.....

10. Have you ever had a situation where there were an inadequate number of teachers on the staff?

.....
.....

11. Please briefly state the impact of the situation (as in question 3 above) on pupils' performance in your school.

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

.....
.....

12. Briefly explain how you handled the situation.

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