

UNIVERSITY OF CAPE COAST

RECRUITMENT AND RETENTION OF TEACHERS IN SENIOR HIGH
SCHOOLS IN THE SUNYANI METROPOLIS

ALEX ANSU EBO

2010

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SCHOOLS IN THE SUNYANI METROPOLIS

BY

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DISSERTATION SUBMITTED TO THE INSTITUTE FOR DEVELOPMENT
STUDIES OF THE FACULTY OF SOCIAL SCIENCES, UNIVERSITY OF
CAPE COAST, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE AWARD OF MASTER OF ARTS DEGREE IN HUMAN
RESOURCE MANAGEMENT

AUGUST 2010

DECLARATION

Candidate's declaration

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

Candidate's signature:.....

Date:.....

Name: Alex Ansu Ebo

Supervisor's declaration

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

Supervisor's signature:.....

Date:.....

Mr. Kankam Boadu

ABSTRACT

The main reason for undertaking this study was to examine the main recruitment and retention problems affecting teachers in the Sunyani Metropolis and alternatively find out how transparent the recruitment process was. To investigate these concerns therefore, a sample size of 110 respondents from three senior high schools in the Sunyani Metropolis were selected.

The simple random sampling method was used in selecting the respondents from the various schools. Questionnaire was the main data collection instrument. In each of the schools, respondents were clustered into male and female in order to give a fair representation of both sex groups.

The research revealed that job recruitment entails postings from colleges while retention entails the love for the job, the desire to share knowledge with others motivated them to teach and job security. It also revealed that the main factors that influence labour turnover within the Ghana Education Service include opportunity to further education with study leave with pay job security, free, affordable and decent accommodation, and better/appropriate remuneration.

It is recommended that the selection and recruitment of teachers into the senior high schools should follow laid down criteria in order to ensure that those who qualify are actually recruited. The heads of the respective institutions should be part of the selection and recruitment process.

ACKNOWLEDGEMENTS

A dissertation is an extension involving collecting and analyzing data to unravel situations. Therefore, the numerous individuals who have provided support and encouragement deserve commendation. I must offer my sincere appreciation and gratitude to my supervisor, Mr. Kankam Boadu of the Department of Arts and Social Sciences Education, for his contributions and suggestions towards the successful completion of this research. Many thanks also go to all the lecturers at the Institute for Development Studies (IDS), University of Cape Coast, especially all those who handled the human resource management sessions for their diverse contributions that made the pursuit of this Master of Arts programme possible.

To all the heads of the three Senior High Schools and the teachers who permitted me to use their premises and who also spent their time attending to me, and those who responded to the questionnaires, may the good lord richly bless all of them. I also thank Mr. J. S. Attiah and Mr. Samuel Adomah who helped in analyzing data and editing the entire work.

DEDICATION

To my students at Saint James Seminary, Sunyani.

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CHAPTER ONE

INTRODUCTION

Background to the Study

Countries all over the world are committed to recruiting a workforce with requisite expertise and experience that is well-motivated to perform effectively and reflect a wider and diverse pluralistic community. Equality of opportunity is a core value of an organization's recruitment and selection procedures that are formulated to provide mechanisms to assess and appoint the most able and effective employees while ensuring that individuals are treated with fairness and sensitivity.

The recruitment of a new member of staff represents a substantial financial investment, and requires care, attention and time (Cascio & Wayne 1991). Recruitment and selection procedures are designed not only to provide best practices and comply with legislation, but also to enable the appointment of a candidate to suit the requirements of the post and the department. In addition, recruitment and selection procedures must be demonstrably efficient and should withstand external scrutiny and audit. Selection is a subjective process, so a systematic framework is essential to ensure that decisions are sound, consistent and defensible.

The Human Resources Department in every organization ensures that recruitment and selection procedures are as clear and concise as possible and that

they satisfy the stated aims of the organization's diversity and equality of opportunity policy. The Human Resources Department is available to provide advice and guidance at every stage of a recruitment and selection procedure and, wherever possible, will seek an active role in order to assist selection panels and to ensure that processes are robust, effective and meet the organization's statutory obligations.

It is therefore the goal of every educational system in any country to provide high quality education to every student. To do so requires adequate supply of competent individuals such as teachers who are willing and are capable to serve the system. Therefore, policy makers are constantly engaged in activities related to recruitment, selection, induction and retention of their instructional staff (Ballou & Podgursky, 1995). In the face of the growing school – age population in the country – policy makers at the Head quarters of the Ministry of Education, Science and Sports and the Ghana Education Service (GES) must struggle to maintain standards for quality teaching while continuously recruiting new teachers and also seeking to retain the most effective teachers in the profession.

The dual aim of recruiting and retaining effective teachers is often difficult to realize because of insufficient resources and lack of motivation for teaching personnel. Ghana's current economic conditions are causing many agencies, Government and Non-Governmental Organizations to roll back their ever increasing expenditure on public education agencies to determine which programmes raise the quality of teaching and learning in the most cost-effective manner.

It is therefore important at this time of the Ghanaian educational reforms to conduct an empirical research to inform policy makers of the advantages and short comings of the various policies on teacher recruitment and retention to improve upon teaching and learning in our schools.

The objective of this research is to provide empirical evidence that seek to find answers to the strategies that promote teacher recruitment, selection, induction and retention. In an attempt to answer these questions, it is prudent to define or explain each of the concepts listed above. It must be emphasized that one of the main factors that contributes most significantly to the success of every organization, especially the educational sector, is the quality and strength of its staff (Addae-Mensah, 2000). No matter how well-intended you are as a school administrator, you can hardly achieve success without the support and cooperation of a well motivated and committed staff. This is a truism that should not be over looked. High teacher-quality is the best resource for every educational institution. Recruiting, developing and retaining capable teachers is not an easy task for administrators, policy makers and educational agencies. In the light of these, the administrator, policy maker and educational agencies should form a team of able staff who will cooperate to achieve the best results for the organization.

Staff recruitment may be defined as the active pursuit of potential candidates for the purpose of influencing them to apply for positions in a school or district office. Cascio and Wayne (1991) define recruitment as searching for and obtaining potential job candidates in sufficient numbers and quality so that

the organization can select the most appropriate people to fill its job needs. He asserts that recruitment is a linking activity – that brings job vacancies and job seekers together. In any educational establishment, there is the need to recruit staff as a result of the large number of teachers who leave the profession annually due to lack of commitment by young people entering the profession, low salaries compared to their colleagues who hold similar qualifications in other sectors of the economy, lack of incentives and unpleasant working conditions (Spio, 1999).

One of the staffing responsibilities of administrators' educational institutions is to build a good team that will help to achieve the aims and objectives of the institutions. This task is not an easy one owing to factors beyond an administrator's control. For example, an administrator may have no say in staff recruitment as in the case of first cycle institutions in Ghana. New staff members are posted directly from the District Directorate of Education to the school, and there is nothing one can do about it. In institutions, where an administrator participates in staff appointment, all guiding principles of recruitment and selection are adhered to. Vacancies should be advertised in good time, giving all the necessary details about the post, and providing notice to enable prospective applicants to send their applications on time.

One effective means of recruitment is to make personal contact with individuals and consultants who might be able to help you secure your staff. In an advertisement, one must provide information on job description. The job description should contain all the essential information that a prospective employee would need in order to 'size up' the job. It must include the following:

job title, relevant background information on the community and school, general description of the position, responsibilities that go with the position, benefits associated with the position, desired qualifications and terms of employment or contract (Berry, Noblit, & Hare, 1985).

After a recruitment process, selection of the best candidate for a task is determined by a band of professionals and technical expertise. The panel should know the calibre of staff (teachers) a particular school desires. The panel is expected to give an honest and professional opinion about the applicants. Good administrators ought to know much about recruitment procedures and select the best candidates.

The process of induction or orientation should start as soon as new members of staff are selected. Staff induction is a process by which new employees are given orientation to introduce them to their new environment which includes the community, the school system, the teaching task and those they will work with (Broughman & Rollefson, 2000). Orientation requires sensitive planning and careful execution. During the orientation period, new staff members gather their first impression concerning the school's policies, objectives, leadership style and method of operation. Moreover, orientation affords new recruits the opportunity to make initial acquaintances with colleagues and members of the community and agencies within the environment. Since first impressions are extremely important, effort should be expended during orientation to ensure that new staff members understand the nature of their school and community.

In the supply-and-demand framework within the Ghana Education Service, studies focused on teacher recruitment are affected by many factors on an individual's decision to choose teaching as a profession and career. The GES must do all it can within its framework to retain determined staff who choose teaching as a career over other available occupations. The retention of staff in GES is related to factors of teacher attrition. Attrition may be either voluntary or involuntary. Within GES, attrition is voluntary, resulting in widespread tenure rates and the prevalence of unionized grievances policies regarding termination (Spio, 1999).

Sometimes, an administrator has no power over his staff within the GES framework. The staff is deployed and posted as the employer wishes, depending on many factors. You cannot do anything about it. There is nothing an administrator can do to prevent this. However, an administrator can do a lot to encourage his or her members of staff to stay at post by motivating and creating a conducive atmosphere for them to perform their duties. In a nutshell, staff retention hinges on the attitudes and administrative policies of a school.

In order to win staff support and encourage them to remain at post, an administrator should:

- i. Establish a staff policy based on the principles of reasonableness, justice and fair play
- ii. Establish clear channels of communication with staff.
- iii. Encourage staff participation in the decision-making process.
- iv. Welcome and encourage initiative and originality.

- v. Provide the required facilities and equipment.
- vi. Avoid creating unnecessary staff hostility and antagonism.
- vii. Provide opportunities for professional growth.
- viii. Avoid bias and preconceived notions about staff.
- ix. Deal tactfully with staff at all times.
- x. Know his staff collectively and individually and try to understand their personal and social problems and needs (Anderson, 1988).

Statement of the Problem

It is the goal of every organization and for that matter the Ghana Education Service to provide a high-quality education to every student. To do so, it requires an adequate supply of competent individuals who are willing and able to serve as teachers. The GES constantly engaged in activities related to the recruitment and retention of their instructional staff. In the face of a growing school population, GES is struggling to maintain standards for teaching quality while continuously recruiting bright new teachers and seeking to retain their most effective existing teachers.

The dual goals of recruiting and retaining effective teachers are often difficult to realize because of insufficient and lack of appeal found in the profession and sometimes dwindling resources (Murnane & Olsen, 1990). In the Sunyani Metropolis, the problem of teacher recruitment and retention is not different from the above cases. Although sufficient numbers of teachers graduate from teacher preparation programmes each year, teacher shortages exist in part of

the senior high schools in the Metropolis because graduates either do not enter teaching, or a significant number of those who do enter leave within few years.

To combat this shortage, as well as to address the issue of bringing greater diversity and quality into the teaching profession, a variety of teacher recruitment and retention strategies have been employed by the GES. These include attracting high quality and diverse students into teaching, granting of study leave with pay, bonus or salary increments for teachers willing to teach in hard-to-staff schools, earlier job offerings, streamlined job application processes, mentors for novice teachers, planned, school-based support activities, planned, external support activities, and increased administrative support (Spio, 1999). Many of these programmes attempt to counteract the reasons that pre-service teachers give for not entering the teaching profession and quitting the profession after recruitment.

Even though such factors ensure retention, it seems that the problems of teacher recruitment and retention still exist in the Sunyani Metropolis. It is not clear whether educationists (management) in the Metropolis do see the need to implement the policies laid down by GES. These issues call for concern. Hence, the choice of this topic.

Objectives of the Study

The general objective of this study on recruitment and retention was to determine how personnel within the Ghana Education Service can be motivated and retained within the service. Specifically, the purpose was to:

1. Assess the recruitment, selection, induction and retention practices and

policies of personnel in the Ghana Education Service.

2. Evaluate the factors that influence labour turnover within the Ghana Education Service.
3. Investigate the possible means and ways of resolving the issues of staff turnover among personnel of the Ghana Education Service.
4. Evaluate the incentive packages put in place to retain employees of the Ghana Education Service

Research Questions

The research questions for the study include:

1. What does staff recruitment and retention entail?
2. What are the recruitment, selection, induction and retention practices and policies within the Ghana Education Service?
3. What are the factors that influence labour turnover within the Ghana Education Service?
4. What are the most appropriate way/methods to resolve issues of staff turnover among personnel of the Ghana Education Service?
5. What incentive packages are put in place to retain staff in the teaching profession?

Significance of the Study

The rationale for this research is to investigate the recruitment and retention practices and the main issues that cause teacher attrition and suggest possible measures that would be very beneficial to the government, policy

makers, Non-Governmental Organizations engaged in education delivery. It will also provide background information for those who intend conducting further research in the same field of study. Educationists, especially administrators, policy makers of the Ghana Education Service will find this document extremely useful in adopting appropriate strategies to retain a well-motivated staff who will put up their best to meet the educational needs of the country in general.

The research will also reveal the benefits of staff retention and its effects on performance to provide an appropriate avenue for the Ghana Education Service to plan strategically in maintaining and retaining their skilled professionals who desert the service nearly every day. The process if well planned will improve upon the teaching and learning process and eventually improve educational outcomes. This research will equally help the Human Resources Section/Department of the Ghana Education Service to intensify and put in place incentive packages that will motivate and retain staff.

The researcher hopes that, the findings will be of great help to the service and all other agencies in the education delivery in this country. The document will not only be significant for those in the education sector but also to other organizations that have been experiencing high labour turnover.

Delimitation of the Study

The research study was carried out at St. James Seminary, Notre-Dam Girls High and Sunyani Senior High in the Brong Ahafo Region of Ghana on how teacher recruitment and retention is carried out within the Ghana Education

Service in general and the selected schools in particular. Ghana Education Service has the problem of retaining its qualified professionals within its institutions because of lack of motivation and scarce qualified personnel. The study is a non-interventional and exploration one. I have limited myself to the selected schools in the Brong Ahafo Region because of the large size of the Ghana Education Service and also lack of funds. Another mitigating factor that compelled the researcher to select this school was time constraint.

Organization of the Study

The study is comprehensively organized into five main chapters including this chapter. Chapter two contains a detailed review of related literature, while chapter three highlights the methodology used to carry out the study. Chapter three also contains the discussion on the study design, the population, sample and sampling procedures, data collection and the analysis techniques.

Chapter four entails the results and discussions. Finally, chapter five provided a summary of the major findings of the study, the conclusion, and recommendations based on the findings as well as areas for further studies.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter reviewed related literature on teacher recruitment and retention. It also discussed some of the theories on recruitment and retention and set a conceptual frame work necessary for the full execution of the study.

Theories of Retentions and Turnover

Rational theories

The majority of turnover theories can be defined as models of intentional decision-making processes. These theories look at the cognitive processes that people go through as they come to a conscious decision about whether or not to leave their job. This approach assumes that people are rational and go through decision-making processes that result in the behavioral outcomes of quitting. Theories that fit within this category include March and Simon's (1958) Theory of Organizational Equilibrium, Porter and Steers' (1973) Met Expectations Model, Mobley's (1977) and Mobley et al. (1979) Turnover Process Model, Steers and Mowday's (1981) Multi-route Model, and Lee and Mitchell's (1994) Unfolding Model. These are rational theories by nature, but will be discussed from the standpoint of their more defining feature of multiple paths.

Theory of Organizational Equilibrium

March and Simon (1958) proposed a model of turnover based on economic theory. Paralleling the strife for equilibrium between supply and demand in economic theory, March and Simon contend that employees endeavor to maximize the rewards received from the job (i.e., outputs) in relation to their contributions to the job (i.e., inputs). The attitudinal responses people have toward their jobs are evaluated based on an input versus output ratio, with satisfaction occurring when outputs outweigh inputs; dissatisfaction is the result of the inputs prevailing over the outputs. This equilibrium is determined by two additional rational components; the perceived desirability of job movement and the perceived ease of leaving the current organization.

The first factor, the perceived desirability of job movement, depends on the current job alternatives available to the individual. Several factors influence whether an employee would like to move. For example, job satisfaction affects the desire to leave an organization. In addition, the size of the organization can influence one's desire to leave due to the potential for advancement within the organization.

The second factor, the perceived ease of leaving the current organization, is also dependent on several elements. Economic conditions have a great impact on the opportunities that are visible to the individual (Steel, 1996). March and Simon (1958) posit that this is the most important predictor of turnover; the more jobs that are available, the easier it is to find a new position elsewhere. Other factors affecting the perceived ease of leaving an organization include location

and visibility of the current organization, with more prestigious organizations providing greater credibility and more network contacts for individuals. Furthermore, extracurricular activities may facilitate the ease with which individuals can leave their jobs because these activities provide network contacts.

Met Expectations Model

The Met Expectations Model posits a cognitive comparison. Rather than the flat input/output ratio, the comparison is between what one expects from the job and what one actually experiences on the job (Porter & Steers, 1973). In essence, satisfaction is reached when expectations are met, and dissatisfaction occurs when they are not. From this framework, the degree to which expectations are fulfilled leads to individuals' satisfaction levels, and satisfaction is an antecedent of retention and turnover. The original theory hypothesized a linear relationship between expectations and satisfaction: as the discrepancy becomes more negative (expectations being higher than experiences), dissatisfaction increases. Likewise, as the discrepancy approaches zero from the negative side and extends beyond, satisfaction increases.

A contrasting view is inherent in Festinger's (1957) dissonance theory, which hypothesizes a curvilinear relationship, where satisfaction is greatest when expectations are met, but declines with an increasing absolute magnitude of the discrepancy (Griffeth, 1981). For example, an employee receiving a greater salary than expected may feel undeserving of such a raise, and this might lead to dissatisfaction. Although the Met Expectations Model is not currently used as a

complete model of turnover, it is used to explain particular findings. For example, the success of realistic job previews (RJPs) can be explained using this theory. Through RJPs, potential employees' expectations are adjusted via information presented by employers before they begin their jobs (Phillips, 1998). Several other mechanisms have been suggested for how RJPs work (Hom, Griffeth, Palich, & Bracker, 1998). One line of thinking is that prospective employees with higher expectations might decline the position upon the realization that the job subsumes their standards. The process also may induce a greater sense of commitment to the acceptance of the job because applicants have a greater sense of freedom to choose their situation given more information about what the job will really entail. Just as likely, defense mechanisms specific to particular difficulties of the job may be sparked, such as viewing a difficult job as a challenge rather than a stress. Also, certain values, such as the value of interesting and challenging work, may be activated. In each of these cases, turnover can be reduced through a measurable reduction of expectations (Hom et al., 1998).

Turnover Process Model

Mobley (1977) introduced a heuristic model that describes the process of turnover, as well as new constructs involved in the process. In Mobley's model, the withdrawal decision process that leads to turnover is linear in that each stage affects the next stage. The process begins with a negative evaluation of one's current job, which is where the previously discussed theories leave off. The negative evaluation leads to dissatisfaction with the job, which in turn initiates

thoughts of quitting. If the evaluation of the utility of seeking out alternatives is greater than the utility of staying in the current job, jobs search results. Once alternatives are encountered, the person evaluates and compares them to the current job; if an alternative is favored over the current job, the decision to quit is made. The most important contribution of this model is the inclusion of the intermediate cognitive and behavioral processes involved in the satisfaction-turnover relationship. For example, important constructs such as the utility of job-seeking, the utility of staying, the job search, and the comparison between the current job and the possible alternatives are introduced.

Previous models of job retention do not consider these intermediate processes, which may help to explain why these models lack the power to accurately predict turnover. However, Mobley's (1977) turnover process model has not been successful at predicting turnover either. This led to a revised model (Hom & Griffeth, 1991) that accounts for the decision to quit a job regardless of the alternatives available. Similar to the previous model, Mobley, Griffeth, Hand, and Meglino, (1979) proposed that job satisfaction, expected utility of the present job, and expected utility of alternatives are the main antecedents of search and quit intentions, which in turn lead to turnover. In this case, however, these cognitive judgments are not required to develop in subsequent stages, and they have direct effects on the turnover behavior. In addition, non-work values (e.g., centrality of the job in comparison to other life domains) and responsibilities (e.g., family obligations) are identified as factors important to the prediction of search and quit intentions.

It can be summed up that the first two theories discussed, the Theory of Organizational Equilibrium and the Met Expectations Model (March & Simon, 1958; Porter & Steers, 1973), focus on the particular factors or decisions that predict turnover, but do not address the cognitive processes involved. The Theory of Organizational Equilibrium (March & Simon, 1958) incorporates economic conditions that have been shown time and again to influence movement between jobs. For example, according to Steel's (1996) research, military members are more likely to leave when there are jobs available elsewhere, otherwise, they tend to stay in their current positions. One drawback of this organizational equilibrium theory is that it describes the cognitive. The cognitive judgment regarding the degree to which expectations are met leads to either satisfaction or dissatisfaction. The most important contribution of this model is the inclusion of the intermediate cognitive and behavioral processes involved in the satisfaction-turnover relationship.

Retention as a Strategic Issue

In today's turbulent workplace, a stable workforce becomes a significant competitive advantage. If an organization has unstable workforce conditions, it is forced to invest thousands of dollars in recruiting, orienting, training, supervision and overtime duties. Those dollars come right off the 'bottom line' (Dibble, 1999; Herman, 1999). Without continuity, organizations do not have ongoing close relationships with customers; customer loyalty is fragile; managers are stressed;

conflict is more likely; efficiency is hampered. Such challenges make it difficult for an organization to compete in the marketplace.

Arguably, the most valuable (and volatile) asset is a stable workforce of competent and dedicated employees. Longevity gives a company a powerful advantage; depth of knowledge gives organizational strength. In this vein, the loss of competent teachers is increasingly difficult to replace with others of comparable competence – even in situations where we readily have available workforce. With the current volatile labour market and competition for good personnel, organizations are forced to hire persons with less competence. Considering the fact that teaching in Ghana is thought of by many as not lucrative, it is extremely difficult to recruit competent teachers. If this scenario repeats itself enough, the aggregate competence and capacity of the Ghana Education Service's workforce will gradually diminish – along with the ability to meet parents' expectations (Ambrose, 1996). Dissatisfied parents are likely to withdraw their wards from schools due to poor performance and this will lead to a reduction in the confidence parents repose in schools.

Parents are understandably very concerned about the academic performance of their wards. Such concern can positively influence the staff of a school to perform creditably in increasing outcomes. When parents detect an unstable situation in their children's results, they start asking questions (Mitchell & Lee, 2002). High turnover of teachers raises red flags that warn parents against enrolling their wards in the school. The expression of unhappiness can seriously affect an employee's morale. Whether they leave or not, disaffected workers can

damage the attitudes of other workers (Cascio & Wayne 1991). Negative feelings impact on the quantity and quality of work, cooperation with supervisors, and the institution's ability to attract desired applicants. Instability of workforce, often caused by ineffective administrators, can cause far-reaching problems. When dedicated workers have difficulty getting their jobs done, they quite naturally look for other employment opportunities where they can achieve the satisfaction they seek from work.

To meet staffing requirements, astute employers are deliberate about hiring the caliber of people they need. Employee retention levels depend, in part on the people who are hired, why they are hired, and how they are managed (Dibble, 1999; Herman, 1999; Kaye & Jordan-Evans, 2002). Bringing in the right people for the right jobs is essential. There is no question that uncontrolled and unexpected employee turnover can damage an institution severely. If enough of the right people leave, the loss can cripple and even kill the school (Dibble, 1999; Ambrose, 1996).

Why Employees Become Disengaged and Leave

When managers or supervisors are asked why good people leave, most responded by saying "it is about money". Or, they simply dismiss the departure matter-of-factly by stating that the employee "received a better offer". As noted by Kaye and Jordan-Evans (2002) author of the book "Love 'Em or Leave 'Em", managers often blame organizational policies or pay scales for the loss of talent.

Contrary to expectations, research indicates that money is not even in the top five reasons employees give when asked why they are leaving an organization. However, the way an organization distributes money indicates what management really wants however. It sends a message to employees whether the company truly pays for performance. Incentive plans indicate service or sales to customers. An organization that pays and supports employee development will generously pay for academic and training courses.

Salary and benefits tend to attract people to organizations, but are not usually the reasons employees leave (Herman, 1999). Listed below is what pay really means to employees (Dibble, 1999)

- *Value – perceived worth to an organization*
- *Equity – perceived worth compared to other individuals*
- *Finances – ability to maintain certain standard of living*
- *Jealousy – difficulties that arise if someone is not recognized according to perceived worth*
- *Favoritism – perception that one person may be singled out to receive more/less*
- *Anomaly – pay for reliability (attendance)*
- *Precedent – recognition of similar actions in the future*
- *Appropriateness – entitled to more than salary (bonus, profit sharing) for extra effort?*

Figure1: What pay means to employees

Source: Buckingham and Coffman, 1999

To build commitment, managers must communicate with employees; assess their capacity to engage in various initiatives; give honest feedback; develop their strengths; identify their ‘blind-spots’; make decisions; and most of all, value each person’s unique style and capabilities (Buckingham & Coffman, 1999).

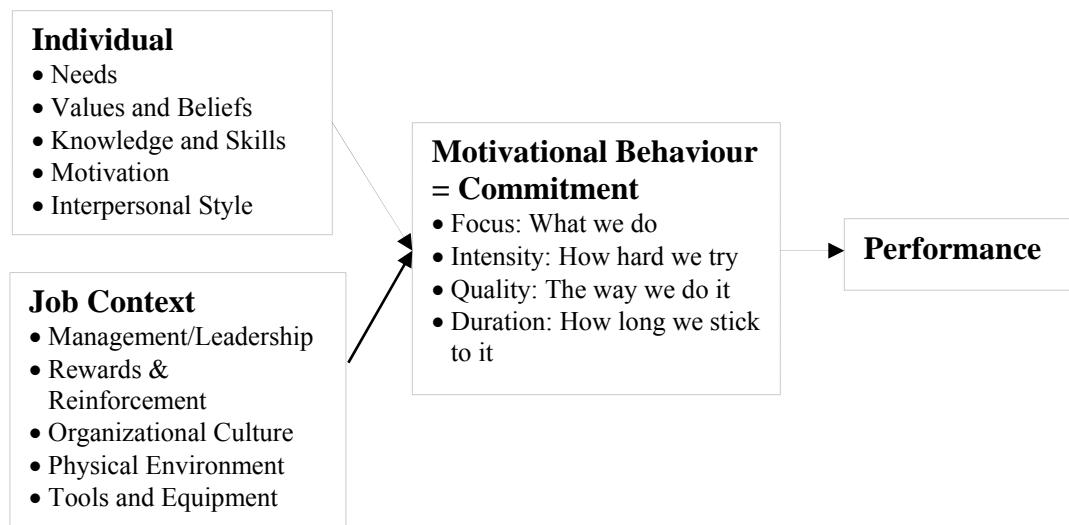


Figure 2: Job Performance Motivational Model

Source: Buckingham and Coffman, 1999

In order for the relationship between manager and employee to be emotionally rewarding, it has to be based on the things that individuals want and need; has to evolve and grow; and must enable the employee to feel effective in the execution of his or her duties (Buckingham & Coffman, 1999). It is the role of the manager that most influences an employee’s decision to stay or depart from an organization.

Employees will leave their jobs if they do not like their manager, even institutions where they are well paid. In fact, disliking or not respecting the “boss” is the primary reason for talent loss. Reasons for employee departures cited in major research studies, are, in descending order (Buckingham & Coffman, 1999; Kaye & Jordan-Evans, 2002; Herman, 1999; Kreisman, 2002):

1. Employee/manager relationship
2. Inability to use core skills
3. Not able to impact the organization’s goals, mission
4. Frequent reorganizations; lack of control over career
5. Inability to “grow and develop”
6. Employee/organization values misalignment
7. Lack of resources to do the job
8. Unclear expectations
9. Lack of flexibility; no ‘whole life balance’
10. Salary/benefits

It is very important to know that the above factors are often not the ones mentioned in attrition studies published by individual organizations. Additionally, this information does not match the data (reasons for departing) frequently obtained during an employee’s exit interview. The rationale behind this discrepancy is that exit interviews are often conducted by the departing employee’s manager or Human Resource Manager. Typically, employees are hesitant to tell these ‘company representatives’ the truth about their decision to

leave for fear of ‘burning bridges’ or “getting a bad reference” (Dibble, 1999; Kreisman, 2002).

A recent research study conducted at a large multinational technical firm showed that a significant number of employees (96 per cent of those interviewed) admitted they did not provide the “real” reason for departure (Kreisman, 2002). For these individuals, acknowledging that their manager was the primary reason they left seemed “too risky”. Instead, they chose to give reasons (for resigning) such as: better opportunity; industry change; better working conditions and lack of development

As noted by Buckingham and Coffman (1999) in their book, “First Break All the Rules”, a talented employee may join a company because of its charismatic leaders, its generous benefits, and its world class training programmes, but how long that employee stays and how productive he is determined by his relationship with his immediate supervisor.

Why employees said they were attracted to the Organization	Why employees said they left the Organization
<ul style="list-style-type: none"> • Type of work (job content) • Career opportunities • Skills development • Company reputation • Potential for significant financial reward 	<ul style="list-style-type: none"> • Poor management/leadership • Inability to use core skills (type of work not stimulating/challenging) • Feeling unappreciated; not Valued • Lack of development; no career opportunities • Frequent reorganizations

Figure 3: Why people join versus leave organizations

Source: Buckingham and Coffman, 1999

The Phenomenon of Intrinsic Motivation

Management theory and practice has traditionally focused on extrinsic motivators pay, benefits, status, bonuses, pension plans, expense accounts, etc. While these are powerful motivators, by themselves they are no longer enough – intrinsic rewards are essential to employees in today’s environment (Thomas, 2000).

When organizations want compliance from workers, they buy it with money and other tangible benefits. Extrinsic rewards do not come from the work itself; instead they are allocated by managers to ensure that the work is done properly and on a timely basis (Thomas, 2000). Motivational issues are more complex today because of the wealth and opportunity which many employees enjoy. Thus, work in the current decade has the potential for much richer, “intrinsic” rewards. Intrinsic rewards come to employees directly from the work they do – like the pride of technical accomplishment, service to a customer, or making a difference in the world. In today’s competitive labor market, intrinsic motivation is crucial. Over the long haul, people need intrinsic rewards to keep going and to perform at their peak (Thomas, 2000).

Organizations can no longer offer guaranteed employment and a pension in return for worker loyalty and compliance. Employees with dull or unfulfilling jobs are less willing to remain with a company for the mere possibility of an eventual pension. Workers have been forced to take more responsibility for their own careers, going where the work is rewarding and where they can develop skills that will guarantee their employability – in whatever organization (Hall,

Pearson, & Carroll, 1992). This mobility and “free agency status” has created greater competition for skilled employees amongst organizations. Talented workers have more choices than ever before, and are likely to leave if not satisfied with their employer or job content.

As employees have become more likely to leave unrewarding jobs, the impact of losing individuals has become greater. With global competition and a scarcity of talent, few organizations can afford the cost of recruiting and training replacements (Thomas, 2000). Managing for intrinsic rewards has become the crucial next step in keeping employees.

Organizations have had generations to develop their extrinsic reward systems. In the future, the biggest gains will come from systematically improving an organization’s intrinsic reward process – making the work itself so fulfilling and energizing those employees will not want to leave. Work is made up of tasks and tasks comprise activities (behaviors) that an employee performs. Tasks comprise more than just activities – they are actually sets of activities directed toward a purpose (Thomas, 2000). Rediscovering the role of purpose in work is key to understanding the new work and the motivation of today’s employees.

There is much evidence that today’s employees, especially skilled workers, tend to expect their work to be at least somewhat meaningful and rewarding. They are more educated than workers of preceding eras, have a higher standard of living, and see more opportunities for meaning in their work (Thomas, 2000). Organizations now find themselves competing to attract and retain workers on the basis of the meaningfulness of their jobs.

An employee does not simply wake up one morning and decide he or she is going to resign that day. Nor is it usually one “binary” event that causes an individual to leave an organization. True enough, turnover is a yes/no decision, but the event itself is most often the culmination of a series of experiences that prompt people to disengage. Research indicates that turnover is actually an evolutionary process by which employees gradually discover (some more quickly than others) what the organization is like and what kind of relationship they are in – with their manager, peers, etc. – and they make a choice accordingly to stay or leave (Dibble, 1999; Kreisman, 2002). The decision is a result of numerous experiences, the final one of which may be the “last straw” or the one that “pushes employees over the edge.” Causes for resignation are actually the accumulation of experiences with separation triggered by one or more precipitating events.

In general, companies tend to think of the consequences of commitment in binary terms: people stay or leave; show up for work or do not; are diligent employees or underperformers; have the necessary skills or not. This sometimes leads to a logical fallacy that the causes of attrition (often inaccurate data) are simple and discrete. In reality, commitment is the result of complex conditions stimulated by a variety of corporate actions and those actions often are first experienced by employees during the recruiting process.

Retention begins long before an employee’s first day on the job. It starts when a company representative defines the position to be filled, continues during the interview and hiring stages and is reinforced via new employee orientation. In essence, job descriptions, recruitment, selection and employee orientation is the

foundations of retention (Dibble, 1999). Equally important to employees are: career development opportunities, the work environment (including an organization's policies and procedures); performance management; work/life balance; and the management team itself. Each of these factors will impact on an organization's ability to attract and retain talented employees.

Conceptual Framework of Recruitment and Retention of Teachers

Teacher recruitment and retention are two aspects of the overall labour market for teachers. From the standpoint of the schools that hire teachers, recruitment and retention policies have a direct impact on their ability to fill the desired numbers of teaching slots. These policies, together with current labour market conditions, have a direct impact on the decisions of teachers or prospective teachers to remain in or enter the teaching profession. The conceptual framework developed for this research is derived directly from the economic labour market theory of supply and demand. The general theory can be found in economic texts, such as Ehrenberg and Smith (1997), and numerous authors have described the application of the theory to the specifics of teacher labour markets in detail (e.g., Boardman, Darling-Hammond, & Mullin, 1982; Haggstrom, Darling-Hammond, & Grissmer, 1988).

Demand and supply of teachers

The demand for teachers is defined as the number of teaching positions offered at a given level of overall compensation and the supply of teachers as the

number of qualified individuals willing to teach at a given level of overall compensation. Overall compensation, does not only mean salaries (including bonuses, other forms of monetary compensation, and expected future earnings) and benefits but also any other type of reward derived from teaching that can be encompassed under the heading of “working conditions” or “personal satisfaction.” The prevailing or negotiated levels of salaries, benefits, and working conditions in a given school will determine the number of teachers the Ghana Education service will post to the district and especially to the school. These principles of supply and demand and the factors that influence them provide a logical framework within which policies relating to recruitment and retention can be investigated, understood, and evaluated.

The basic principle driving the supply of teachers is the following: Individuals will become or remain teachers if teaching represents the most attractive activity to pursue among all activities available to them. By attractive, we mean desirable in terms of ease of entry and overall compensation (salary, benefits, working conditions, and personal satisfaction). These elements of attractiveness are the policy levers that can be manipulated at the school, district, or state levels to bring supply in line with demand. The demand for teachers is driven by student enrollments, class-size targets, teaching-load norms, and budgetary constraints.

Teacher shortages occur in a labour market when demand is greater than supply. This can be the result of either increases in demand or decreases in supply or of both simultaneously. Conversely, teacher surpluses result when supply is

greater than demand. The extent to which the demand for teachers is either unmet or exceeded will generally determine the motivation for changes in policy. The labour market for teachers is nested within and continuously influenced by a larger labour market that includes the markets for all other occupations requiring roughly similar levels of education or skill.

In the supply-and-demand framework, studies that focus on teacher recruitment might investigate factors that affect an individual's decision to choose teaching as a career. In choosing teaching over other available occupations, an individual will lose the opportunity to experience the rewards, in terms of overall compensation, of those other occupations. These lost rewards are considered the "opportunity costs" of teaching. Individuals who would incur high opportunity costs by choosing teaching will be less likely to make this choice. In constructing policies that promote recruitment, the goal of policymakers would be to increase the rewards of teaching relative to those of the competing occupations available to the types of people they wish to attract. Because of ease of entry, monetary compensation, working conditions, and personal satisfaction are elements of the attractiveness of teaching that can be affected by policy levers, studies that focus on recruitment might examine, for example, changes in policies related to credentialing and alternative certification requirements, early recruitment strategies, and entry-level teacher compensation.

Studies focusing on retention, on the other hand, might identify factors that relate to teacher attrition. Attrition can be either voluntary or involuntary. Most attrition from teaching is voluntary, given the widespread tenure rates and the

prevalence of unionized grievance policies regarding termination. Again, with respect to voluntary attrition, the notion of opportunity costs comes into play. Individuals whose opportunity costs outweigh the rewards gained from teaching will be more likely to leave the teaching profession. Similar opportunity costs might induce teachers to leave specific schools or districts for others, thus creating school- or district-specific attrition.

Policies that promote retention would focus on adjusting the rewards offered by teaching relative to those offered by competing occupations or activities. Studies of retention might discuss factors that determine whether a teacher decides to leave teaching because he or she wishes to retire, take another form of employment, stop out for a period of time, remain unemployed, or switch to another school or district. These studies might, for example, investigate policies that improve working conditions, raise salaries to reflect a value placed on experience, alter tenure or retirement rules, or promote personal satisfaction through campaigns to augment the prestige of the teaching profession or programmes that foster mentoring, professional development, and career advancement opportunities. Because policies that promote recruitment and those that promote retention both focus on mechanisms to adjust the attractiveness of teaching relative to other occupation – that is, mechanisms to create rewards that outweigh the opportunity costs of becoming or remaining a teacher – it is often difficult to separate the two issues. Thus, economic labor market theory suggests that the willingness of individuals to obtain the necessary qualifications and work as teachers depends on the desirability of the teaching profession relative to

alternative opportunities. Individuals compare the overall compensation – salaries, benefits, working conditions, and various forms of rewards – offered by teaching with that offered by other jobs or activities available to them. Schools and districts can influence elements of overall compensation to bring supply in line with their demand for teachers. In addition, they may adjust their standards of teacher quality according to whether teachers are in short or large supply. Throughout this review, we will return to these principles and discuss their applicability to the evidence presented in the empirical research.

Summary

In summary, mayhem in teacher recruitment and retention has become a major setback in most developing countries and this can be attributed to the number of factors mentioned above. It is therefore necessary to visualize retention as a strategic issue that demands urgent attention in order not to lose the already dwindling staff. The frustrations encountered by teachers in Ghana cannot be over emphasized. The economic labour market theory also suggests that the willingness of individuals to obtain the necessary qualifications and work as teachers depends on the desirability of the teaching profession relative to alternative opportunities. Individuals compare the overall compensation – salaries, benefits, working conditions, and various forms of rewards – offered by teaching with that offered by other jobs or activities available to them. The government and the Ghana Education Service influence the elements of overall compensation to bring supply in line with their demand for teachers. In addition, they may adjust

their standards of teacher quality according to whether teachers are in short or large supply. Throughout this research, the researcher will return to these principles and discuss their applicability to the evidence presented in the empirical research.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter discusses the profile of the study area, the study design, sample and sampling procedure, and data collection instrument. Also covered were data collection procedure, limitations of the study and data analysis procedure.

Study Institutions

Saint James Minor Seminary is the main Minor Seminary in the Brong Ahafo Region of Ghana. The school was established by the Catholic Church in 1978 and commissioned by the late Bishop James Kwadwo Owusu as part of the social responsibilities, to serve the educational and spiritual needs of the people. Until 1973, the school admitted only Catholic boys who aspired towards Catholic priesthood. In 1994 however, due to the call on the Bishop by the Catholic faithful in the Sunyani Diocese for a boys' school for their sons' secondary education, the Bishop agreed to open up the seminary to non-seminarians to study alongside the seminarians so that they may benefit from the high academic and moral discipline in the Seminary. The rationale was that the future priests and future laity-catholic would know each other from the start and would establish a cordial working relationship in and outside the church. St. James Seminary became a government

assisted school in 1994 while its administration was reserved for the church. As it stands now, the Seminary has a total students' population of 690, of which two thirds are Catholic faithful. It also has a teaching staff of 30 and 42 non-teaching staff. Programmes read by students in St. James include: General Arts, Business Studies, Science, and General Agriculture.

Notre-Dam Girls Senior High, located in Fiapre, Sunyani, had a very humble beginning through invitation of the late Most Reverend James Kwadwo Owusu, the Bishop of the Catholic Diocese of Sunyani, and the inspiration and indefatigable efforts of the school. Notre Dame School was opened in 1987. The first cramped temporary premises of the school were in a renovated technical school near St. Patrick's Primary and Junior High Schools behind the Christ the King Cathedral in Sunyani. The school has passed under the leadership of four substantive Headmistresses, the first three of whom were School Sisters of Notre Dame. The pioneer Headmistress was Rev. Sr. Joan Schaeffer, SSND with Rev. Sr. Mary Busson SSND as the Assistant Headmistresses. The two were later joined by two Rev. Sr. Sisters namely: Sr. Theresa Nowakoski SSND and Sr. Dorithy SSND and three lay personnel as the teaching staff. The students' intake was only thirty-seven. The first students enrolled generally were those who would have been rejected by the well-endowed schools in Ghana. The school offers programmes in General Arts and General Science. It has students' population of 590 and 43 teaching staff.

Sunyani Senior High Schools is one of the many Education Trust Institutions founded by the government of Ghana as part of its accelerated

educational programme which was launched shortly after independence. Founded in 1960, its central purpose is to provide a broad secondary education and sound moral training for the young boys and girls of the country. On Thursday, 2nd October, 1958, Dr. Kwame Nkrumah, the First President of Ghana, cut the first sod for the building of the school. The first students reported for admission on 30th September, 1960. They were 36 in number consisting of 31 boys and 5 girls. The school started with 3 teaching and 9 non-teaching staff. Sunyani Senior High School began as a co-educational school but after a short time, the government decided to make it a Boys' School. As a result, the few girls in the school were sent to Yaa Asantewaa Girls' Senior High School in Kumasi. Fortunately, the decision was rescinded and the following year, girls were admitted again to the school. Currently, the school has 571 students' population and 72 teaching staff.

It is clear that these schools were established at different times to meet the educational needs of the communities and as such are likely to have different recruitment and retention methods. All the schools are located in Sunyani, the capital town of the Brong Ahafo Region.

Study Design

The study was descriptive and exploratory. A well structured procedure to verify the reasons for staff resignations, absenteeism and methods of retaining teachers in the study area. It also sought new insight and asked questions to assess issues on the ground since one is not sure of the causes of the problems worth examining (Patton, 2002). The study seeks to solicit information about

recruitment methods in Saint James Minor Seminary, Notre-Dam Girls Senior High and Sunyani Senior High, causes of high teacher attrition, poor performance, and solicit opinions to address the issues identified for the betterment of pupils, parents, the school and the country as a whole.

Since this issue is very peculiar at the Saint James Minor Seminary, Notre-Dam Girls Senior High and Sunyani Senior High, a sample was selected from each school and used for the investigation. Secondary data on staff who had resigned from each of the schools was used to give details of the number of teachers who have left the school within a particular period of time. Teachers currently teaching in the school are accessible were contacted to answer a questionnaire.

Population

The target population of the study consisted of the teaching staff of the Senior High Schools in the Sunyani Metropolis during the 2009/2010 academic year. There were six SHS with a total population of 145 teaching staff as at the 2009/2010 academic year (Sunyani Metropolis Education Directorate, 2009). The accessible population of the study consisted of 110 teaching staff in three selected SHS in the Metropolis. These staff members have varying qualifications in different fields of study with diverse experience. They also occupy different positions and are entrenched in different responsibilities. In a nutshell, the research was meant to conduct a cross-sectional study of the teaching staff of the selected schools.

Sample and Sampling Procedure

Multiphase sampling procedure was employed to select 110 participants for the study. The first phase was the extraction of the sample frame for the six SHS schools in the Sunyani Metropolis. Three schools from the sample frame were selected from the list of schools through random numbers generated from Microsoft Excel. Secondly, a list of all teaching staff in the selected schools was obtained. The third phase clustered the teaching staff into male and female. The fourth phase involved proportional allocation of the sample size among the selected schools as shown in Table 1. Finally, simple random technique (table of random numbers generated from Microsoft Excel) was employed to select the sample size from the schools. Simple random technique was employed because I wanted to give every individual equal probability of being selected for the study.

In all, 110 participants out of 145 teaching staff in the selected schools were chosen for the study. According to Krejcie and Morgan (1970), for a population of 145, the suggested minimum number that should be used as sample size could be 110. This constituted the sample size used for the study. The choice of the sample size was also informed by factors such as cost, representativeness and sampling error which can be tolerated the level of certainty that caters for sample size. With regard to the level of certainty, I worked out 95 per cent confidence level with an error margin of 5 percent. Since the study entails the teaching staff of three Senior High Schools in the Sunyani Metropolis, it was appropriate for me to create a margin of error in the collection, analysis of the data and non-response.

Table 1: Percentage population of teachers in the schools and sample selected

School	Population	Sample Size
School A	30	22
School B	43	33
School C	72	55
Total	145	110

Source: Sunyani Metropolis Education Directorate, 2010

Data Collection Instruments

The researcher designed a questionnaire (see Appendix A) to seek the opinion of the teaching staff on the rationale for high attrition in the Sunyani Metropolis. The questionnaire which contained 11 open-ended and 23 closed-ended items was designed in line with the objectives of the study. The questionnaire was sub-divided into three sections. Section A covered the demographic or background information of the respondents. Section B catered for the types of benefits that employees enjoyed at the workplace, while section C emphasized factors that made teachers stay or quit the teaching profession.

The use of the questionnaire was preferred because it ensured a wider coverage since I could approach the respondents more easily. This minimized the problem of no-contacts which other methods face. The questionnaire was also used in the study because in comparison to other methods, it was characterized by its impersonality. In other words, the items are the same for all respondents,

anonymity is respected, and there are no geographical limitations to its implementation.

Data Collection Procedure

After the questionnaires had been tested for validity and reliability, they were administered to the targeted samples. Each school was separately contacted to arrange the appropriate time to administer the questionnaire. The questionnaires were distributed to the targeted samples between 1st and 15th October, 2010. The questionnaires were distributed in person in all the schools. This was done in order to (a) explain the goals of the study; (b) direct the teachers' and students' attention to their rights during the course of the study; (c) clarify the instructions for answering; and (d) obtain a good return rate and more accurate data.

Besides, some research assistants were trained to assist in the administration of the questionnaires. The questionnaires were distributed to the respondents and were retrieved that same day in order to ensure validity of the questionnaires. In order to ensure successful collection and sorting of the questionnaires, each questionnaire was given a serial number according to the separate schools. The questionnaires returned were 66 representing 76% return rate.

Field Challenges

The problems I encountered were two fold. They were financial and attitudinal. I spent time and money visiting respondents to retrieve the completed

questionnaire. Another major problem was the uncooperative attitude of some respondents. Some respondents accepted to complete the questionnaire grudgingly. Others did not even accept them at all. Some kept me visiting them several times just to retrieve the questionnaire.

Data Analysis Procedure

The data were organized into various themes and categories (five sections) based on the research questions and the purposes of the study such that each section provided answers for each of the research questions. Prior to coding and tabulating the questionnaires for analysis, I edited all the items. The responses to the questionnaires were then coded by assigning numbers to the various categories of responses for analysis purposes.

The item on the questionnaire with Yes and No response was coded thus:

Yes - 1

No - 2

The Likert scale type with Excellent, Very Good, Good, Satisfactory, and Unsatisfactory was coded thus:

Excellent - 1

Very Good - 2

Good - 3

Satisfactory - 4

Unsatisfactory - 5

A short list was also prepared from a master of responses for the open-ended items in order to get the key responses that were given by the respondents. This was followed by a preparation of a sheet showing the coding scheme. This was done to provide a guide for the interpretation of the variables in the analysis.

After editing incomplete questionnaires, the items were transferred to a broad sheet. The data were then cleaned by examining them for any errors and were finally analyzed using the Statistical Product and Service Solutions (SPSS).

Graphs, tables, figures and pie charts were employed to present the data. Because of the descriptive nature of the study, the researcher employed descriptive statistical tools in analyzing the data. This programme helped to obtain descriptive statistics. Finally, descriptive statistics were used to interpret and discuss the data collected.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter presents detailed discussion and presentation of the data collected from the three senior high schools in the Sunyani Metropolis. The chapter is organized into ten sections; the first section analyses respondents' background, followed by factors that attract potential employees. The other eight sections deal with recruitment processes, teacher induction, teacher retention and attrition, staff retention, incentive packages to teachers, teachers perception of equity, additional comments and a summary of the chapter.

Subjects taught, average class size and average teaching periods

With regard to the subjects they teach, it can be observed from Table 2 that most of them teach General Arts (47%) and Science (42%), with the remaining teaching Business (9%) and Visual Arts (2%). None of the schools under study offer technical or vocational courses. This may not be that surprising, because while all the schools covered by the study offer general arts and science courses, none of them offers the remaining three courses.

There were also observed variations in class sizes, but it is worth noting that teachers in the schools with large class sizes were not treated differently in terms of allowances for teaching large classes. Only 2% of the teachers teach

students with a class size less than or equal to 35 students and a good proportion of the respondents teach class sizes of 36 to 45 students (29%) which is the recommended size by the GES. The next group is those who teach class sizes of 46 to 55 students with 27%. A greater portion of the respondents teach class sizes of 56 to 65 students (30%). The remaining 12% teaching class sizes of 66 or more students per class. As compared to the GES recommended class size of about 30 to 35 students in a class, one may argue that teachers handling large classes are unfairly treated because their workloads are far more than others who teach smaller classes in terms of span of control and marking of scripts. Some reported teaching classes twice the size of others, but are given the same pay and no extra allowances for the added responsibilities.

In spite of these variations in class sizes, almost all the teachers who responded to the questionnaire serve as heads of departments, house masters/mistresses, form masters/mistresses, school counselors or assistant headmasters/mistresses or perform other responsibilities. Nearly 8 percent teach less than ten periods a week, 14% teach between 11 to 15 periods, 36% teach between 16 to 20 periods, 30% teach between 21 to 25 periods, 11% teach between 26 to 30 and the remaining teach 31 periods or more. This attests to the fact that teachers are heavily loaded with work throughout the week. The GES recommends that the average class size for teacher should range between 30 to 35 students (Spio, 1999).

Table 2: Subjects taught, average class size and average teaching periods

	Characteristics	Frequency	%
Subject taught	general arts	31	47
	Science	28	42
	Business	6	9
	visual arts	1	2
Total		66	100
Average class size	less than 35 students	1	2
	36-45 students	19	29
	46-55 students	18	27
	56-65 students	20	30
	66 students plus	8	12
Total		66	100
Average teaching period	less than 10 periods	5	8
	11-15 periods	9	14
	16-20 periods	25	36
	21-25 periods	20	30
	26-30 periods	7	11
	31 plus periods	1	2
Total		67	100

Source: Field survey, 2009

Research Question 1

Constituents of Recruitment and Retention

This sub-section discusses generally the factors that constitute recruitment and retention and the factors that attract potential employees into the teaching profession. The section also discusses the extent to which the respondents supported the recruitment factors stated in the questionnaire. In the supply-and-demand framework, studies that focus on teacher recruitment investigate factors that affect an individual's decision to choose teaching as a career. In choosing teaching over other available occupations, an individual will lose the opportunity to experience the rewards, in terms of overall compensation, of those other occupations. These lost rewards are considered the "opportunity costs" of teaching. Individuals who would incur high opportunity costs by choosing teaching will be less likely to make this choice.

In constructing policies that promote recruitment, the goal of policymakers would be to increase the rewards of teaching relative to those of the competing occupations available to the types of people they wish to attract. The ease of entry, monetary compensation, working conditions, and personal satisfaction are elements of the attractiveness of teaching that can be affected by policy makers. Studies that focus on recruitment might examine, for example, changes in policies related to credentialing and alternative certification requirements, early recruitment strategies, and entry-level teacher compensation. The purpose of this analysis was to enable me draw some relevant conclusions to make informed

decisions about how teachers' perceived considerations and attractions affect their performance either positively or negatively.

Recruitment of Teachers

An open-ended question that sort from respondents why they decided to adopt teaching gave varying responses. Table 3 indicates that while some said they had passion and love for teaching, love for children, interest in sharing and imparting knowledge and believed it was a noble profession, others said they had no option than to choose the teaching as a means to earn a living or livelihood. Some others claimed that at the time they joined the teaching profession, it was the most lucrative and respected job within the public sector. These were the few old hands who have taught for more than twenty years. A few others said they were posted through the National Service Scheme to teach and that they will soon leave. Some thought it was an opportunity to serve their people by educating their children and also a stepping stone for them to further their education since they could enter into the university directly taking into consideration the high cost of school fees and the poverty levels of their parents. All these notwithstanding, most of the respondents' added that they had job security since it was uncommon to dismiss teachers. To sum it all, they believed it was the surest way of socializing and creating social capital for future development.

Apart from individuals taking their own decisions to join the teaching profession, a follow up question was put up to find out from respondents what attracted them into the profession. The results from Table 3 show that only one

person representing 2% said it was salary. This confirms what Kaye and Jordan-Evans (2002) indicated that money is not even in the top five reasons employees give when they are leaving an organization. In a similar view, Herman (1999) asserted that salary and benefits tend to attract people to organization, but are not usually the reasons employees leave. Six percent said it was the conditions of service that attracted them into the profession. Kreisman (2002) admitted that better working conditions are likely to attract individuals into a particularly. Majority of the respondents 56% said it was job security that attracted them while 21% said it was the image of the profession. The remaining 15% gave various reasons. While some said they were posted through the National Service Scheme, others said they had no option than teach to earn a living. Others said the love for the job and the desire to share knowledge with others motivated them to teach. Some said the incentives given to teachers by parents in the various schools induced them to teach.

Table 3: Attraction to the teaching profession

Characteristics	Frequency	%
Salary	1	2
Work conditions	4	6
Job security	37	56
Image of the profession	14	21
Other/National service	10	15
Total	66	100

Source: Field survey, 2009

As noted by Buckingham and Coffman (1999) in their book, “First Break All the Rules”, a talented employee “may join a company because of its charismatic leaders, its generous benefits, and its world class training programs, but how long that employee stays and how productive he is while this is determined by his relationship with his immediate supervisor” (Buckingham & Coffman, 1999). Responses to the questionnaire indicate that 8 percent of the respondents mentioned balance of work as their most paramount consideration before joining the profession, 53 percent stated meaningful work, 15 percent identified themselves with open communication and some others mentioned various reasons including incentive packages given to teachers in the various schools, means of earning a living while searching for a well paid job. They felt getting engaged in doing something is better than idling around. Others however, said they had no option than to join teaching at the time of searching for job.

Table 4: Factors considered before taking up teaching appointment

Characteristics	Frequency	%
Balance	5	8
Meaningful work	35	53
Open communication	10	15
Other	16	24
Total	66	100

Source: Field survey, 2009

Table 4 presents the various reasons given for joining teaching. Notwithstanding, many of the respondents mentioned the difficulties they went through before getting the job. Some said they had to travel outside their villages for three years to pursue teaching courses in Teacher Training Colleges. Before being admitted into Teacher Training Colleges, they had to go through hectic and rigorous interviews and series of examinations. In sampling their views, 79 percent indicated they found it difficult becoming teachers while only 21 percent said they did not have any difficulty becoming teachers. With regard to recruitment, 62 percent said they received information about recruitment through friends, 26 percent said they read about it in the daily news paper adverts, while 11 percent were posted to teach through the National Service Scheme and only 2 percent said they read the advert on the internet.

Recruitment Process

There are various methods of recruitment stated by recruitment specialists. The respondents gave the following responses. Those who were posted directly from universities and colleges comprised 68 percent, review of curriculum vitae 9 percent, National Service Scheme and head hunting 8 percent each and through interviews 6 percent. The outcome has been presented in Table 5.

Table 5: Methods of recruitment

Characteristics	Frequency	Percent
National Service	6	9
Posted from college	45	68
Head counting	5	8
Interview	4	6
Review of curriculum vitae	6	9
Total	66	100

Source: Field survey, 2009

The investigations as shown in Table 5 also revealed that only three agencies were responsible for the recruitment process. The National Service Scheme recruited 6 percent, the individual schools recruited 9 percent while the Ghana Education Service, the main teaching department recruited 85 of the teacher population who responded to the questionnaire. The respondents were also made to affirm whether the heads of the various institutions were part of the recruitment process. Out of the 66 respondents, 39 of them representing 59 percent indicated that the heads were part of the recruitment while 40 said the heads were not part of the recruitment process.

Transparency of the Recruitment Process

Wrongly recruited employees are not likely to perform their duties to satisfaction. It is important that the recruitment process is transparent so that the right calibers of employees with the right skills are employed at the right time. To

seek the views of respondents, they were made to indicate the level of transparency of the recruitment process. The responses as shown in Table 6 varied greatly as 24 percent said it was excellent, 47 percent said it was very good, 18 percent said it was good and 11 percent said it was only satisfactory.

Table 6: Transparency of the recruitment process

Characteristics	Frequency	Percent
Excellent	16	24
Very good	31	47
Good	12	18
Satisfactory	7	11
Total	66	100

Source: Field survey, 2009

These varying assessments in Table 6 made by respondents called for suggestions to improve the process and these were some of the suggestions made by respondents. They indicated that in all recruitment processes, the heads of the institutions should as much as possible be part of the process. They believe that this will make the process more transparent, fair and consistent since the head was the one who knows better the conditions pertaining at the school. Others had the view that recruitment should be the preserve of the Ghana Education Service so that it will be devoid of outside interference. This will eliminate favoritism and nepotism during selection and recruitment. When teachers are employed, they should be given ample time to study the work environment.

Research Question 2

The recruitment, selection, induction and retention practices and policies within the Ghana Education Service

This section deals with teacher recruitment, retention, induction and induction practices. It was also to find out whether there was an induction at all, and if there was one, were respondents satisfied with the process?

Methods of Teacher Induction

The process of induction or orientation starts as soon as new members of staff are selected. Staff induction is a process by which new employees are given orientation to introduce them to their new environment which includes the community, the school system, the teaching task and those they will work with (Broughman & Rollefson, 2000). Orientation requires sensitive planning and careful execution. During the orientation period, new staff members gather their first impression concerning the school's policies, objectives, leadership style and methods of operation. Moreover, orientation affords new recruits the opportunity to make initial acquaintances with colleagues and members of the community and agencies within the environment. Since first impressions are extremely important, effort should be expended during orientation to ensure that new staff members understand the nature of their school and community.

Generally, the first few days at work will simply involve observation, with an experienced worker showing the 'new hand' the ropes. Ghana Education Service usually organizes detailed training schemes, for newly trained teachers in

the district. Individual schools can however, organize an 'in-house' basis induction course for teachers. This is particularly true of public Senior High Schools in the country. In conjunction with this, the staff may be encouraged to further their education to learn new skills and get new qualifications. Training takes place in the following ways:

1. On the job - learning skills through experience at work
2. Off the job - learning through attending courses.

Table 7 gives details of teacher responses in relation to the induction courses organized. The Table indicates that 32 percent did not benefit from any induction course, 11 percent had only departmental orientation which took a few minutes, 29 said there was only an informal staff interaction, 21 percent said the Ghana Education Service organized an In-service Training Workshop to induct them into their new roles and responsibilities while 8 percent of the respondents said they had informal interactions with the headmaster/mistress. The variations came as result of the fact that these teachers joined the service at different times and in different districts. These varying situations might have accounted for some having formal induction while others did not have. It can be concluded that apart from the 21 percent who benefited from a formal induction, the others did not benefit from any formal induction.

Table 7: Methods of teacher induction

Characteristics	Frequency	Percent
No induction	21	32
Departmental training	7	11
Staff interaction	19	29
GES training course	14	21
Interaction with head	5	8
Total	66	100

Source: Field survey, 2009

Except the Ghana Education Service induction course which was formally organized, all the others were informal. As such, there was no specific timeframe allotted for the induction. Respondents however, said their induction ranged between one to three days. Again, since most respondents did not have any formal induction course, no formal form of supervision took place to assess the activities of the new teachers within their first week of resumption of work.

The responses above called for the assessment of the level of satisfaction of the teachers. Those who said they had some form of induction, indicated there were informal cordial interactions with both colleagues and students and this was a point of familiarization, exposure to main issues pertaining to the school, the climate and an easy way of getting settled. Respondents commended the GES for organizing an elaborate, concise, exciting and very practical induction course by using teaching and learning materials throughout the entire presentation.

According to them they were exposed to the norms and ethics of the profession. For those who benefited from the induction courses organized by the school or departments, they said they were not happy about the way the induction was conducted because the induction was informal and too brief, resource persons were ill-prepared and taught without teaching and learning materials. Pertinent issues in education and job etiquettes were not also discussed and this did not auger well for new employees.

Teacher Retention and Attrition

The most valuable (and volatile) asset is a stable workforce of competent and dedicated employees. Longevity gives a company a powerful advantage; depth of knowledge gives organizational strength. In this vein, the loss of competent teachers is increasingly difficult to replace with others of comparable competence – even in situations where there exists readily an available workforce. With the current volatile labour market and competition for good personnel, organizations are forced to hire persons with less competence. Considering the fact that teaching in Ghana is thought of by many as not lucrative, it is extremely difficult to recruit competent teachers. If this scenario repeats itself enough, the aggregate competence and capacity of the Ghana Education Service's workforce will gradually diminish – along with the ability to meet parents' expectations (Ambrose, 1996). When dedicated workers have difficulty getting their jobs done, they quite naturally look for other employment opportunities where they can achieve the satisfaction they seek from work.

To meet staffing requirements, astute employers are deliberate about hiring the calibre of people they need. Employee retention levels depend, in part on the people who are hired, why they are hired, and how they are managed. (Dibble, 1999; Herman, 1999; Kaye & Jordan-Evans, 2002). Bringing in the right people for the right jobs is essential.

Incentive plans indicate service or sales to customers. An organization that pays and supports employee development will generously pay for academic and training courses and this will encourage most of them to remain in the profession. This section therefore discusses the factors and activities that can either influence employees to remain in the organization or quit. This section discusses some of the possible factors that can sustain employees' interest and continue to keep them in the establishment or the extraneous factors that could possibly cause them to quit the job.

Research Question 3

Factors that influence labour turnover within the Ghana Education Service

Studies of retention might discuss factors that determine whether a teacher decides to leave teaching because he or she wishes to retire, take another form of employment, stop out for a period of time, remain unemployed, or switch to another school or district. These studies might, for example, investigate policies that improve working conditions, raise salaries to reflect a value placed on experience, alter tenure or retirement rules, or promote personal satisfaction through campaigns to augment the prestige of the teaching profession or programmes that foster mentoring, professional development, and career

advancement opportunities. Because policies that promote recruitment and those that promote retention both focus on mechanisms to adjust the attractiveness of teaching relative to other occupation – that is, mechanisms to create rewards that outweigh the opportunity costs of becoming or remaining a teacher – It is often difficult to separate the two issues.

Table 8: Staying and quitting factors

Staying factors	Quitting factors
<ul style="list-style-type: none"> • There is ample time to cater for family issues and do other activities • Opportunity to further education with study leave with pay • Job security • Free, affordable and decent accommodation • Better/appropriate remuneration • Decent means of transport, access to car and housing loans/scheme • Availability of teaching and learning materials (TLMs) • Good working conditions –improved end of service benefits • Good remuneration by implementing the single spine salary 	<ul style="list-style-type: none"> • Poor conditions of service • Poor image of the teacher in Ghana • The government’s sluggish attitude towards teachers plight • Absence of study leave with pay • Lack of motivation • A job elsewhere with better conditions • Society’s disrespect for the teaching profession • Low incentives • High indiscipline among teachers and students • Poor/inadequate remuneration, poor salary structure • Job insecurity

Table 8 continued

Staying factors	Quitting factors
• Improved allowances	• Delay in promotion, cumbersome promotion procedure
• Scholarship for teachers' children	• Lack of teaching and learning materials
• Career development	• Poor retirement and unrealistic retirement benefits
• Good relationship with teaching and non-teaching staff	• Unfair treatment by GES
• Equity of salary of public workers	• Lack of decent accommodation
• Improved motivation, salaries and incentives	• Difficulty in obtaining study leave with pay
• Improvement in the conditions of service and facilities	• Bureaucratic procedures for processing documents in GES
• Age	• Inadequate facilities for teaching and learning
• Early and regular promotions	• Unfriendly staff, poor school climate
• Proper recognition of the teacher's work in the society	• Lack of means of transport and housing opportunities
• Reduction of class size to make teaching interesting and manageable	• Inequity in salaries of public servants
• Love for the youth	• Low morale
• Free university education at least for one child of every teacher, scholarship for teachers children	

Source: Field survey, 2009

The factors that cause teacher turnover are those conditions that prevail in the work environment and outside the work environment. This aspect of the data analysis viewed factors that might cause a teacher to stay in the profession and those that might cause them to leave the profession. Table 8 summarizes the factors that might cause teachers to either stay or leave the profession.

Research Question 4

Staff retention

One of the objectives was to examine the possible means and ways of resolving the issues of staff turnover among personnel of the Ghana Education Service as organizational structure is a means of facilitating the achievement of organizational objectives. Such structures are not static, but dynamic. They reorganize in response to changing conditions that occur in the environment, new technology, or organizational growth. Organization structures are dependent upon the employees whose activities they guide. The success of any organization depends greatly on its management style and its ability to obtain a high balance in terms of the task accomplishments and the style of management, both of which are essential ingredients for sustained growth.

From a philosophical premise, employees respond to the manner in which they are treated and tend to consider respect and trust, involvement and availability, fair and equitable treatment and recognition and credit among a host of others very crucial in their working relationship. The behaviour of a manager and for that matter, the style of management will influence the effort expended

and the level of performance achieved by subordinates. Kreisman (2002) stated that they will remain on their jobs due to management style in an organization. Majority of staff come to work with the original attitude of eagerness to do a good job to the best of their abilities. Where actual performance fails to match this, it will largely be a result of how staff perceive of their treatment by management. A manager's approach to his job and attitudes displayed towards subordinates is most likely to be conditioned by his predispositions about people, human nature and work.

This presupposes that good teacher relationship with stakeholders in education is an important factor that can retain and increase their performance however; poor relationships lead to attrition and poor performance. It was therefore important to assess the relationship between teachers and the immediate stakeholders in education delivery. Figure 4 provides a detailed explanation in percentage satisfaction of the teachers' relationship with the other stakeholders. The analysis in the bar chart revealed that teachers have excellent relations of 27% with the heads of the institutions, 3% with Ghana Education Service, 42% with their students and 8% with parents. For very good relations, the data revealed that, 41% have very good relations with their heads, 20% with Ghana Education Service, 49% with their students and 29% with parents. In terms of their good relations 24% of the teachers said they have good relations with their heads, 46% with Ghana Education Service, 9% with students and 41% with parents. Some the teachers said they only have some amount of satisfactory relations. Out of those who responded, 8% said their relationship with the head

was satisfactory, 20% had satisfactory relations with Ghana Education Service and 23% satisfactory relations with parents. Only 12% of the respondents said their relationship with the Ghana Education Service was unsatisfactory.

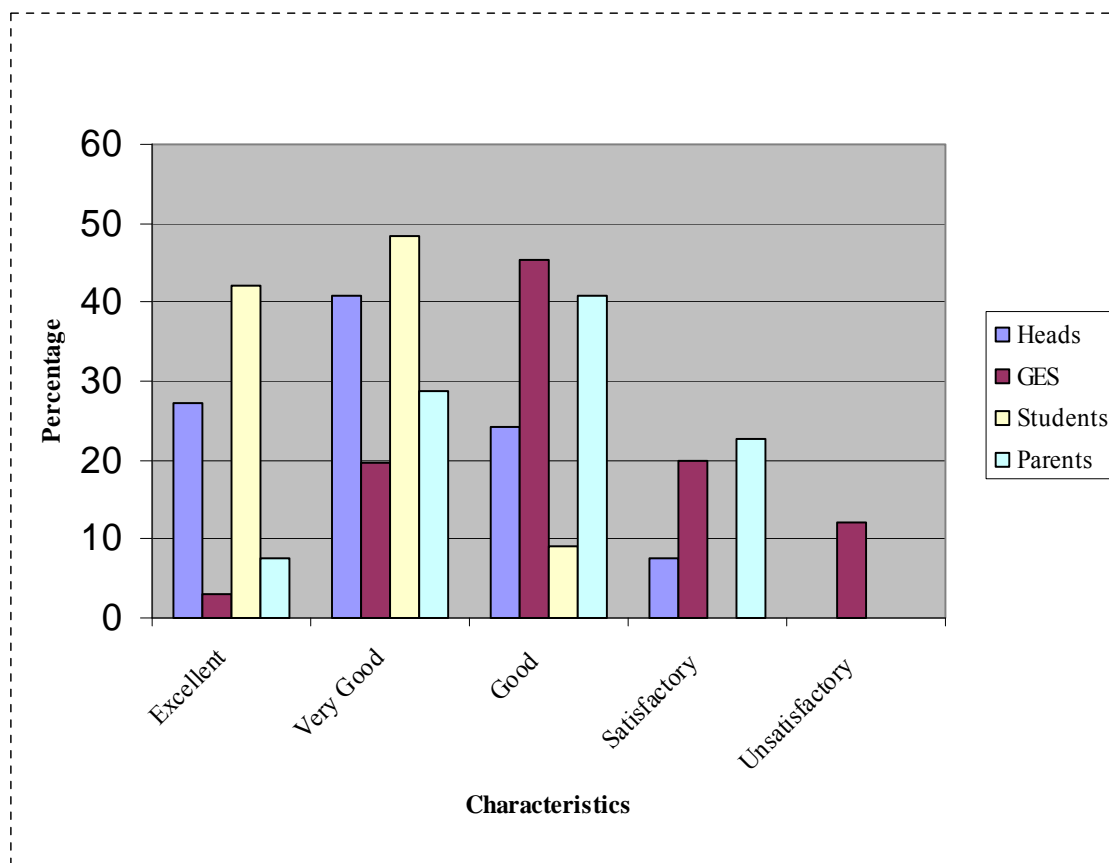


Figure 4: General teacher relationships in percentages

Source: Field survey, 2009

Research Question 5

Incentive packages to teachers

Aside the salaries paid to teachers, the researcher was also interested in understanding the kind of incentive packages available to teachers in the various schools since this one major instrument that can attract prospective employee to

the profession retain them or cause them to leave. In this regard, the research question that informed the analysis was whether there were incentive packages given to teachers in the schools being under studied? Since the researcher could not ascertain the various categories of incentives, an open-ended question was asked for the teachers to respond. Table 9 shows the various incentives given to teachers in the schools covered. It can also be observed from Table 9 that 29 percent receive cash from extra classes organized in the schools, 24 percent were given free accommodation and only 8 percent get free meals during teaching hours. The rest of the 41 percent mentioned different incentive packages and gave other reasons. These included, cash from the PTA as a form of incentive to encourage teachers to put up their best, gifts from individual parents, incentive bonuses from the headmaster/mistress.

Others asserted that the best incentive they enjoy was the tone of the school and their personal love for the job. The possible reason for the high performance of the students in these schools might be attributed to the cash teachers get from extra classes and the PTA incentive packages. Again while teachers in some of the schools enjoy absolutely free accommodation, others are given subsidized accommodation and in some cases those who are not able to get accommodation have to find their own means of shelter with or without the support of their schools.

Table 9: Incentive packages to teachers

Characteristics	Frequency	Percent
Free meals	5	8
Free accommodation	16	24
Cash from extra classes	19	29
Other	26	39
Total	66	100

Source: Field survey, 2009

Level of satisfaction with work conditions

Job satisfaction is a complex and multifaceted concept, which can mean different things to different people. Job satisfaction is more of an attitude, an internal state. It could, for example, be associated with a personal feeling of achievement, either quantitative or qualitative. This complex issue deserves critical analysis with correspondent responses therefore, respondents were asked to rate their level of job satisfaction in terms of work conditions. Out of the 66 respondents, 63 of them representing 96 percent said they were not satisfied with the work conditions and only 5 percent said they were satisfied. Various reasons were given to affirm their level of dissatisfaction and some of them included low salary levels that cannot meet personal and family needs coupled with the large class sizes with no or inadequate teaching and learning materials, poor responsibility allowances as compared to those of their colleagues in other sectors of the economy without due consideration for the high cost of living and lack of future prospects leading to a decline in the interest in the job.

Respondents asserted that there was a general marginalization of the teacher in Ghana and this must be addressed urgently to help maintain our qualified and dedicated teachers. Teacher marginalization is one of the obvious causes of professional teachers deserting their post.

Support from parents and students

As a retention measure, I wanted to know whether respondents enjoyed any form of assistance from parents and students. Interestingly, majority of the respondents said they do not enjoy any assistance. The few who said they enjoyed some kind of assistance went further to explain the kind of assistance. Out of the 66 response 70 percent said they do not enjoy any form of assistance from parents while 30 percent said they do. In the same vein, 85 percent indicated that they do not enjoy any form of assistance from students while 15 percent said they do. Those who said they obtain assistance from parents mentioned incentives given to them by the Parent Teacher Association at the end of every term. Those who enjoy some form of assistance from students said the students help provide them water in their homes, weed around their bungalows and occasionally give them souvenirs as a sign of appreciation to their teachers' hard work.

Teachers' perception on equity pay

Salary equity is one main factor that can lead to teacher retention or attrition. Therefore the researcher wanted to find out if teachers are concerned about pay equity (based on equity and expectancy theories) as compared to others who possess equivalent qualifications in other sectors of the economy. The

purpose was to explore teachers concerns in terms of their input to teaching vis-à-vis the salary and incentives that accompany it. According to the expectancy theory, teachers enter the profession with skills, abilities, qualifications and experience for which they expect to be rewarded adequately based on these qualities. When they are fairly rewarded based on these capabilities they will be satisfied but when they perceive that their reward is below expectation, they will be dissatisfied (Vroom, 1964). The analysis revealed that, there was general perception of inequity among teachers when they compare themselves to others in the non-teaching profession. Nearly all the respondents indicated that when they compare their pay and incentives to others in the non-teaching profession with equivalent qualifications, they think teachers are unfairly treated and therefore are dissatisfied.

The second part of the question asked respondents to indicate their level of satisfaction. The level of satisfaction was based on their personal assessment. It can be seen from Figure 5 that 96 percent of the respondents were very dissatisfied with their pay and the incentives given as compared to their colleagues with similar qualifications and experience in other sectors of the economy and only 5 percent said they were contented with what they receive. Studies carried out by equity and expectancy theorists have indicated that “worker inputs and pay” are the most dissatisfying factors when it comes to job satisfaction and motivation.

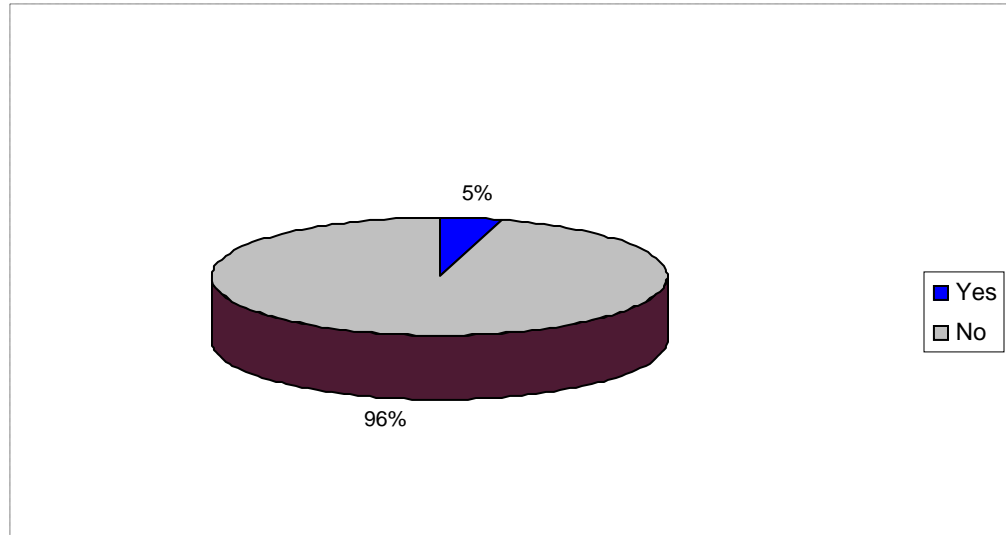


Figure 5: Salary equity

Source: Field survey, 2009

Respondents have indicated that the salary gap between the education sector and other sectors was very wide and that something needs to be done about it. They therefore said they deserve to be paid well in order to meet their personal and family needs. They also believe that equal qualifications, experience and job responsibilities should attract equal salary devoid of differences and discrimination. They further contended that the teaching profession is a noble one and since education is the bedrock of every nation, the future of the country lies in the hands of teachers. In this regard, they deserve better conditions of service than they enjoy in their current situation. This might possibly be the reason why most of the teachers indicated that they will leave the teaching profession immediately they get well-paid jobs with better conditions of service. Except the few ones who said they were too old to take up new jobs, nearly all the respondents had the intention of quitting the profession.

In addition to these concerns, most of the respondents said they had no bright future. They said their future was bleak. Teachers are always under constant public ridicule because of their economic and financial position in society. Irrespective of these criticisms, some respondents said the teaching profession has low job security risk and that it was an opportunity to develop good communication skills, good leadership qualities and open opportunities for social advancement. According to them, teaching serves as a stepping stone for further education to obtain better jobs elsewhere or head departments and organizations in the near future, as well as securing political offices.

Teacher challenges

Teacher retention depends on several factors. These factors can either influence their stay or make them quit. Responses from the questionnaire revealed that the teacher is not recognized by the society due to the poor conditions of service, poor remuneration, poor responsibility allowances, cumbersome promotion process, difficulty in accessing study leave with pay and the high level of indiscipline among students, coupled with lack of teaching and learning materials, large class sizes and heavy workloads. The poor conditions of service coupled with the poor remuneration have made teachers unable to educate their wards. They also lack means of transport to travel to and from school. Most of them said they lived in rented houses with high rent costs without any support from the school or the Ghana Education service.

Additional comments

In addition to what has already been analyzed, respondents were given the opportunity to make comments, suggestions and recommendations as to how to improve upon the recruitment and induction process. The intention was to cross-check the responses made earlier on. Below are some of the comments, suggestions and recommendations made in relation to recruitment and induction:

1. Experienced personnel from the Ghana Education Service should be selected among the panel of interviewers of the institutions to emphasize fairness, transparency and probity in the selection process in order to select the best candidates;
2. Intelligent, dedicated and committed prospective employees should be selected and recruited to teach in order to trained quality personnel for the Ghana Education Service;
3. Several sources of sending information should be employed to advertise the vacancies in the various colleges of education;
4. Induction of teachers should be made formal, comprehensive and well-structured and teachers should be supervised for a minimum of one week throughout the circuit, district or region;
5. Resource persons selected for teacher inductions should be seasoned educationists who are well versed in the terms and conditions of the service and the code and ethics of the profession to expose these newly trained teachers to the ethics of the profession and;

6. Conscious efforts should be made to attach newly trained teachers to experienced and seasoned ones to under study them in order to expose them to the environment, practical teaching methods and classroom management strategies.

The first point supports Cascio and Wayne (1991) assertion that the recruitment of a new member of staff represents a substantial financial investment, and requires care, attention and time. Therefore recruitment and selection procedures are designed not only to provide best practices and comply with legislation, but also to enable the appointment of a candidate to suit the requirements of the post and the department. In addition, recruitment and selection procedures must be demonstrably efficient and subject to external scrutiny and audit. Selection is a subjective process, so a systematic framework is essential to ensure that decisions are sound consistent and defensible.

Summary

The data collected for the study was analyzed and presented in this chapter. It has to a large extent corroborated some of the findings within the context of the literature review and the conceptual framework employed for the study and has therefore established that teachers' low morale and attrition are largely due to low remuneration. They perceive that they are not valued because if one values something, he does everything possible to acquire it or meet its demands. The conclusion drawn was that teachers are not valued; therefore their price tag is apparently low as compared to others in the non-teaching profession with equivalent qualifications and experience in other sectors of the economy.

The next chapter contains a summary of the main findings that emerged from the analysis.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This is the last chapter of the study. It draws the research curtains to an end by summarizing the research process, major findings, conclusions, recommendations and areas for further studies.

Summary

The study examined the recruitment and retention of teachers in senior high schools in the Sunyani Metropolis. It was structured within the framework of descriptive and exploratory design. A sample size of 110 respondents from three senior high schools in the Sunyani Metropolis was selected. Simple random sampling method was used in selecting the respondents from the various schools. Questionnaire was the main data collection instrument. In each of the schools, respondents were clustered into male and female in order to give a fair representation of both sex groups. The following major findings were revealed.

1. The research revealed that while the older teachers joined the teaching profession since it was regarded the most respected profession in the society, those in their middle ages and the younger ones joined the profession because they had no choice except to take teaching as a means to earn a living;

2. The research revealed that in spite of the variation in class sizes, almost all the teachers, whether handling large or small class sizes teach a number of periods and still serve as heads of departments, house masters/mistresses, form masters/mistresses, school counselors or assistant headmaster/mistresses in addition to performing other responsibilities. These responsibilities notwithstanding, there were no differences in salaries except by rank;
3. It was observed from the study that 31(47%) indicated that the selection and recruitment of teachers into the senior high schools is transparent.
4. The research showed that nearly 70% of the recruited professional teachers is done by the Ghana Education Service through direct postings from the colleges and universities;
5. One notable observation from the study is that, induction courses are rarely organized for newly trained teachers from the colleges of education and the universities to usher them into the practical aspect of the profession;
6. The study observed that the four main factors that are keeping teachers in the profession are ample time to cater for family issues, opportunity to further education on study leave with pay, job security and free accommodation. The four main factors that will make them leave the profession are poor conditions of service, poor image of the teacher in Ghana, government's sluggish attitude towards teachers' plight and absence of study leave with pay;
7. To ascertain the level of satisfaction of teachers with regards to their work conditions in the various schools, the study revealed that nearly all the

teachers were dissatisfied with their present conditions of service and that there was a general marginalization of the Ghanaian teacher;

8. The study indicated that there were differences in the incentive packages given to teachers in the various schools of study. However, no quantities were stated and;
9. With regards to salaries, respondents were very dissatisfied because their salaries were unattractive compared to their colleagues with equal qualifications and experience in other organizations. They thus, feel very cheated, hence their dissatisfaction with the teaching job.

Conclusions

With reference to the findings of the study, the following are conclusions drawn:

1. It can be concluded that job recruitment entails postings from colleges while retention entails the love for the job, the desire to share knowledge with others motivated them to teach and job security.
2. It can also be concluded that staff interaction and GES training courses constitute the major induction and retention practices and policies within the Ghana Education Service
3. The main factors that influence labour turnover within the Ghana Education Service include opportunity to further education with study leave with pay job security, free, affordable and decent accommodation, and better/appropriate remuneration.

4. The possible way of resolving the issues of staff turnover among personnel of the Ghana Education Service is to ensure good teacher relationship with stakeholders in education. This is an important factor that can retain and increase employees' performance. On the contrary, poor relationships lead to attrition and poor performance.
5. Free accommodation and cash from extra classes incentive packages to teachers constitute major incentive packages to teachers.

Recommendations

The facts established from the study, the discussions made and the conclusions drawn, provided a basis for the researcher to make the following recommendations.

1. Once it has been established that the youth of today do not go into the teaching profession because of their interest and desire to teach, it is recommended that the Ghana Education Service in collaboration with the Government of Ghana should incentive packages such as scholarship for teachers' children granting of study leave with pay to teachers to pursue higher courses. This would attract more intelligent and vibrant youth into the profession.
2. Since teachers have low self-esteem and feel they are not respected by people in our society in general, teachers' social status should be enhanced through a two-prong approach: (a) By providing teachers with decent working conditions and enhanced remuneration; and (b) By sensitizing all educational

stakeholders with a view to restoring the dignity and raising the status of the Ghanaian teacher;

3. The selection and recruitment of teachers into the senior high schools should follow laid down criteria in order to ensure that those who qualify are actually recruited. The heads of the respective institutions should be part of the selection and recruitment process.
4. Retention programmes such as on-the-job or in-service training and job orientation programmes should be offered to recruited teachers especially to who are entering the teaching profession for the first time in order to reduce teacher attrition in the GES.

Areas for further research

Society is dynamic and so is research. There is therefore the need to continuously investigate and extend the investigations beyond present areas of research. The following areas could be further researched in the future:

1. Replicating the study in other schools in other districts of the country to find out if there are any observed differences, problems of selection, recruitment, training and induction and;
2. The literature according to selection, recruitment, training and induction are based on the labour market and the motivational packages put in place and the dynamic conditions of the organizations. It would therefore be useful to conduct further studies every three years to ascertain any changes, selection, recruitment, training and induction of teachers.

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APPENDIX A

TEACHER RECRUITMENT AND RETENTION QUESTIONNAIRE

Dear Respondent,

The purpose of this questionnaire is to gather information about recruitment and retention challenges and best practices in your school. Your responses will contribute valuable to the national search for effective practices in education especially in the senior high schools. Please read each question carefully and give honest responses. For questions that ask you to give a rating, please tick the number that most closely corresponds with the response. Thank you in advance for your participation

SECTION A

DEMOGRAPHIC BACKGROUND

Please tick against the number that corresponds with your choice in the space provided in front of the questions, where applicable

1. Sex: a) Male [] b) Female []
2. Age at the last birthday
 - a) 20 – 24 [] b) 25 – 29 [] c) 30 – 34 [] d) 35 – 39 []
 - e) 40 – 45 [] f) 50 years and above []
3. Marital Status:
 - a) Married [] b) Never married [] c) Divorced [] d) Widowed []
 - e) Separated [] No of children if any.....
4. Level of Education:
 - a) Diploma [] b) Degree [] c) Masters [] d) Others, specify.....

5. Are you a professional teacher? Yes [] No []
6. Rank in Ghana Education Service
- a) Teacher [] b) Supt. II [] c) Supt. I [] d) Snr. Supt II []
- e) Snr. Supt I [] f) Principal Supt. [] g) Assist. Director []
- h) Director II [] i) Director I []
7. Subject(s) taught
- a) General Arts [] b) Science [] c) Business [] d) Home Economics []
- e) Technical/Vocational [] f) Visual Arts []
8. Average class size
- a) ≤ 35 students [] b) 36 – 45 students [] c) 46 – 55 students []
- d) 56 – 65 students [] e) 65 + students []
9. Average teaching periods (hours) per week
- a) ≤ 10 periods [] b) 11 – 15 periods [] c) 16 – 20 periods []
- d) 21 – 25 periods [] e) 26 – 30 periods [] f) 31+ periods []
10. How many years have you worked as a teacher?
- a) ≤ 5 years [] b) 6 – 10 years [] c) 11 – 15 years [] d) 16 – 20 years []
- e) 21 – 25 years [] f) 26 – 30 years [] g) 31+ years []
11. How many years do you intend to remain in the teaching profession... ..
12. What specific role do you play in school besides teaching.....
13. Any other job besides teaching?.....

SECTION “B”: RECRUITMENT

14. Why did you decide to become a teacher?.....

.....
.....

15. What attracted you to join the teaching profession?

a) Salary [] b) Work Condition [] c) Job Security []

d) Image of the profession [] e) others, specify.....

16. What did you consider very important before taking up the offer as a teacher?

a) Balance [] b) Meaningful work [] c) Open communication []

d) Other specify.....

17. Did you find it difficult becoming a teacher?

a) Yes [] b) No []

If yes how?.....

.....

18. How did you hear of the job?

a) Internet [] b) News paper advert [] c) Bill boards []

d) Through friends []

19. How were you recruited into the teaching profession?

a) Posted from college [] b) Head hunting [] c) Internship []

d) Interview [] e) Review of curriculum vitae []

20. How will you rate the recruitment process?

a) Excellent [] b) Very good [] c) Good [] d) Satisfactory [] e)

Unsatisfactory []

21. Which Agency (ies) recruited you?

- a) The school [] b) Ghana Education Service [] c) Consultant []
d) Other specify.....

22. Was the headmaster/administrator part of the recruitment process?

- a) Yes [] b) No []

SECTION "C": RETENTION

23. What motivational packages have been put in place to retain you in the

- school? a) Free Meals [] b) Free Accommodation [] c) Cash from Extra
Classes [] d) Christmas Bonus [] e) Others Specify.....

24. Mention three (3) things in order of importance that will make you continue to

be in the teaching profession

- a.....
b.....
c.....

25. State three (3) factors in order of importance that will make you quit the

teaching profession

- a.....
b.....
c.....

26. Are satisfy with you work conditions as a teacher?

- a) Yes [] b) No []

In either case (yes or no) why.....
.....

27. Is your work commensurate with your salary as compared with your colleagues with similar qualifications and experience?

a) Yes [] b) No []

28. Do you deserve to be paid more than what you receive currently?

a) Yes [] b) No []

Why.....

29. If you were offered another position earlier than the teaching profession, how willingly would you accept this other offer?

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

30. If you were later offered another job would you still honour your contract as a teacher? a) Yes [] b) No []

31. Feel free to suggest practical ways by which GES and for that matter Saint James Minor Seminary Senior High School will be able to recruit and retain the teaching staff.....

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