

UNIVERSITY OF EDUCATION, WINNEBA

**Teacher recruitment and retention in private basic schools in Awutu–Senya East
Municipality, Ghana**

JOSEPHINE AKOSUA GBAGBO

MASTER OF PHILOSOPHY



UNIVERSITY OF EDUCATION, WINNEBA

**TEACHER RECRUITMENT AND RETENTION IN PRIVATE BASIC
SCHOOLS IN AWUTU-SENYA EAST MUNICIPALITY, GHANA**



**A thesis in the Department of Educational Administration and Management,
School of Education and Life-Long Learning, submitted to the School of
Graduate Studies, in Partial Fulfilment
of the requirements for the award of the degree of
Master of Philosophy
(Educational Administration and Management)
in the University of Education, Winneba**

JULY, 2024

DECLARATION

Student's Declaration

I, Josephine Akosua Gbagbo, am the author of the study titled: Teacher Recruitment and Retention in Private Basic Schools in Awutu-Senya East Municipality, Ghana. Except for quotations and references in published works, which have all been properly acknowledged, this work is entirely my original creation, and it has not been submitted, either in part or in whole, for another degree elsewhere.

Signature:

Date:



Supervisor's Declaration

I hereby declare that the preparation and presentation of this work were supervised by the guidelines for supervision of the Thesis as laid down by the University of Education, Winneba.

Supervisor's Name: Alfred Kuranchie, PhD

Signature:

Date:

DEDICATION

To all the private basic school teachers in Awutu–Senya East Municipality who are impacting the lives of the future generation through education.



ACKNOWLEDGEMENTS

I am deeply grateful to Almighty God for the strength and guidance to complete this work. My sincere appreciation goes to my supervisor, Professor. Alfred Kuranchie, for his invaluable time, constructive criticisms, and insightful suggestions throughout this study.

I extend my thanks to the heads of private basic schools in the study area for their support in facilitating data collection and to my colleagues, friends, and senior faculty members whose contributions helped shape this work. To all the respondents, I say ‘ayekoo’ for your patience, cooperation, and invaluable input.

I am especially thankful to my husband for his encouragement, sacrifice, and immense support, and to my family, particularly my children, for their understanding during my absence when I was most needed at home. I also acknowledge my head of institution for granting me the time and space to pursue this academic endeavour.

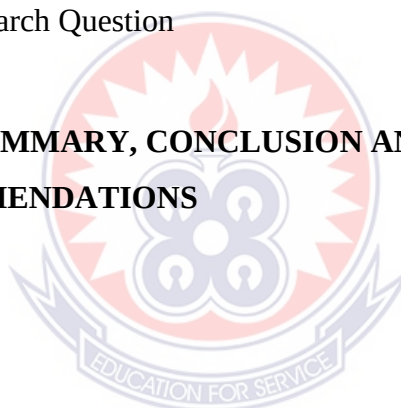
To all who contributed in diverse ways, I remain sincerely grateful.

TABLE OF CONTENTS

Contents	Page
DECLARATION	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
LIST OF FIGURES	x
LIST OF ABBREVIATIONS	xi
ABSTRACT	xii
 CHAPTER ONE: INTRODUCTION	 1
1.1 Background to the Study	1
1.2 Statement of the Problem	3
1.3 Purpose of the Study	7
1.4 Objectives of the Study	7
1.5 Research Questions	7
1.6 Significance of the Study	8
1.7 Delimitations of the Study	8
1.8 Operational Definition of Terms	9
1.9 Organisation of the Study	9
CHAPTER TWO: LITERATURE REVIEW	10
2.0 Introduction	10
2.1 Theoretical Framework	10
2.1.1 Tinto's Teacher Integration Model	10
2.1.2 Astin's Teacher Involvement Theory	12
2.1.3 The Iceberg Model of Competency	14
2.1.4 Applying the Ice Berg Model in Staff Selection	15
2.2 Conceptual Review	16
2.2.1 Private Schools	16

2.2.2 Private Basic Schools	18
2.2.3 Recruitment Defined	20
2.2.4 Recruitment Process in Human Resource Planning in Teaching	22
2.2.5 Selection Process in Human Resource Management in Educational Institutions	23
2.2.6 Emerging Trends of E-Recruitment	26
2.2.7 Demand-Supply Process of Recruitment for Basic School Teachers	27
2.2.8 Retention	30
2.2.9 Common Approaches used to Improve Teacher Recruitment and Retention	31
2.2.10 Financial Incentives	31
2.2.11 Professional Development Programmes	33
2.2.12 Leadership Support	34
2.2.13 Additional Incentives	34
2.2.14 Attrition Defined	37
2.2.16 Attrition of Teachers in Private Basic Schools: Ghana's Perspective	38
2.3 Empirical Literature Review	41
2.3.1 Means Private Basic School Use to Attract Teachers	41
2.3.2 Background Checks Private Basic Schools Do in the Selection Process	46
2.3.3 Factors Influencing Retention and Attrition of Teachers into Private Basic Schools	46
2.4 Conceptual Framework	56
2.5 Chapter Summary	57
CHAPTER THREE: RESEARCH METHODOLOGY	59
3.0 Introduction	59
3.1 Research Paradigm	59
3.2 Research Approach	60
3.3 Study Design	61
3.4 Study Site/Area	61
3.5 Population	63
3.5.1 Inclusive and Exclusion Criteria	64
3.6 Sample and Sampling Technique	64

3.7 Instrumentation	66
3.8 Validity and Reliability	66
3.8.1 Pre-Testing of Instrument	67
3.9 Data Collection Procedure	67
3.10 Data Analysis	68
3.11 Trustworthiness	69
3.12 Ethical Consideration	70
3.13 Chapter Summary	71
CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS	72
4.0 Introduction	72
4.1 Demographic Characteristics of Respondents	72
4.2 Analysis of Research Question	74
4.3 Discussion	96
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS	115
5.0 Introduction	115
5.1 Summary	115
5.2 Conclusion	118
5.3 Recommendations	120
5.4 Suggestions for Further Study	121
REFERENCES	122
APPENDIXES	137



LIST OF TABLES

Table	Page
1: Demographic Data	73
2: Correlation Matrix	85
3: KMO and Bartlett's Test	86
4: Total Variance Explained	87
5: Logistic Regression Analysis of the Variables	92



LIST OF FIGURES

Figure	Page
1: Conceptual Frame Work for the study	57
2: Scree Test Results	88



LIST OF ABBREVIATIONS

AI	:	Artificial Intelligence
ASEMA	:	Awutu-Senya East Municipal Assembly
CV	:	Curriculum Vitae
EFA	:	Education for All
GES	:	Ghana Education Service
GNAPS	:	Ghana National Association of Private Schools
GNAT	:	Ghana National Association of Teachers
HR	:	Human Resources
HRM	:	Human Resource Management
MoE	:	Ministry of Education
MW	:	Meaningful Work
POS	:	Perceived Organisational Support
SDG4	:	Sustainable Development Goal four
SL	:	Servant Leadership
STEM	:	Science, Technology, Engineering and Mathematics
TEWU	:	Teachers and Educational Workers Union
UBE	:	Universal Basic Education
UNESCO Organisation	:	United Nations Educational, Scientific and Cultural Organisation
WE	:	Work Engagement

ABSTRACT

The caliber of teachers at the basic school level is essential in the formative years of children. This study thus examined recruitment and retention of teachers in private basic schools to inform policy and program decisions. The study used a concurrent parallel mixed method design with 431 teachers who participated in the quantitative phase and 10 head teachers participating in the qualitative phase. The quantitative and qualitative data were collected using self-developed questionnaires and an interview guide, respectively. The quantitative data was analyzed using SPSS vs 22, mean and standard deviation, factor analysis and logistic regression analysis, whilst thematic analysis was done for the qualitative data to provide insights. The study revealed that private schools go through various stages in recruitment, such as posting job openings, accepting applications, selecting candidates, conducting interviews, and setting up appointments, as well as using digital channels, posters, flyers, and print media to publicize job openings. Consequently, qualified candidates are chosen for interviews through a selection procedure that involves retired educators, the head of school, the assistant head, and the owner of the school as panel members. The private basic schools also value background checks on potential teachers to maintain safety and reputation. The study further found that the following factors attract teachers into teaching in the school: teacher-parent relationship, healthcare benefits, compensation and professional development and student population. These factors account for 56.076 percent of the variance in teacher recruitment. The logistic regression analysis also revealed that professional qualification was the strongest predictor of teacher retention in the private schools. The findings of the study have implications for private basic school owners, authorities and policy makers. A nationwide study is therefore recommended to further investigate the issues identified for an informed wider stakeholder engagement to chart a national policy path for acquiring quality basic education from the private sector in Ghana.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Globally, education has been one of the most important institutions in all human settlements and societies in history (Berry, 2017). The role of education in human development cannot be overemphasized; education has played a pivotal role in moving countries forward, and Ghana is no exception. Quaicoe and Pata (2018) on the importance of education state that one may improve crucial abilities like decision-making, mental agility, problem solving and logical thinking through education. According to them, problems arise in both people's personal and professional lives. Their level of education and self-awareness in such circumstances determines their capacity to make sane decisions. According to Fagernäs and Pelkonen (2010), teachers are indeed the hub and pivot on which the world of education revolves; hence, teachers by training are entrusted with the physical, mental and moral upbringing of students in all educational institutions.

On the public-private school dichotomy, Adu-Baffoe and Bonney (2021) declare that there are many preconceived ideas. A common misconception can increase one's chances of getting into a prestigious university. Common misconceptions about public schools include their poor quality, lack of structure and low academic standards. They note that for parents to make an educated choice, this comparison provides an accurate understanding of both schools. Klug (2011) notes that the world in 21st century is moving fast with competence to achieve quality education. Countries, in all over the world, endeavour to reach maximum climax of development in their educational sectors through a working collaboration between both the public and private sectors (Psacharopoulos & Woodhall, 2015).

According to Berry (2017), one of the prime objectives of human resource management in education, especially in the private sector, is to recruit, hire and select the best people suitable for the teaching profession. This is because teachers play a vital role in enhancing the image of private basic schools and thereby increasing enrolment of students (Karacaoglu, 2018). In this regard, Sharma (2015) advised that private basic schools need much more potential and individuals with enthusiastic professionalism to build up their major pillars in basic education.

Golding (2017), however, reported that, in the United States, more teachers are leaving teaching than ever before, with only 60% of teachers remaining in state schools. After five years, and for 'high-priority' subjects such as physics and mathematics, this five-year retention dropped to just 50% within the last five years. Berry (2017) highlighted some of the issues regarding the creation of new vacancies for prospective teachers. To him, new teachers are enrolled due to high rates of attrition, problems of salaries, support and others. In all of the conditions, only knowledgeable and skilful teachers may be placed in their jobs who can deal effectively with diverse students, think critically, create and master the subject matter in order to accommodate the challenging needs for teaching and learning in schools (Kayuni & Tambulasi, 2014).

According to Karacaoglu (2018), most sub-Saharan African countries lack large-scale reviews of teacher recruitment and selection policies that include quality appraisal of individual studies. Most studies have been narrative reviews of available literature or focused on particular issues or groups of teachers or schools (Damoah, 2019). Other studies (Przygocki, 2004), for example, looked specifically at teacher supply issues in Catholic schools in Northern Ghana, while Asafo-Mensah (2017) was concerned with the shortage of special education teachers in the Brong Ahafo region. In furtherance,

previous reviews have tended not to be systematic, instead summarizing a collection of studies seeking the consensus view or providing a discussion of a small number of key articles. Owusu (2018) conducted a quantitative enquiry into the factors that moderate attrition outcomes rather than examining policy initiatives or interventions designed to improve recruitment and selection of teachers in private basic schools in Ghana.

A study by Chukuemeka (2017) examined the individual and school characteristics linked to teacher recruitment and retention in Edo state in Southern Nigeria, and combined the evidence for a range of policies and initiatives aimed at reducing the shortage. His study was mostly qualitative. In addition, Krampah (2015) assessed the impact of the condition of service for private basic schoolteachers on quality teaching and learning across private basic schools in the La-Nkwantanang municipality in the Greater Accra region using the quantitative approach, which has limitations in unearthing the reasoning behind the figures for optimal and appropriate interventions.

This study examined the recruitment and retention of teachers into private basic schools in Ghana, focusing on the Awutu Senya East Municipality, to contribute to knowledge in this area.

1.2 Statement of the Problem

Private basic schools have a great challenge in recruiting and retaining teachers in their schools. Attracting and retaining sufficient numbers of qualified teachers to staff classrooms especially at the private basic education level is one of the most significant public policy issues facing many countries (Asafo-Mensah, 2017). Rudow (2014) states that countries such as Vietnam, Thailand, the United States, Britain and some South American countries are currently battling with a high rate of teacher attrition. Newberry and Allsop (2017) emphasize that the United States currently faces the

challenge of attrition of private basic teachers in the eastern states, especially in the Carolinas and New York. Newberry and Allsop (2017) note that despite the growing significance of luring in brilliant instructors, the majority of districts in the mentioned states have not yet modified their human capital systems to the contemporary market. A similar situation exists in the United Kingdom as they had to rely on foreign basic teachers at some point in time.

In Africa, there is a growing dissatisfaction and lack of interest in the teaching profession (Fessehatsion, & Peng, 2021). Many basic teachers abandon the profession due to several reasons (Adesina, 2019).

In Ghana, recruiting and retaining qualified teachers in private basic schools is perennially both an issue and a problem (Damoah, 2019). Krampah (2015) is of the view that the concern about access to and quality of basic education becomes even more crucial in view of Ghana's commitment to the objectives of Education for All (EFA) and the Sustainable Development Goals four (SDG4), since it is a constitutional mandate to provide free basic education to all citizens of school going age. According to Ganyaglo (2022), a national study of teacher demand and supply reports a shortage of 10,800 trained teachers in private basic schools (i.e. the first nine years of schooling for ages 6 to 15, comprising six years primary and three years junior secondary), with untrained teachers filling 6,000 of the vacancies. This may have serious implication on teaching and learning in private basic schools. The Ministry of Education being the state agency responsible for formulating policies on regulating activities of all schools in Ghana, has laid down national policies for accrediting private basic schools. However, a policy on the caliber of teachers to teach in these private basic schools is not fully known. Little is known empirically about what actually pertains on the ground with

regards to teacher recruitment and retention into private basic schools in Ghana in conformity with minimum standards to enhance the quality of teaching and learning in these institutions.

Anecdotal evidence in Ghana over the years has also shown that teacher recruitment into the private basic schools has not been rigorous enough compared to what pertains in the public basic schools (Ampomah, 2021). In most cases, teachers are recruited in the private basic schools based on convenience to suit demands (Yeboah, 2020). In some situations, it is alleged that ‘Senior High School dropouts’ without any teaching experiences or professional training are the main cadre of teachers recruited into these private basic schools. A study undertaken by Krampah (2015) reported that private basic schools in Ghana are not able to retain teachers for more than three years, as teachers leave any time they want, with or without notice. This observation was a concern to the Ghana National Association of Private Schools (GNAPS) due to the large numbers of teachers leaving private basic schools at the end of each academic year (Daily Graphic, 19 August 2022).

Damoah (2019) argued that although there have been an increasing number of basic private schools in Ghana, studies on teacher recruitment and retention in these private basic schools have been limited compared to many studies done in this area within the public sector. For instance, Adu-Baffoe and Bonney (2021) did a quantitative study on “Teacher recruitment strategies in private basic schools in the Greater Accra Region”. Their study was purely qualitative and the focus was entirely on teacher recruitment without consideration of retention. Additionally, Owusu-Manu (2021) did a study on “Retention mechanisms of teachers in private basic schools in the Asuogyaman District”. He did not include factors that influence the recruitment of teachers into

private basic schools in the study area. Further, Yeboah (2020) carried out a qualitative study on “Compensation and retention of private junior high school teachers’ in the Nsawam Adoagyiri Municipality. All these studies employed either the quantitative or the qualitative methodological approach. It is against this background that the current study employed a mixed method to fill the methodological gap in the previous studies.

Despite 46 public and 08 private colleges of education and several universities producing teachers annually in Ghana (Asante-Nnuro, 2023), private basic schools continue to grapple with high teacher attrition. This persistent challenge undermines teaching continuity, learner outcomes, and school reputation (Owusu-Manu, 2021). The trend reflects a wider African concern, where dissatisfaction with the teaching profession has led many, especially private school teachers, to abandon the field (Adesinae, 2019).

In Ghana, the recruitment and retention of qualified teachers in private basic schools remains a perennial problem (Damoah, 2019), yet only limited empirical research exists to explore its causes and identify practical solutions. In addition, a survey of the literature on recruitment and retention of teachers into private basic schools revealed that there is a lack of literature on the subject. This gap constrains effective educational policy and intervention design.

The state of teacher recruitment and retention in private basic schools in Awutu Senya East Municipality is not too different from what pertains in Ghana as a whole. Although there are limited empirical evidence on the extent of the problem, anecdotal evidence from the media, parents and teachers in the community have shown that recruitment and retention of teachers into private basic school is a significant problem that require attention. The present study therefore, examines recruitment and retention of teachers

into private basic schools in the Awutu Senya East Municipality, Ghana, to generate evidence-based insights to inform policies and programmes that can enhance teacher retention and improve educational outcomes in the study area.

1.3 Purpose of the Study

The purpose of the study was to examine recruitment and retention of teachers into private basic schools in the Awutu Senya East municipality to inform policy and programme interventions in Ghana.

1.4 Objectives of the Study

The study sought to achieve the following objectives:

1. To explore the means private basic schools in Awutu Senya East municipality, use to attract teachers
2. To ascertain what background checks private basic schools in Awutu Senya East municipality do in the teacher selection process
3. To examine the factors influencing recruitment of teachers into private basic schools in Awutu Senya East municipality.
4. To examine the factors influencing the retention of teachers in private basic schools in Awutu Senya East municipality.

1.5 Research Questions

The study sought to answer the following questions:

1. What means do private basic schools in Awutu Senya East municipality use to attract teachers?
2. What background checks do private basic schools in Awutu Senya East municipality do in the teacher selection process?

3. What are the factor that influence recruitment of teachers into private basic schools in Awutu Senya East municipality?
4. What factors influence the retention of teachers in private basic schools in Awutu Senya East municipality?

1.6 Significance of the Study

Findings from the study would help professionals of human resource management (HRM) of private basic schools' owners to develop a systematic and outcome-oriented selection procedure for teachers. Further, the study would also serve as a pilot study from which lessons would be learnt from the results to guide the design of a national study on the topic to inform national policy and programme decisions in this area. Additionally, the study would enhance the academic experience of the researcher and further contribute to knowledge in the field of education and teacher recruitment in private basic schools in Ghana.

1.7 Delimitations of the Study

This study focuses on teacher recruitment into private basic schools in the Awutu Senya East Municipality of the Central Region of Ghana. The emphasis on private basic schools arises from the recognition that the basic level constitutes the formative stage of education, where a strong foundation is essential for children's future academic progression. The choice of Awutu Senya East Municipality is deliberate, as it is one of the fastest-growing urban centres in Ghana, with an increasing number of private basic schools established each year to cater to the rapidly expanding population. The study is delimited to head teachers and teachers of private basic schools within this municipality, as they are directly involved in the recruitment process and therefore provide the most relevant perspectives for the research.

1.8 Operational Definition of Terms

- Attrition** : A voluntary departure of a teacher from a school within a given time frame.
- Basic** : Forming an essential foundation or starting point
- Education** : A form of learning in which knowledge, skills and habits of a group of people are transferred from one generation to the next.
- Private** : Own by only one person or group of people and not the state
- Recruitment** : The process of attracting, engaging, and enrolling new teachers into a school.
- Retention** : The proportion of teachers who remain employed within a school over a specified period
- School** : An institution in which instruction is given in a particular discipline to educate people.

1.9 Organisation of the Study

The study was divided into five major sections. Chapter one was on the introduction which comprise the background to the study, statement of the problem, significance, objectives, research questions and delimitation. The second chapter reviewed relevant empirical literature on the topic and discussed the theoretical and conceptual framework that guided the study. The third chapter discussed the study methodology in relation to study design, setting, population, sample size estimation, research instruments, data collection and analysis as well as key ethical considerations to the study. Chapter Four focused on data presentation, analysis and discussion of results and the implications to educational management in Ghana whilst Chapter five summarized the key study findings, draw conclusions and make recommendations for actions.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter covers a review of the relevant literature in the area of recruitment and retention of teachers, thoroughly defined the concept of teacher recruitment and retention in general as well as Ghana. The section looked at related literature on private basic schools in Ghana and presented both the theoretical models and conceptual framework that underpin the study.

2.1 Theoretical Framework

A theoretical framework improves how a study is conducted by directing, organizing, and supporting the entire investigation (Ahmad et al, 2019). The theoretical models that underpin this study are: Teacher Integration Model, propounded by Vincent Tinto; Teacher Involvement Theory by Jerry Astin and the Iceberg Model of Competency in Staff Selection, developed by Harvard psychologist David McClelland in 2007. The linkage of these theories and their relevance to the study has also been discussed.

2.1.1 Tinto's Teacher Integration Model

In 1973, Vincent Tinto took the lead in the study on teacher retention and attrition, which he later amended in 1987 in response to criticism from other experts. Bean (1980) and Astin (1985) criticized Tinto's suggestion that the act of leaving the classroom which should be seen as negative connotation is not valid and justified. To them, good teachers could leave the classroom owing to a number of factors which could be entirely positive.

All current research on teacher retention and attrition is founded on the work of these researchers, notably Tinto. In this study, part of the considerable research from Tinto to the present was briefly summarized, along with some of the key objections. Prior to Tinto, there was either very little or no research on teacher retention/attrition, and every piece of research that was discovered featured numerous references to him and his work.

In his initial thesis, Tinto identified five distinct elements that influenced teacher retention and attrition: first, teacher pre-entry characteristics; second, goals and dedication; and third, teaching experience. The fourth aspect is having outside obligations while working as a teacher, followed by academic and social integration. In the second edition of his book, Tinto makes an argument against attrition models that "see teacher departure as voluntary and not reward systems," supporting the subjective category of integration of rewards, the fifth component of his attrition model. Essentially, Tinto is claiming that a teacher could be actively engaged in instructing or working hard in class yet still choose to leave for another reason. He contends that abandoning the classroom should be seen as a bad deed.

Tinto (1996) asserts that fewer teachers join the workforce while more instructors depart. It is, therefore, no secret that the majority of teachers opt to quit the field for lucrative positions outside of education. There are many difficult aspects to consider while figuring out why instructors leave the profession. According to Tinto's research, while most instructors switch employment, some do so for personal or familial reasons. In the collaborative attempt to develop a single, all-encompassing retention/attrition model, and this first hypothesis has, of course, since been critiqued and modified to fit later hypotheses. In large part, Tinto did well by critically analyzing retention/attrition

issues and recommendations that was help in the management of attrition, which also led to more research on teacher retention. The researcher contends that the Ministry of Education (MoE) and the Ghana National Association of Private Schools (GNAPS) should incorporate Tinto's Teacher Integration Model into the formulation of educational policies. Doing so would ensure that teachers are actively involved in decision-making processes; thereby fostering a sense of belonging and strengthening, the integration of total rewards systems within teacher retention strategies in Ghana.

2.1.2 Astin's Teacher Involvement Theory

Astin (1985) hypothesized in his 'involvement theory' that a few factors, particularly different types of financial requirements, had an impact on teacher perseverance. The teacher involvement theory model stressed that, in terms of how much a teacher is interested in educational matters, the elements relevant to teacher retention were equivalent to the factors important to teacher attrition. The degree of teacher participation closely relates to the retention/attrition rates attained and the efficacy of educational policies and procedures.

According to Astin, when a teacher participates in discussions on all educational issues of teaching, it fosters a sense of belonging and satisfaction that raises the rate of retention in the teaching profession.

Astin's idea of teacher engagement holds true in many nations, including Ghana, where teachers are not directly involved in discussions about their welfare, employment circumstances, pay/salary negotiations, or the creation of educational programs. Because the instructors involved do not experience the same sense of community that is present in the components of the whole incentives system, this act typically results in employee discontent, increased teacher attrition, and reduced teacher retention.

Therefore, in order to boost the retention strategy in the public and private sectors, the Ghanaian government and administration of private schools should ensure teacher participation in educational initiatives.

All of these models indicate that there is still a need for a single, all-encompassing explanation of retention and attrition. Governments should experiment with novel approaches and study recommendations by implementing rewards and enhancing incentives for teacher retention in the absence of it. Since Vincent Tinto, research on Teacher retention and attrition have improved significantly. His theories still contribute as the cornerstone of all contemporary studies. The different comments from later scholars have further strengthened and advanced this basis. More resources than ever before are needed to improve teacher retention in the educational sector, and with ongoing research and analysis, they should continue to make sure that teacher retention is improving. If safeguarding the future of any kind of popularity requires education, then the government and business owners must ensure teacher retention in Ghana by incorporating these methods. A policy on teacher retention must be based on the principle that educational management should do all possible to keep instructors. Given the importance of education, Ghana must prioritise teacher retention.

Tinto's Teacher Integration Model and Astin's Teacher Involvement Theory are related in the sense that they both offer explanations to the issues that surround retention and attrition of teachers in both public and private sectors of education. The two theories are relevant to the current study because, the focus of this study is on the retention and attrition of teachers in private basic schools in Ghana with emphasis on the Awutu Senya East Municipality.

2.1.3 The Iceberg Model of Competency

The Iceberg Model of Competency in Staff Selection, developed by Harvard psychologist David McClelland in 2007, also serves as the theory that guides this investigation. This idea holds that in order to succeed in an organisation, it is not only necessary to examine the competences required for the task at hand but also to perform well on intelligence and aptitude tests. Therefore, the hidden competencies below the surface of sea, which are hidden and not even known by the employee, should be explored in view of job needs. Therefore, specific skills for any job are most important, followed by its knowledge. As a result, the Iceberg Model for staff selection was created and categorised based on human competencies. These skills are applied in a variety of workplace settings. The two competency layers were depicted by McClelland using a model of a sea surface. The lower sea surface and the upper sea surface were used to describe them. The model's competencies are divided into two categories: technical skills competencies and behavioural competencies. Individuals who use them in their daily lives possess all of these skills.

In all, the Iceberg Model contains six competencies which are: skill, knowledge, social role, self-image, traits and motives. Skill and knowledge are located on the portion of the iceberg that sits above the water level, which is easily seen. They are around 20 % of a person's competencies. So, they are relatively easy to determine. Social role, self-image, traits and motives are positioned on the iceberg below the water level hidden from the human eye. These account for around 80 percent of a person's competencies, but they are much more difficult to assess than skills and knowledge. It is generally known that in hiring an individual for a position in an organisation, core skills and knowledge about the subjects or position make him/her suitable for the job. On the contrary, hidden competencies like whether he/she is aggressive, kind, friendly,

determined, team player, etc which in addition could help for best fit for the role is rarely given adequate attention. To McClelland, the better organisations know the hidden traits the better chance they get the right person for the role. This is because the aspects of competencies which lie below the surface like social role, self-image, traits and motives attitude, etc. directly influence the usage of knowledge and skills to complete a job effectively.

2.1.4 Applying the Ice Berg Model in Staff Selection

The Ice Berg Model of staff selection provides a clear explanation of why companies perform aptitude tests and interviews for open positions. Organisations take these steps, according to McClelland, to hire people who are suitable and highly qualified for roles. The Ice Berg hypothesis recommends digging deeper to see if an applicant's core competencies are a good fit for the position when choosing an employee for a position in a business. For instance, if a company is employing a sales manager, the first step is to ascertain whether the candidate possesses the essential abilities, such as a track record of successful sales, and the necessary knowledge, such as knowledge of management theory. Then the less apparent competencies should be looked at. By asking the right interview questions, it could be seen whether the candidate thinks of himself as a leader, a lone wolf, a team player or some other social role. Organisations should try to determine how the candidate thinks of herself as a person and whether that self-image is a good fit for the position. They should also try to get a picture of the candidate's personality traits such as aggression, reliability, ambition or desire to please others. For McClelland, the more you can figure out about the underwater parts of the iceberg, the better chance you have of picking the right person for the position. Regardless of the appropriateness of the Iceberg Model to the current study, some limitations have been observed with regards to guiding the research.

The theory excluded experience from consideration when choosing personnel for relevant positions and instead placed a strong emphasis on abilities, knowledge, and some personality attributes. According to Klug (2011), work experience has a significant impact on an employee's suitability for a position and ultimately his or her performance on the job. According to him, if firms don't consider experience, they can hire someone with the necessary talents and knowledge who isn't able to deliver as expected. Additionally, distinct paths must be taken to simultaneously acquire the two levels of competences. The behavioural competencies are more challenging to assess and develop than the observable competencies, such as knowledge and abilities, which can be easily taught through training and skill-building exercises. Intensive activities like psychotherapy, counseling, coaching and mentoring, developmental experiences, etc. require more time and effort.

The Ice berg model is relevant to the current study in the sense that the study focuses on recruitment of teachers. In recruiting teachers into private basic schools in Ghana, certain hidden competencies below the surface of sea which are hidden and not even known by the employee are explored in view of job needs. Therefore, specific skills such as classroom management, lesson delivery strategies, students-teacher relations and others are most important followed by subject matter or content.

2.2 Conceptual Review

2.2.1 Private Schools

A private school is a school not administered or funded by the government, unlike a public school (Nilson, 2021). They are also known as independent schools, non-governmental, privately funded, or non-state schools. They are usually funded by fees charged at their students. Adu-Baffoe and Bonney (2021) argue that in many countries,

the extent and activity of the private sector in education is largely undocumented and unknown. Private schools in Ghana have, over the years, been contributing greatly to the education sector of the country (Nantwi & Boateng, 2020). According to Nantwi and Boateng, private school enrollments at the primary level increased from 7 percent in 1991 to 19 percent in 2011. At the secondary level, private school enrollments increased from 7 percent to 15 percent over the same period.

In a study of private schools in Accra, Tooley and Dixon (2005) found that 65 percent of students were enrolled in private schools. The distribution of students enrolled in private schools varies across Ghana. Private enrollment as a share of total primary enrollment stood at 30 percent and 27 percent in the Greater Accra and Ashanti Regions, respectively, compared to less than 7 percent in the Northern Region. The Education Sector Performance Report of 2012 notes that the private sector share of enrollment in kindergarten, primary, and junior high schools in deprived districts is half the national average (Ghana MOE 2012). However, Education Management Information System (EMIS) data may not capture all private institutions in operation, particularly if they are new and yet to be certified.

According to Antiri (2016), in the delivery of education, the private sector is crucial. Private schools have emerged as a distinct reality in almost all developing countries, including Ghana, playing a very critical role in the delivery of education, particularly basic education, and the role of the private sector in the provision of education cannot be overemphasized. This is because, in the modern era of education, virtually all nations, both developed and developing, have accepted that education is a basic human right that should be made accessible to all. Private schools are essential to the delivery of education in many different ways.

To Buabeng et al. (2020), private schools support competition, which raises the standard of educational services. Golding (2017) believed that failed schools would improve if they were exposed to market competition. Competition is necessary, and it can only exist when the private sector is active. It is asserted that competition was raise educational quality. If there are other players than the government who hold one another in check, this rivalry can be encouraged. The public and private sectors can compete for students. This may prompt the government to respond to competition by raising the standard of public education.

2.2.2 Private Basic Schools

In Ghana, education policies allow independent private schools a high degree of school-level autonomy. These policies allow independent private schools to make their own decisions on appointing, deploying, and dismissing teachers; determining teacher salary levels; setting class size standards and delivering the curriculum (Nugba, 2021). According to the Emerald Publishing (2022) there are nearly 4,047 accredited private basic schools in Ghana as at December 2022. Out of the 4047, 2500 are in the Greater Accra and Ashanti Regions. The Central Region has almost 950 private basic schools (GNAPS, 2022). According to Mensah (2022), most of these schools are located in cities such as Cape Coast, Mankessim, Elmina and Kasoa.

The Ghana National Association of Private Schools (GNAPS) reported that the number of teachers in the private basic schools in Ghana in 2022 was estimated to be almost 8,800 of which almost 2100 are in the Central Region. From the views of Nilson (2021), the most critical regulation which is the Education Act 778, accommodates independent private schools in Ghana. The only restriction is that independent private schools must adhere to centrally prescribed requirements for teacher certification in

order to keep their registrations active. According to this regulation, at least one-third of the teaching staff of a private school must be professionally certified, that is, they must have an official teacher training diploma. It is worth noting that although this law does restrict the autonomy of private schools, it is less rigorous than the provision mandating that all teachers in public schools be professionally licensed.

Krampah (2015) observed that in several of the world's poorest nations, the number of low-cost private schools has increased significantly during the past ten years. There were an estimated one million private schools in the developing countries in 2010. However, the fastest-growing segment of these institutions are small, low-cost private schools run by entrepreneurs in underdeveloped areas and serving students who make less than \$2 (USD) per day.

From the literature reviewed, it was noted that private schools in Ghana and across the globe suffer a variety of difficulties, such as budgetary restrictions, sustainability issues, high taxation, subpar school facilities, and unfavorable regulatory frameworks. The management and operation of these private schools is challenged as a result of these difficulties. Ahmad et al. (2019) mentioned lack of fund as a major challenge to most private schools in the world. The potential to grow, expand, and improve facilities is severely constrained by a lack of affordable funding.

According to Adu-Baffoe and Bonney (2021), the majority of private schools in West Africa are tiny, deficient in facilities and teaching resources, and confined to make shift homes or rented housing. Little patronage and exorbitant housing prices, according to Adu-Baffoe and Bonney (2021), hinder their ability to obtain education-specific environments, tools, and teachers of high caliber. To operate schools according to established standards, all of these are however necessary. According to Adu-Baffoe and

Bonney (2021), banks barely work with small size schools, which make it harder for them to get credit facilities.

Nketsia (2016) also emphasized that in order to facilitate effective teaching and learning and provide high-quality education, educational facilities and a supportive environment are essential. The profit-driven nature of private school owners, however, forces them to cut corners while offering educational services to their patrons by hiring underpaid, inexperienced teachers. For instance, Srivastava (2013) shows that most private schools around the world as compared to the public ones typically lack qualified teachers and instructional materials.

2.2.3 Recruitment Defined

Recruitment is very important when it comes to human resource in every organisation. Various authors have defined recruitment in different ways, for instance Pessach et al. (2020) stated that the process of recruiting involves locating, vetting, shortlisting, and hiring potential candidates to fill open jobs in a business. According to Obaid et al. (2020), recruitment is a crucial part of every organisation's human resource management strategy, including academic institutions. Additionally, Otoo, Assuming, and Agyei (2018) define recruitment as the process of selecting the appropriate person for the appropriate role at the appropriate time. They saw that the scope of recruitment is fairly broad because it includes a range of procedures. In accordance with their recruitment strategies and procedures, each company has its unique pattern of recruitment. According to Wood and Salt's (2018) research, the scope of recruitment and selection includes the following operations:

1. Dealing with the excess or shortage of resources
2. Preparing the recruitment policy for different categories of employees

3. Analyzing the recruitment policies, processes, and procedures of the organisation for identifying the areas, where there could be improvement
4. Streamlining the hiring process with suitable recommendations
5. Choosing the best suitable process of recruitment for effective hiring of resources

The discipline of HRM has benefited from the work of numerous scholars, who have provided in-depth and extensive information on its various branches, particularly that of recruitment and selection. Some of the several definitions of recruitment include creating a pool of qualified individuals who wish to apply for jobs at an organisation is the process of recruitment (Ekwoaba et al., 2015). This means that candidates with the most relevant experience and credentials in relation to the job requirements may ultimately be chosen. Armstrong (2022), claims that the goal is to find as many competent and appropriate applicants as necessary to meet the organisation's goals for a minimal amount of money. The organisation recruits candidates by locating, assessing, and utilizing the best sources of applicants.

Ebo et al. (2023) defined recruitment as the process of identifying and making an effort to attract job seekers who are appropriately qualified and hence capable of successfully filling employment positions. According to Addai et al. (2018) also argued that recruitment is a process of attracting a great pool of high-quality applicants to select the best among them. Acikgoz, Y. (2019) defined recruitment as the process which starts from getting an applicant interested enough in a job and in a particular organisation to write an application and the process stops when his application has been received in the organisation.

2.2.4 Recruitment Process in Human Resource Planning in Teaching

A crucial step in recruiting the best and most competitive staff is human resource planning (Baidoo-Anu, 2018). Bracy (2017) noted that recruiting the top individuals for various teaching vacancies involves a lot of significant decisions in basic education. According to Evans and Yuan (2008), recruiting is the first stage in attracting the necessary number of teachers to fill open positions. Planning or making a choice about what fundamental teaching jobs need to be filled and how is crucial for personnel. Phillips and Gully (2015) stated that discovering or attracting candidates for the employer's vacant positions is part of anticipating the human resource plan for recruitment. According to Klug (2011), in finding or attracting employees, some important steps like how many positions to fill would be taken through various trends and statistical analysis.

A good recruitment plan always corresponds to organisation's strategic plan, policies and procedures (Wang al et, 2014). Quaicoe and Pata (2018) noted that it is justified and organized systematically by the organisation. According to (Mboyi, 2013) when a demand for qualified people to fill open positions arises, recruitment takes precedence over selection. In this activity, it is guaranteed that skilled workers are available to fill open positions in any sector or company. To him, lack of recruitment effort leads to the hiring of unqualified candidates for necessary open positions. The hiring procedure creates a large enough pool of candidates for the selecting phase. According to Compton et al. (2009), employees in any organisation are recruited due to many reasons like the allowance of labour turn over, transfers, promotion, attrition, hire or contract the new force. Labour turn over, short and long term goals of the organisations are other reasons due to which employees are adjusted internally or hired from outer sources to balance the supply and demand of workforce. Sometimes due to key internal

promotions, transfer or resignation important posts are needed to be filled which are catered both from internal and external sources of organisation.

Recruitment is thought of as a crucial first step in luring qualified people for a certain business. After attracting a large enough candidate pool, Bernthal (2001) explained that the search for true potential begins. Organisations employ a variety of tactics to draw in qualified people. In order to improve the chances of making a wise and successful employment choice, they also employ efficient methods and techniques. Processes for recruitment and selection both require substantial financial resources (Liang, 2020). This is because, in his estimation, the recruitment process consumes around 33% of an organisation's budget. Due to cost inflation or other factors, it could also rise or fall. Obaid et al (2020) added that job analysis process is a vital stage in human resource planning in which job description and job evaluation are planned.

2.2.5 Selection Process in Human Resource Management in Educational Institutions

Selection is a different stage from recruitment (Sutcher et al, 2019). The targeted candidates are contacted for interviews based on the job description and requirements, while the most qualified candidates are found through a variety of tests and interviews. Van Hooft and Noordzij (2009) assert that selection decisions regarding employees of various organisations are crucial and goal-oriented for both the person and society. According to Sharma (2015), the sole goal of selection is to gather crucial data about applicants so that the best of them may be distinguished for the purpose of extending a job offer. Mensah and Osman (2022) highlighted the specific connection between selection processes and organisational performance.

There are several concerns while engaging in the actual selection process, such as why various parties choose different methods to choose their staff. Responses to these inquiries may be motivated by genuine suitability, reduced expenses, or top performance. They contend that because the nature of the job may involve low productivity or turnover, it is crucial to take all of these factors into account when making a choice.

There are many ways to decrease cost effectiveness in selection, such as through educating current employees or by choosing the candidates who was perform at their highest level. The hiring and selection procedure involves two steps. Under a team of composite members, candidates are judged on different stages. The organisation values and culture determine the environment for stage-based recruitment and selection of employees (Jahnsen et al, 2020). The tests and interviews both are divided into further stages which are carried one after another. Jones and Watson (2017) claim that the activities of attracting and screening candidates make up the first stage. In addition, it was pointed the importance of selection criteria prior to the actual selection process. This criterion combines the phases of desirable and necessary criteria.

The components of knowledge, competence, attribute, and trade qualification are stated in essential criteria, whereas qualification, skill, or characteristic is presented in desirable criteria. The selection procedure would be fundamentally based on essential criteria, while the best applicants would be identified by desirable criteria. Then, organisations use a variety of techniques to choose the top prospects. These may vary according to the needs of employer. Applications, written tests, informal interviews, presentations, work samples reference checks etc are the part of important activities in selection (Vanderpuye et al, 2020). A selection process means the process of choosing

the most suitable candidates from all available applicants of job; therefore, the system of selection should be logical and equity based. Type of tests, interviews, date, time and making final job offer should be crystallized. Interview questions should be framed according to job objectives and unnecessary questions should be voided. Short listing is the process of scrutinizing before the selection process which may include the simple or detailed process, and then the candidates are called for the stages of selection process. Shields, Newman, and Satz (2017) described that in this age legislative need and the equal opportunities are to be considered as an important factor.

The interview panel should therefore comprise minimum of two individuals. The interview questions, tasks and psychometric tests should be assisted by the experts. After selection sometimes the feedback is acquired for effectiveness of selection. Selection has an importance of evaluation of applications and the proper checking of references before candidates are put into further tests and interviews. In this regard the search committee may ask the candidate for the proper contact to those references. Klug (2011) stated that in the process of selection the agenda and methodology of interview should be same for internal and external candidates. There should be no discrimination, methods to assess the candidate in interview should be varied and tests should be validated. Pre-employment background checks and the selection of salary sometimes too are part of selection before final offer. The methods and strategies of selection have changed as a result of current economic and technical advancements.

A system of exams and selection that was previously in use has been replaced with an online and electronic-based method. As a result of information and communication technologies, recruitment practices have altered. Due to significant change and the impact of technology on the selection process, Sabates et al. (2021) highlighted various

creative methods of selection. They discussed how technology-mediated sources such as the internet, online selection, video conferencing, telephone interviews, and other sources have improved simple selection procedures. It helps with employment and transnational trade while saving the employer's time and energy. Similarly, some changes in the existing selection procedures i.e. personality tests have been incorporated. Besides all of that test validation process also changes with the passage of time.

2.2.6 Emerging Trends of E-Recruitment

According to Darling-Hammond (2013), recruitment practices prior to the nineteenth century were based on the apprenticeship system. He claimed that although apprentices were not officially employed by the company, they were integrated into it once their training was complete. The qualified and skilled individuals were more sought-after than apprentices. Thus, the tendency of hiring processes began in the middle of the nineteenth century due to the lack of an effective apprenticeship program.

However, Kumar (2019) asserts that the rise of the internet has altered the traditional approach to hiring. The newest trend, e-recruitment, has been implemented by both large and small enterprises. According to Nti (2019), social media, company websites, and job portals all help speed up the hiring process and discover the best candidates for open positions. Due to its advantages in terms of time, cost, and quality, e-recruitment is becoming more and more popular with both employers and job seekers (Grissmer & Kirby, 2018). A person can find jobs that match his or her talents, education, and professional experience by simply clicking the mouse or tapping on the screen of his or her smartphone or tablet.

Most private basic schools have adopted the e- recruitment procedures where they mount portals to help recruitment processes. According to Ibrahim and Hasnan (2014) many private schools in Ghana now utilise e-recruitment to advertise job openings, take resumes online, and communicate with applicants via e-mail. To him, value-added services offered by the job sites, along with their speed, cost-effectiveness, and ability to deliver customized solutions are what make e-recruitment the most successful method of hiring today. It also helps organisations promote their brands.

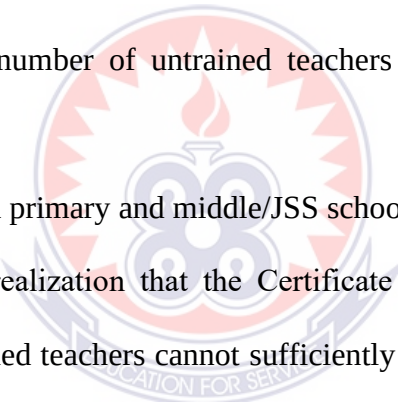
Despite its many advantages, the e-recruitment process adopted by private schools has its drawbacks as well. Some applicants who are not computer proficient fail to offer accurate information online. They frequently make mistakes when filling out forms, such as filling in the wrong name, incorrect hometown, incorrect education, etc. Online resumes are easily copied, increasing the likelihood that legitimate candidates would be overlooked in favour of copies. Since resumes are submitted online, the authenticity and accuracy of the information provided by employees cannot be guaranteed. The amount and quality of candidates found via web tools present several difficulties. Numerous businesses have reported receiving a huge number of unqualified candidates. Candidates cannot access any websites or take examinations if they do not have an internet connection (Kumar, 2019).

2.2.7 Demand-Supply Process of Recruitment for Basic School Teachers

Golding (2017) said that every nation strives to balance the supply and demand of teachers. He claims that the needs of the local, national, and cultural communities determine the supply and demand of teachers. The policy framework points teachers in the direction of effective and dynamic needs. According to Karacaoglu (2018), who agreed with Golding's remark, procedures for hiring, selecting, and keeping teachers

must be continually reviewed and updated in order to attract qualified candidates. Cooper and Alvarado (2006) emphasized the policy elements needed to attract a skilled labour force. According to them, the policy framework governing teacher recruitment and selection should be connected to the national and educational goals of any nation.

There are several more elements that are directly connected to the teaching profession, such as pay, working conditions, and job satisfaction (Kilgallon et al, 2016). However, under the direction of the central government, recruitment and selection policies should be uniform and coherent. Historically, the demand for basic school teachers in Ghana is very high (Owusu, 2018). Some of the indicators of high teacher demand for the past four decades include:

- 
- i. the substantial number of untrained teachers that have taught at the basic education;
 - ii. the rate at which primary and middle/JSS schools leave have increased; and
 - iii. the increasing realization that the Certificate 'A' qualification held by the majority of trained teachers cannot sufficiently meet the changing demands of the educational system.

According to Murnane and Olsen (2020), the focus of the policy framework should be on the quality of the teachers by demonstrating that teaching is a reputable profession. According to a study by Murphy et al. (2019), the demand for teachers is influenced by a variety of factors, including institutional selection processes, market demands, and societal perceptions of teaching. In comparison to secondary education, basic grade teaching has a significantly higher student-teacher ratio.

Regarding the child teacher ratio in developing country elementary schools, the situation is significantly worse than it is in industrialized countries. As a result, teaching

quality is worsening, although basic teaching norms and quality are crucial to success (Qvist & Cervantes, 2018).

Trade unions, the percentage of young individuals entering the teaching profession, financial subsidies, and salary disparities are some of the additional elements that influence the demand-supply process of teachers. The supply of teachers as well as their salary is impacted by technological advancements.

According to the UNESCO Institute for Statistics (2012) estimated that 1.7 million teaching positions would be required through 2015 to provide students with a solid foundational education worldwide. This step was also crucial for universal basic education (UBE), which was needed in a specific context for the promotion and uplift of developing nations. Most effected countries in this way are the sub-Saharan African countries. In the same way new basic teacher due to attrition would be needed to maintain the flow of basic education. An average of 1.5 million would replace these basic teachers due to attrition till 2015.

A long-term dynamic planning for teacher human resources, according to (Lee et al, 2012), will aid selectors in maintaining the balance of teacher demand and supply. The human resource for teaching won't be harmed in this way. Poor instruction and teaching quality in the primary grades would come from an imbalance between the demand and supply of teachers (Vanderpuye et al, 2020). The task of educational management is to implement measures to maintain a balance between supply and demand and to ensure that high-quality instruction is delivered in response to demand. According to Nugba (2021), putting better policies into practice can aid in our ability to manage the entire demand and supply chain.

2.2.8 Retention

Retention is the act of retaining; keeping possession of or continuing to have (Gregorius, 2016). According to the Organisation for Economic Cooperation and Development (2015), retention as human resource management strategy is the act of retaining employees. In human resource management literature, one of the main issues is that employers should retain human resources in order to obtain competitive advantage (Damoah, 2019).

According to him, there are many reasons for this to be true but two main factors are mentioned here. First, knowledge workers are relatively scarce in quantity. Second, the knowledge and expertise these workers possess are vital for organisation's competitiveness. Therefore, it is not unexpected to view retention as being strategic importance because of the potential return on employee's expertise in the long term (Kilgallon et al, 2016).

Treating staff as a long-term resource focuses on carefully retaining their knowledge. The quote above is used to describe retention of key workers as the most critical factor to plan for and is viewed as the factor that could affect organisation's effectiveness in future. Retention of knowledge workers is critical to organisation's survival and profitability now that the world has become a global village (Nilsson, 2021). In this new world of information age, Quaicoe and Pata (2018) emphasized that organisational profitability and individual well-being are connected to how well knowledge can be refined into creating competitive advantage.

Nilsson (2021) indicates that the perception of teachers in private basic schools in relation to alternatives affects their tendency to change jobs. This statement indicates that retention is highly dependent on either developing a motivating work environment

or decreasing alternatives. The latter is not achievable and the focus should, therefore, be on retention strategies. Sutchet et al. (2019) argue that there is no issue of greater importance than employee retention and is a growing concern for many employers most especially in private basic schools in Ghana. To understand what encourages commitment and the retention of such teachers, it is relevant to understand motivational factors since motivation is a central field of human resource management.

The economic labour market theory suggests that the desires of individuals to obtain the necessary qualifications and work as teachers depends on the desirability of the teaching profession relative to alternative opportunities (Buabeng et al, 2020). According to Addai et al. (2018), teachers in private basic schools compare the overall compensation, benefits, work life, performance and recognition and development and career opportunities offered by the various schools and that offered by other organisations for job attraction. There is therefore the need in policy development to come out with policies for equal work for equal pay to be able to achieve private basic school's teacher retention purposes.

2.2.9 Common Approaches used to Improve Teacher Recruitment and Retention

According to a study done by Kumedzro (2018), a wide range of factors, particularly in private schools, have an impact on teacher recruitment and retention. They consist of the following:

2.2.10 Financial Incentives

Financial incentives are commonly used to try and improve recruitment and retention. These are premised on the assumption that if sufficiently well compensated, people can be encouraged to go into teaching or be persuaded to stay on in the profession (Yeboah, 2020). According to Damoah (2018), identifying what a well-designed pay incentive

should be is difficult because of the numerous challenges and parameters that need to be considered. Some commentators have suggested that effective incentive plans must offer relatively large awards to induce behavioural changes (Smithson, 2018).

Some American studies have pointed to the level of financial incentives needed in different contexts (Sentamu, 2013). In addition, Vegas and Petrow (2018) estimated that considerable pay rises (up to 50%) may be needed to induce more teachers to work in schools with high proportions of ethnic minority or socio-economically disadvantaged students. However, if working conditions and the relative attractiveness of the schools can be improved, then the size of the pay increase may need not be as large (Center for Urban and Multicultural Education, 2019).

Others have argued that a single pay scale does not provide incentives for teachers with skills that are in high demand in non-teaching fields. Successive governments in England have offered more to trainees in certain subjects. However, once qualified, teachers then tend to enter the profession at a similar pay level irrespective of subject area (Smithson, 2018).

According to Bracy and Moinar (2017), recent reports have recommended that teachers in shortage subjects be paid a ‘salary supplement’ to encourage their retention, particularly in the early years of their careers. This resulted in increased flexibility of pay to be introduced in England in 2013–2014 meaning that schools no longer had to use the seniority-based national pay scale but instead could determine annual pay awards by ‘performance’. Studies have suggested limited impact on teacher mobility or retention in the same schools thus far (Yeboah, 2020). Chukuemeka (2017) found out that there is very little evidence to indicate whether performance-related pay works in improving teachers’ performance or retaining them within the profession.

2.2.11 Professional Development Programmes

Baidoo-Anu (2018) is of the view that investing in high-quality professional development is widely believed to be an effective way of improving both teachers' and, in turn, students' performance. More recently, professional development has also been considered as a method for improving teachers' satisfaction with their job and potentially reducing their workload. This, it is hoped, may lead to increased retention. Damoah (2018) and Yeboah (2020) noted that there are numerous professional development opportunities available to schools and teachers at present. However, there is considerable variation in the aims and quality of such programmes and teachers' access and engagement with them.

Further, there is very little robust evidence which points towards an impact on retention (Smithson, 2018). A study by AC Rushton, (2021). in England indicated that high-quality subject-specific professional development may be beneficial for retaining teachers. The study examined teachers' engagement with the National STEM (Science, Technology, Engineering and Mathematics) Learning Network development scheme. It was noted that while participants were no more likely to stay at their current school, they were more likely to stay in the profession for the first and second year after taking the courses.

Recent analyses by Berry (2017) found an association between teachers' reported autonomy over their professional development and their intention to stay in teaching. While not established as a causal relationship, this finding does suggest that some experimental work on this issue would be helpful for understanding whether increasing teachers' autonomy in relation to professional development might be a potential strategy for improving retention.

2.2.12 Leadership Support

Some studies have highlighted the importance of school environment factors for teacher retention, with school leadership often being viewed as influential in determining the ethos and working conditions within a school (Jones & Watson, 2017). Karacaoglu (2018) emphasised that a series of observational studies point to teachers' perceptions of administrative support and leadership as being strong predictors of teachers' intention to leave the profession (Karacaoglu, 2018). Johnson, Kraft and Papay (2014) argue that while working conditions generally appear to be important to teachers and their future career plans, it is the social conditions which form part of these, such as the principal's leadership, school culture and relationships with colleagues, which are most influential. Smithson (2018) found that better school leadership is associated with higher job satisfaction for teachers and a reduction in the odds that they would want to leave their school.

2.2.13 Additional Incentives

In addition to the financial incentives noted above and school working conditions, research has looked at other incentives to encourage teacher recruitment and/or retention, including offering below market rental rates, living allowances (e.g., London living allowances) and discounted housing in certain areas (Smithson, 2018). Yeboah (2020) cited some examples from Australia and America which include housing subsidies or offering rental accommodation at below-market rate for teachers wishing to work in rural areas. Unfortunately, the evidence on these kinds of incentives is limited and is often based on small-scale descriptive work or indirect research about wider compensation (Kilgallon et al, 2016). Unlike direct financial incentives and wage compensation, there have been no rigorous evaluations of housing incentives to

determine if they work in improving recruitment and retention especially in hard-to-staff areas, as Anne Podolsky at the Learning Policy Institute acknowledged.

Research conducted by (Davis Jr., 2018) indicated that it is unavoidable that degree certificated teachers was leave teaching service at some time or another but there are ways and strategies that can be used to encourage them to stay longer. He further researched the relationship between higher certificated teacher retention and educational culture values and found that educational culture influence human resource strategies such as teacher development reward systems. These strategies in turn create psychological climates that influence the commitment level and retention of higher certificated teachers regardless of positions or performance.

The findings further suggested that institutions with cultures that value teamwork, respect and security foster loyalty, commitment and thereby ensure a higher rate of retention. Krampah (2015), in a related study found that some institutions value personal initiative and based rewards on performance. To him, this entrepreneurial norm does not offer graduate teachers long - term job security. In such institution those who do not perform well was presumably leave and those who do well was stay on to make use of the rewards, at least until they can be found elsewhere. Therefore, the retention rate may be equally high regardless of employee's performance level in some institutional cultures but in others differs due to performance.

Mostly teacher turnover is considered to be a negative issue that institutions should strive to avoid (Yeboah, 2020). However, this might not always be the case. Some potential benefits of employee turnover are discussed and their suggestions opposed the aforementioned importance of retention in institutions. Lee and Maurer (1997) carried out research in the twentieth century on voluntary employee turnover and found that

institutions did not place high priority on retention regardless on labour market conditions. Mont and Rees (2016) assessed this statement and found that some institutions did not place high priority on retention for two reasons namely:

- Institutions with limited research and development opportunities were limited in the ways in which retention could have effects since they were not able to offer challenging work. Justifying new positions was difficult since existing work was enough for the organisation's development
- When employees and their expertise were not difficult to replace and management did not depend on them, retention was not considered necessary.

They also found that contrary to the emphasis on teacher retention in the managerial literature, managers emphasized the positive aspects of a steady turnover. They also held an implicit notion of what constituted a suitable level of turnover, or equilibrium point for their institutions. One positive aspect of turnover was that it allowed ageing knowledge and declining enthusiasm to be replaced with new ideas from graduate recruits. Also, new graduate recruits can also reduce labour costs since they often enter at the bottom of salary scale. Though this assertion is true but does not apply to Ghana Education Service and the Ghana National Association of Private Schools. This is because there are thousands of vacancies to be filled in schools nationwide; pupil teachers are being recruited because thousands of professional graduate teachers are leaving the service. Therefore, there is the need to have adequate teachers before allowing ageing knowledge and declining enthusiasm to be replaced with new ideas from new recruits.

2.2.14 Attrition Defined

Adam (2020) stated that attrition is the term used to describe when employees leave a company (either voluntarily or involuntarily), for any cause (including retirement, termination, death, or resignation). To him, it is a gradual but deliberate reduction in staff numbers that occurs as employees leave a company and are not replaced. It is commonly used to describe the downsizing of a firm's employee pool by human resources (HR) professionals. In this case, downsizing is voluntary, where employees either resign or retire and are not replaced by the company (Grissmer & Kirby, 2018).

Kumedzro (2018) noted that teacher attrition is a global phenomenon that requires critical attention from all stakeholders of education. There is an issue with it in developed nations like the United States of America as well as in developing nations like Ghana. Because of this, it is a worldwide problem that requires considerable attention if governments want to guarantee that the teachers recruited stay in the teaching profession (Yeboah, 2020). For instance, the problem of teacher abandonment is steadily and progressively growing out of hand in the United States. Over the previous fifteen years, Karacaoglu (2018) emphasized that there has been a 50% increase in teacher attrition, resulting in a 16.8% national teacher turnover rate.

The Ghana National Association of Teachers (GNAT) and the Teachers and Educational Workers Union (TEWU) commissioned a survey on teacher attrition in 2019, and the results showed a relatively high percentage of attrition among teachers in Ghana. According to the poll, the Ghana Education Service (GES) anticipates that over 22,000 instructors quit their jobs as teachers each year to pursue other careers (GNAT, 2020). The high teacher attrition rate undermines efforts to improve schools by interfering with the stability and continuity of instruction.

Similarly, Krampah (2015) discoursed that the teaching profession has shown and continues to show some glimpses of impoverishment especially in private basic schools in Ghana. Most of the people who enter the teaching profession these days do not take it as a lifelong career. It is sad to note that, some teachers find themselves in the teaching profession due to non-existence of other job opportunities while others also consider teaching as a stepping stone or a spring board to enter into other professions (Addai et al, 2018). Such teachers leave the teaching profession with the least chance they get and this situation creates teacher shortages in private schools.

Opoku et al. (2021) dejected that the issue of teacher shortage is a big educational challenge in Ghana. This is because getting the chance to train and recruit teachers is a long, expensive and uncertain process. It has therefore, been essential to safeguard the exit of the few existing teachers in the various private basic schools by school managements. Yeboah (2020) also observed that the problem of teachers leaving the classroom seems to be on the increase every year, and this suggests that though so much money is spent on training and recruiting teachers, little or no attention is paid to their retention.

2.2.16 Attrition of Teachers in Private Basic Schools: Ghana's Perspective

Private basic schools have trouble attracting and keeping staff because of the preferences and decisions that employees make. An increasing number of researches demonstrate that, in addition to pay, employment qualities including training opportunities, potential for professional advancement, living and working environments also matter greatly to teachers in private basic schools (Aamodt, 2019).

According to Otoo et al. (2018), policy makers interested in finding ways to correct these imbalances have paid little attention to the supply side, specifically to variations

in worker preferences. Low salary and unfavorable working circumstances have previously been found to be two key reasons why private teachers are leaving the classroom (Yeboah, 2020). Due to the low income and poor living conditions of teachers, teaching is seen as a "low status" vocation in Ghana (Quansah, 2013).

About 10,000 teachers leave the classroom each year for various reasons, according to research material available at the Ghana Education Service (GES) Headquarters (Appiah, 2011). While some depart with authorization to pursue paid or unpaid studies, some depart for secondments, retirement, or just to take up non-teaching positions. Statistics from GES headquarters show that since 2017, 3,000 instructors have formally left the classroom each year to pursue additional paid education, but fewer than 70% of them have returned. It is also believed that over 2,000 teachers take unpaid study leaves to pursue a variety of courses that interest them in order to advance their education or find employment outside the teaching profession (Santiago, 2018).

Even though Ghana has made numerous attempts to attain the goal of basic education, all efforts are still in the middle stage because of numerous problems encountered at the local level (Nti, 2019). Basic education is still regarded as the most underfunded and underdeveloped sector in comparison to higher education, always requiring significant work. According to Pecku (2008), poor training, accountability, and policy implementation at the level of instruction and induction are the outcome of widespread political intervention. On the other hand, the nation's social and cultural structure poses a persistent threat to efforts to reform the ignorant aspects. The malignancies that have the potential to destroy Ghana's basic education system are feudalism, tribalism, and political supremacy. To get to the goal of universal basic education, the nation is still altering all of its paths.

According to Krampah (2015), basic education in Ghana has several different difficulties, some of which are related to the student-teacher ratio, qualifications, and fair hiring practices. According to Larson et al. (2016), the Ministry of Education and schools in Ghana are in charge of providing basic education and making judgments that are meritorious and of high quality. Nilsson (2021) has the opinion that, newly enrolled basic instructors never receive professional training and that recruiting and selection decisions are occasionally made based not on qualifications but rather on political affiliation. Among other ongoing issues in fair and transparent selection of basic teachers, religious hindrances are a major challenge. Female teachers in basic schools are having much shortage and most of vacancies remain unfilled. Tanye, M. (2008) contend that although different organisations need different types of people but in education system of Ghana importance of woman cannot be denied.

Nantwi et al (2020) emphasized that to tackle the gender equities, selection panels and human resource experts must take clear decisions. Suitability, impartiality and quota system all should be taken in mind before selection of teachers. Each and every member must be given a free chance to choose teaching career. Owusu (2018) explored many hidden aspects of basic education recruitment and selection procedures. Though generally a decentralized system of selection is followed by every district in all regions of Ghana but major problem lies with the mechanism and methodology to hire this teaching force. The heavy burden of politics is always a stigma to select a talented teacher. In view of selection procedure general methodology of written tests and interview is adopted hence most of content knowledge and teaching skills are ignored. As a result, a number of teachers of Mathematics, Science and English are lacking (Quaicoe & Pata, 2018).

Likewise contract based recruitment and ban on teaching posts further create problems for selectors at district education due to which pupil-teacher ratio in less educated regions of Ghana has reached up to 1:40. Unlike Upper East and West, the Central region has attained a considerable progress. Ghana National Association of Private Schools provided a valuable recruitment for induction by which a lot of new vacancies were filled through science teachers and minimum one science- math teacher was provided to every basic school and one math teacher in all elementary schools. Importance was given to recruitment of need based subject teachers. According to Kumedzro (2018), critics and teacher unions are raising their questions too because concentration and spirit among educators to teach in these basic schools is distorted.

2.3 Empirical Literature Review

2.3.1 Means Private Basic School Use to Attract Teachers

Globally, it is well known that teachers are central to education reforms and to providing high-quality instruction (Sahlberg, 2016; Becker et al, 2023). The National Curriculum Framework 2005 identifies the need for professionally qualified teachers and the need to enhance the professional identity of school teachers (Batra, 2005; Murray, & Male, 2005) which has also become a best practice in recent time (Sharma, 2023). Low-fee private schools are often presented as a solution to the supposedly poor quality of education provided by government schools (Srivastava, 2013). Although they are directly accountable, low-cost private schools have not been able to address the issue of low educational quality in Sub-Saharan African school systems, despite the fact that this educational phenomenon had its roots in the 1990s. (Härmä, 2022).

Evidence from an ethnographic fieldwork semi-urban Delhi, on the micro-managed context of teachers' work in low-fee private schools in Sharma (2023), illustrated ways

in which curriculum and pedagogy were used to control teachers' work and analyzing these observations in the light of New Public Management discourses. This article argues that teachers strongly constructed their work as provisional and used silence and exit as a way to cope within the highly regulated work environments of the private schools.

Sharma, (2023) further observed that teacher staffing problems in elementary and secondary classrooms are primarily due to an insufficient supply of new teachers, resulting from demographic trends like increasing student enrollments and teacher retirements. These issues have led to lower school performance. Policy responses to these problems have focused on increasing the supply of new teachers through initiatives like midcareer-change programs, alternative certification programs, overseas teacher recruiting initiatives, and financial incentives. However, the common assumption is that the best solution is to increase the supply of new teachers.

The modality for attracting, recruiting and retaining qualified teachers in the private basic schools sector has also been an issue and a problem in many countries including Ghana (Annan, 2020). Unlike the public schools in the urban settings where there are systems, in the rural settings, the sheer character of rural areas and how education is perceived in such settings tend to deter both seasoned and new teachers who are competent from accepting positions there (Cobbold, 2006). In contrast to suburban and urban schools, Ingersoll, and Tran, (2023) argued in a study that explored teacher shortages and turnover in rural schools that rural schools struggle to fill teaching jobs because of the high rate of pre-retirement teacher turnover particularly in rural schools with significant levels of poverty, where teacher turnover varies from school to school.

The situation is even more precarious in the private schools regardless of their geographical locations since the private schools are usually used as a ‘stepping stone’ for other improved places of work. Therefore, educational authorities employ a variety of tactics to either coerce or persuade candidates to take rural teaching positions as well as vacancies in the private schools.

Asamoah et al. (2022), in the report to review the concept of 'Education for All' which a goal of Ghana's inclusive education strategy, intended to support education across sub-Saharan Africa observed that, there are still issues with its implementation with respect to funding, setting recruiting standards for teachers, encouraging agency cooperation and inclusive educational practices.

Sonu, and Zaino, (2023) also communicated modalities of teacher recruitment in schools generally as an effect of the widespread economic disparity on race and class in society and schools that give rise to such inequities. Recognizing teachers as essential to disrupting classist relations, raising critical awareness, and speaking out on behalf of and in solidarity with those who bear the brunt of ongoing systems of racial capitalism and colonialism are key to understanding how economic inequality matters in the classroom for that matter teacher recruitment. The ability of education to counter the neoliberal assumption that market principles are the best and only way to create the future is equally important.

Darling-Hammond, (2017) observed over the years a wide range of initiatives that have been implemented to attract and recruit new candidates into the teaching field worldwide. Among these are midcareer-change programmes; alternative certification programs designed to expedite entry; overseas teacher recruiting initiatives; and financial incentives, such as scholarships, signing bonuses and student loan

forgiveness. An example of this genre of reform was President Obama's "100k in 10" program initiated in 2010 to recruit 100,000 new STEM teachers by 2020 (Ingersoll, & Tran, (2023). Some of these initiatives, however, entail a "lowering of the bar and widening of the gate" to fill openings, resulting in higher levels of underqualified teachers. Regardless of their differences, underlying this wide variety of initiatives is a common assumption that school staffing problems are due to an insufficient supply of new teachers and hence the best solution is to increase the supply of new teachers particularly in the private sector.

Grissmer and Kirby (2015) discovered that the majority of organisations including private basic schools totally manage the hiring process internally. According to Kumar (2019), the lone exception is outsourcing, which is provided by selected few companies in the form of assessment center services. Studies indicate that outsourcing is not typically regarded as a realistic option (Kumar, 2019). Despite the fact that the market for recruitment outsourcing is thriving and expanding quickly and that firms that outsource some human resources tasks are very pleased with the outcomes, it remains an alternative for both public and private sector human resources services.

Damoah (2019) averred that modern day private basic schools adopt a myriad of methods in recruiting teachers. Recruitment modalities or methods are strategies that an organisation uses to reach potential candidates. Klug in his studies entitled "Strength in people recruitment and selection handbook: A guide to recruitment process" published in 2011 discovered that most private schools across the globe use avenues such as videos, employment agencies, internships, employment websites, talent pools, online advertisement, job fairs and interviews for recruiting their teachers.

Additionally, Kumar (2019) in his study entitled “E-recruitment: The modern trend of recruitment practices” which was published in 2019 found out that job boards such as Monster, REED and indeed are three of the most popular online recruitment packs and cover nearly every category of job posting in private basic schools. In many cases, some job boards allow recruiters to use features without charge, offering options for free job postings or trials.

According to Kumar (2019), the current mode of recruitment of teachers into private basic schools in West Africa is the talent pool. Otoo et al. (2018) regard talent pool as a collection of job applicants who have the capacity to satisfy both the short-term and long-term needs of a company. To them, human resource managers need to be aware of business goals and how they connect to anticipate hires over the next years in order to develop a talent pool. They need to be able to recognize both existing and potential skills shortages and determine whether internal hiring attempts for available positions are strong enough to be filled by training and mentoring.

Further, Ibrahim and Hasnan (2014) in their study “Development and application of competency model in teaching: An overview” found out that despite the rise or emergence of e-recruitment, job fair constitutes another significant modality for recruitment in the private sector of education. In a survey which involved 70 respondents who were private basic teachers 52 claimed that they got hired through a job fair. Recruitment at job fairs involves taking part in occasions where employers and job seekers mingle, enabling businesses to interact in person with a large number of possible applicants. It is useful because it offers a venue for showcasing the business's brand, interacting directly with applicants, and speeding up the recruiting process by holding on-the-spot interviews (Hervie & Winful, 2018). To Chao et al. (2012), job

fairs are like speed dating for recruiting. At a set time and place, companies and job seekers meet and try to find out if they match. Otoo et al. (2018) noted that this modality of recruitment would replace interviews due to its flexible nature.

2.3.2 Background Checks Private Basic Schools Do in the Selection Process

According to Levashina, and Campion, (2009), background checks during recruitment have gained attention in recent years due to potential misrepresentation of credentials on resumes and applications. Employers who fail to conduct thorough checks may face charges of negligent hiring or employment discrimination.

Zanglin, (2011) in a Doctoral dissertation at the Walden University, on the topic *Comparing good to great hiring practices in private and public schools*, a study which examined the application of Collins's HR principles to identify effective teachers in private schools observed that, Private schools in a southern US city outperform public schools due to flexibility in hiring procedures and a lack of state and federal mandated criteria. The results of this thesis also showed that private school principals have Level 5 leadership capabilities, can easily remove "wrong people," emphasize organisational vision, use faculty development, pay and benefits are not effective motivators for attracting effective teachers.

2.3.3 Factors Influencing Retention and Attrition of Teachers into Private Basic Schools

Teachers are extremely important in growing a country's human capital, especially in developing countries. Teachers have a crucial role in managing the knowledge and economic growth engines of developing nations (Ávalos, & Valenzuela, 2016). Various studies have over the years have therefore examined factors influencing retention and attrition of teachers in schools across the world. For instance, Shen, (1997) examined

teacher retention and attrition in public schools by conducting discriminant function analyses on data gathered from the 1990–91 Schools and Staffing Survey and the 1991–92 Teacher Follow-up Survey. Results showed that ‘stayers’ were statistically different from ‘movers’ and ‘leavers’ in personal characteristics, school characteristics, and perceptions of school and profession-related issues.

Teachers make up a sizable, diverse labour force that has been the focus of legislative initiatives aimed at improving the caliber of individuals looking to enter and stay in the field. According to Schleicher (2011), the motivation behind teacher recruitment and retention initiatives have been to draw academically talented and committed individuals who was inspirational, effective teachers of children. The challenge of how to recruit and keep the best teachers has however plagued educators and public policy makers for decades (Greenwald et al, 1996). Other researchers (Yaacob et al, 2014) argued that academic achievement of schools and teacher quality are given priority by parents when enrolling their children in private schools and this invariably impact on attraction of teachers into private schools.

Findings from a study conducted at private schools in Yei town, South Sudan show that certain demographic factors (gender, age group, educational attainment, income, and length of service) have a significant influence on teachers' work and their level of job satisfaction in private schools. The study results have also implied that a number of demographic characteristics are equally necessary for students at private schools to perform well (Ohide et al, 2017).

According to a study of Australian teachers by Rice (2010), in determining where to teach and whether to move, most successful teachers’ priorities professional reasons, which has an effect on staffing strategy. In environments where socioeconomic

disadvantage is present, having effective teachers is essential for enhancing student learning and equity. By recognizing that good and less effective teachers have different goals, policy can encourage more teachers to work in various environments including the private sector.

Gender disparities have been identified as a factor in the attraction of teachers in Private Schools (Saigol, & Danish, 2016). In their study to determine what obstacles male instructors faced while applying to teach early children at Karachi's private schools in Pakistan, using a sample of six educators revealed that male teachers frequently avoid working with young children because of low compensation, poor compatibility, gender preconceptions, and cultural conventions. Male participants however indicated interest in teaching young students if given equal compensation and possibilities for professional growth, whereas female participants requested higher pay and the introduction of child safety policies to achieve gender neutrality. In Britain for instance, private schools hire a disproportionate number of teachers who have higher postgraduate degrees and shortage subject knowledge (Green, Machin, Murphy, & Zhu, 2008).

With a little reduction in the supply for public schools, recruitment from the public sector is a rising source of new teachers for private schools. Teachers in private schools are well motivated with shorter workweeks, longer holidays, and higher job satisfaction. Additionally, in the private sector, there is a compensatory differential for women and no appreciable wage gap for males. Sudibjo, and Riantini, (2023) analyzed the impact of this perceived organisational support (POS) and servant leadership (SL) on teachers' work engagement (WE) from 176 school teachers in Jakarta and Bogor, Indonesia, and found that mediating role of meaningful work (MW) is a key predictor

of teachers work engagement (teachers' attraction), with POS being the strongest predictor. However, MW as a mediator has a smaller effect than the direct relationship between POS and teachers' WE and SL.

In the Ghanaian Context, pay incentives, and perks are just a few of the variables that affect graduate instructors' ability to get hired and remain in their positions Lattof (2018). Improvements to their working conditions of service was serve as an incentive to retain graduate teachers who want to take advantage of such privileges in the service, it is thought that graduate teachers in the Ghana Education Service are assets (Yeboah, 2020). Smithson (2018) contends that in order to recruit more people to the teaching profession in our schools and keep graduate teachers there is a need to improve working conditions.

Fair, equitable and effective pay system in Ghana and within an organisation is one of the most important and most difficult tasks facing human resource managers (California Department of Education, 2020). If graduate teachers consider the pay system to be unfair, it is likely that they may leave the Ghana Education Service in search for higher pay.

Lattof (2018) acknowledged Hertzberg pay systems and said it is a way of ensuring that graduate teachers do not become dissatisfied but are difficult to use in order to foster satisfaction and retention since a pay system does not offer scopes of personal growth but it can create status among colleagues. Lattof (2018) observed that higher salaries/pay also appear to attract better-prepared and all kinds of graduate teachers for all subjects' areas. Graduate teacher retention achievement was associated with increases in teacher salaries as well as improvement in general conditions of service (Damoah, 2019).

Incentives could also motivate the graduate teacher to stay in the profession (Yeboah, 2020). According to Addai et al. (2018), incentive or contingent pay consists of payment related to individual performance, contribution, competence or skill. It is based on some kind of performance. A goal is set and if reached is often rewarded in monetary forms.

Incentives are based on individual performance and exert a significant impact on personal motivation. Non-financial incentives are based on the philosophy that work is natural for people who tend to perform additional amount of it due to a force other than money. These non-financial incentives include recognition and opportunities for career advancement and these are all strategies that help in graduate teacher retention (Addai et al, 2018).

Employee benefits are often considered to be an indirect monetary compensation embracing a wide range of programs. Some indirect monetary compensation can be as effective in attracting and retention of teachers. Non-pecuniary benefits, though they are not rewards given in cash they constitute an economic value to the recipient (Kempton, 1995). According to Louviere et al (2019) benefits are viewed as activities used in order to satisfy employee demands and expectations in organisations. They further state that benefits are parts of the total reward package provided for workers in addition to pay and incentives. Benefits can be used in a proactive symbolic way by Ghana Education Service to show their care for teachers and this may probably enhance graduate teacher retention.

Compensation plays a major part in Ghana Education Service ability to recruit and retain graduate teachers. When compensation of graduate teacher is perceived to be too low, they were unwilling to remain in the teaching service (Yeboah, 2020). Effah and

Osei-Owusu (2014) advised that it was better for Ghana to do like many countries like Japan, Tanzania and others have developed incentive schemes for teachers that allow for adjusting the remuneration of teachers without altering the basic government salary scales.

In searching for the underlying factors that attract teachers into private basic schools especially in Ghana, Effah and Osei-Owusu (2014) dejected that good salary, staff support, friendly teaching environment, professional development programmes and among others go a long way to attract teachers into private basic schools. In agreement with Effah and Osei-Owusu 2014, Yeboah (2020) said that a lot of factors may push teachers into private basic schools however the main one is remuneration. To them, teachers are motivated to work in the private school due to the amount of money received as salary.

Claeys et al. (2020) in their study entitled “Identifying personal and contextual factors that contribute to attraction rates for Texas private basic school teachers” found out that professional development programmes is the most important factor that attract teachers into private basic schools in most counties in Texas. Claeys et al. (2020) adopted the quantitative approach and survey design to sample 250 respondents. Out of the 250 private basic school teachers selected 182 representing 72.8% claimed that they applied to their current schools to teach because of the professional development programmes they offer. Additionally, Chui Seng Yong (2017) carried a study on factors that determine the attractiveness of the teaching profession in Brunei Darussalam as perceived by teacher trainees. He adopted the qualitative approach and case study design within the phenomenological interpretative paradigm to determine factors that attract teachers into private basic schools. His study revealed that good salary, support

to teachers and professional development programmes are the main factors that attract teachers into private basic schools in Brunei.

Theobald (2019) in his work “An examination of the influence of personal, professional, and school district characteristics on private school teacher retention” discovered that remuneration and professional development programmes go a long way to attract teachers into private basic schools in most countries in Asia. It could be seen that there is a myriad of factors that attract teachers into private basic schools across the globe, however, the most significant factors are good salary and professional development programmes offered to these teachers.

Buchanan et al. (2013) argued that since retirement and attrition can result in the loss of expertise and knowledge, the availability and upkeep of high-quality instructors is a significant issue. Examining the experiences of early career teachers can assist improve teacher preparation programmes and better prepare students for their initial years of teaching they therefore proposed that understanding why some early career teachers decide to stay in the profession and why others decide to quit is the goal of a large-scale longitudinal research. The retention of instructors may be increased, and this information can assist teachers get ready for their initial years of teaching.

Borman, and Dowling, (2008) in their extensive meta-analysis on teacher career trajectories, using 34 papers and 63 attrition modifiers posit that Teachers' personal traits play a significant role in predicting turnover. Mugizi et al. (2019) analyzed the relationship between leadership styles and teacher retention in Bushenyi-Ishaka Municipality, Uganda and found that transformational leadership was effective for teacher retention, while transactional leadership had a positive but insignificant relationship. Laissez-faire leadership had a negative and insignificant one. The study

recommends that head teachers prioritize transformational leadership, limit transactional leadership, and avoid laissez-faire leadership.

According to the Organisation for Economic Cooperation and Development (2015), one of the factors that affects children's' academic achievement is teacher retention. In order to continuously contribute to the educational aims of developing productive people in each society and globally, school leaders make an effort to recruit teachers (Yeboah, 2020).

A number of characteristics that are viewed as markers of motivation influence instructors' decision to join and stay committed to their teaching careers within the same school. Darling-Hammond and Carver-Thomas (2017) stated that well-prepared and well-mentored teachers are the ones who appear to be content with their teaching profession and stay in the career for a long time, while stressing the importance of teacher motivation. Surprisingly, Herzberg's research contends that dissatisfaction is not the inverse of satisfaction. Herzberg's studies argue that the opposite of satisfaction is not dissatisfaction. In fact, he believes that proper management of hygiene elements like financial remunerations and job security may not always bring about satisfaction and motivation even though they prevent dissatisfaction. As such, it is paramount to really know the factors, which alleviate the rate of teacher turnover, and those that enhance motivation, in order to promote the retention of effective teachers (Amiry, 2018). This is because all cases of teacher turnover are not negative to their respective institutions; nor is all retention positive.

In most countries in West Africa, teacher retention is not understood by teachers in the same way: while some teachers remain in the profession because of their passion towards it, others are only pushed by lack of alternative opportunities. Staying in the

profession while seeking other alternatives; brings about unsustainability of the teaching; that is why teacher turnover is high in such countries.

Adu-Baffoe and Bonney (2021) carried out a study on job satisfaction and retention among public and private basic school teachers in Ghana. They found out that the four most prominent reasons that teachers indicated dissatisfaction with working conditions included student discipline problems, lack of support from school leaders, low student motivation, and a lack of teacher influence in decision-making. On the contrary, a reverse of such challenges would enable them to retain their positions as teachers for a long time in the schools.

A comprehensive study by Carver-Thomas and Darling-Hammond (2017) reported that 55% of the teachers surveyed most frequently cited job dissatisfaction as a reason for resigning. In their research, dissatisfaction included results of accountability pressures (25%), administrative support (21%), and teaching conditions (21%). The teacher conditions variable was multifaceted, indicating dissatisfaction with teaching assignments, lack of opportunities for advancement, and input. Within that 21%, ten percent reported large class sizes, and nine percent reporting a lack of resources.

Using a sample size of 400 respondents Yeboah in his research found out that a good salary is the sole motivating factors for teacher retention in the Nsawam Adoagyiri Municipality in the Eastern Region of Ghana. 310 out of the 400 respondents claimed that they would leave their job position when a good offer comes from other schools. The inference drawn is that teacher retention hinges mostly on the condition of service of teachers in the private basic schools.

Hervie and Winful (2018) in their research ‘Enhancing teachers’ performance through training and development in Ghana education service: A case study of Ebenezer Senior

High School’ found out that many teachers leave the classroom mainly due to financial issues. Out of 40 teachers from a sample size of 60 claimed that they would retain their jobs only when their salaries are increased. Hervie and Winful (2018) using the quantitative approach and the survey design concluded that retention of teachers in the various sectors of education is influenced by monetary issues.

Additionally, Asafo-Mensah (2017) carried out a study by analyzing shortage of special education teachers in the Bono and Ahafo regions. The purpose of his study was to identify reasons for the shortage of special education teachers in the Bono and Ahafo regions. The study adopted the qualitative approach and the case study design using a sample size of 35 teachers. Asafo-Mensah (2017) found out that many special education teachers in the regions under study have left or leave the teaching profession for other works because of low salaries.

A critical look at Asafo-Mensah’s research suggests that there is policy deficiency that aims at making teaching in Ghana lucrative for the retention of teachers in both public and private schools. One of the limitations of the study is that Asafo-Mensah could have adopted either the quantitative approach or the mixed method to make the findings more generalized.

A survey on teacher attrition conducted by the Ghana National Association of Teachers and Educational Workers Union (GNAT/TEWU) found that 890 of the 1,000 people who responded indicated they would leave teaching before retiring for jobs with higher pay (24.8 percent), better working conditions (59.8 percent), a change in profession (6.5 percent), and other reasons (8.9 percent) Otoo, E. (2012). According to the survey analysis, the majority of respondents wanted to continue their education by attending college. This shows that the majority of teachers are motivated to learn more, which

could improve the standard of instruction. However, research revealed that the majority of teachers on study leave wanted to work in other industries rather than return to the classroom (Grissmer & Kirby, 2015). It's interesting to note that the vast majority of teachers claimed they wouldn't advise a career in education to their offspring or relatives.

2.4 Conceptual Framework

Figure 1 presents the conceptual framework for the study. The conceptual framework explains some factors that influence the retention of private school teachers in a particular school. Drawing from (Sarafidou, J. O et al, 2023), this conceptual framework incorporates issues from both school related and outside school related to either stay in the school or leave. To Prashant (2009), when a teacher has a serene classroom environment, adequate salary, support from management and undertakes professional development programmes and yet has a hostile relationship with parents of his/her students it could push him or her to leave the school. Conversely, if there is good relationship between him or her and parents of his students and yet the other school related factors are not met he/she could still leave the school. Therefore, for retention of teachers in private schools to be effective, school authorities should ensure that there is good parent-teacher relationship, serene classroom environment, adequate salary, management support as well as professional development programmes.

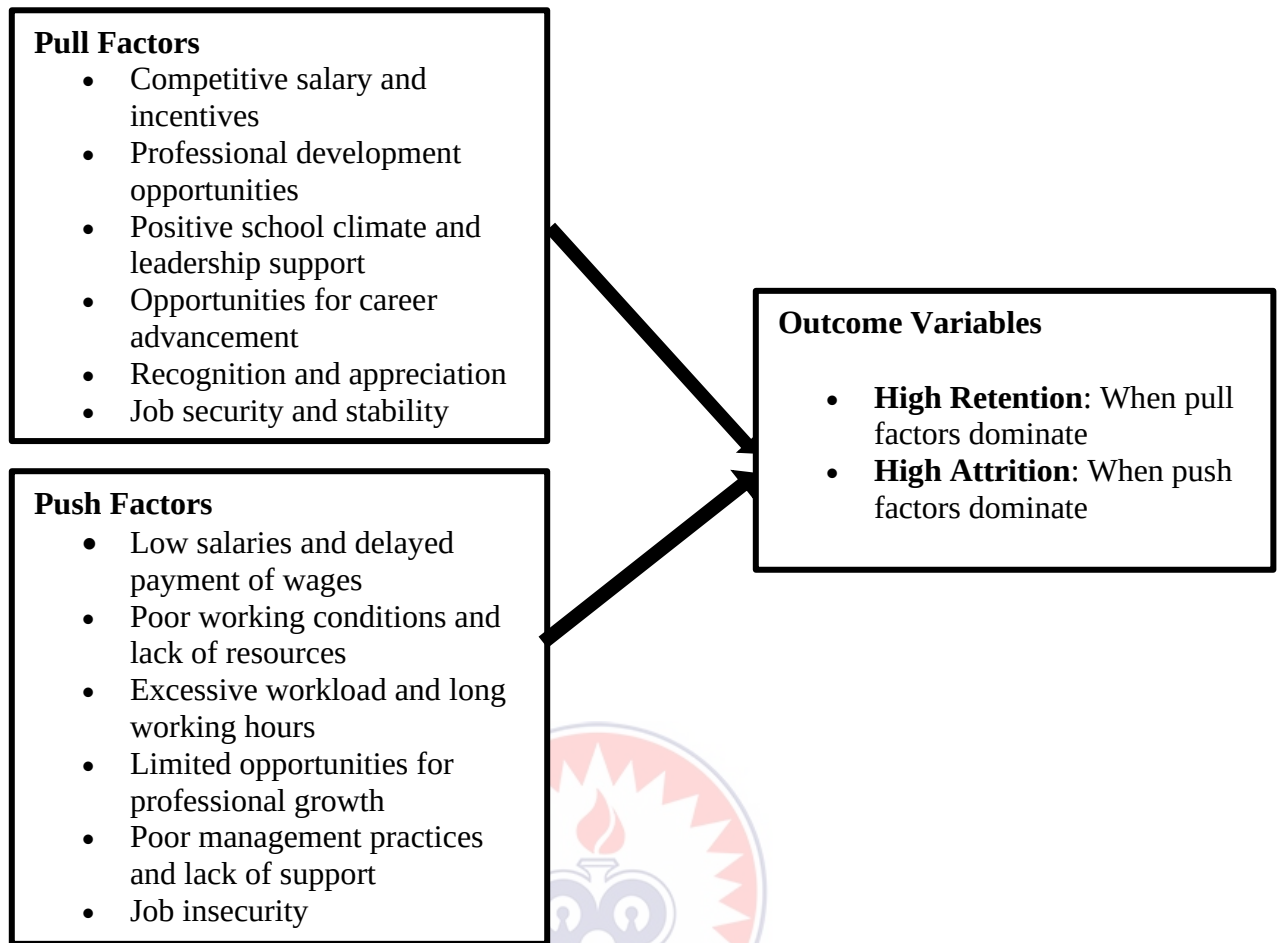


Figure 1: Conceptual Frame Work for the study

Source: Adapted from Prashant (2009)

2.5 Chapter Summary

This chapter reviewed existing literature on teacher recruitment and retention in private basic schools in Ghana. The concepts of recruitment and retention were clearly defined, and the role of private basic schools within Ghana's educational landscape was examined. Studies on recruitment practices in these schools were reviewed, highlighting the challenges and strategies commonly employed.

The chapter also discussed theoretical frameworks relevant to the study, including Tinto's Teacher Integration Model, Astin's Teacher Involvement Theory, and the Iceberg Model of Competency, with emphasis on their application to understanding teacher recruitment and retention. Evidence from prior studies shows that factors such as salary, incentives, working conditions, and professional development opportunities significantly influence teachers' decisions to accept and remain in positions within private basic schools.

Overall, the literature underscores the complexity of teacher recruitment and retention, shaped by both institutional and individual factors. These insights provide a foundation for the present study, which seeks to explore these issues within the context of private basic schools in the Awutu Senya East Municipality.



CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter discusses the strategies and particular procedures used to accomplish the study's goals. These comprised the study methodology and design, data collecting equipment and technique, target population, venue selection, participant selection, sample size and sampling procedure, data sources and data analysis method. Additionally, this chapter presents the research area's profile. The chapter opens with a description of the study's philosophical assumptions and ends with research ethics observed during the data collection.

3.1 Research Paradigm

A researcher's choice of methodology is underpinned by one's philosophical and theoretical positions regarding knowledge and how it would be gained (Kusi, 2012 p. 11). It is also known as worldviews (Creswell, 2009), others have it as paradigms (Lincoln & Guba, 2000, Mertens, D. M. (2010).: ontologies and epistemologies (Crotty, 1998), or broadly conceived as research methodologies (Neuman, 2000). These positions influence decisions regarding research approach and choice of method and frames for analysis among others and guide research design at all stage.

The nature of the research problem, the purpose, research objectives and research questions, as well as the research methodology informed the reason for choosing interpretivist-positivist philosophical approach. Bryman (2012) emphasized that pragmatism is concerned with what works when finding solutions to a problem, instead of strict adherence to positions as with positivism and interpretivism. In other words,

pragmatism underpins the mixed methods approach to research and uses pluralistic approaches in acquiring knowledge (Creswell & Creswell, 2017).

The study adopted the Pragmatic Paradigm also known as the mixed methods. The pragmatic paradigm places "the research problem" as central and applies all approaches to understanding the problem (Creswell, 2003). With the research question 'central', data collection and analysis methods are chosen as those most likely to provide insights into the question with no philosophical loyalty to any alternative paradigm.

3.2 Research Approach

The mixed method approach was used for the study considering what the researcher sought to achieve as well as its underlined benefits. Mixed methods research is the type of research in which a researcher combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and support. Bryman (2008) was of the view that "Mixed method research is the research approach in which quantitative and qualitative data or techniques are combined or mixed in a single research study or in a set of closely related studies" (p.56). Again, Creswell and Creswell (2017) reiterate that mixed method is employing the combination of qualitative and quantitative approaches.

According to Kothari (2014) the overall goal of mixed methods research, combining qualitative and quantitative research components is to give better understanding of results. The mixed method was chosen on the grounds that the combination of qualitative and quantitative methods enabled the researcher to crosscheck the data that was gathered by different methods thereby, making the results of the study valid and credible. The quantitative aspect of the study dealt with factors that attract and retain

teachers into private basic schools in the study area. The qualitative approach investigated means private basic schools use to attract teachers and background checks in the selecting process in the Awutu Senya East Municipality.

3.3 Study Design

Research design is a master plan outlining the method and procedure for collecting and analyzing the needed information for a study (Bryman, 2008). Creswell (2017) notes that a good research design ensures the information obtained is relevant to the research problem, and that it is collected by objective and economical procedures. As a result, to the assertion of Creswell (2017), Johnson and Christensen (2017) emphasized that the research design as a product should be of sufficient quality to achieve multiple validities and legitimation.

The design adopted for this research is the concurrent parallel mixed method design. The considerations that warranted the adoption of this design include the nature of the research questions, the data required to answer them and the philosophical assumptions underlying the entire research. The design also used pluralistic methods of data collection and analysis to produce knowledge about the problem. The rationale is that “a complete picture could not be generated by any one method alone” (Bryman et al., 2008). In concurrent parallel mixed methods, two or more methods are used to confirm, cross-validate, or confirm findings within a study (Creswell, 2009, Kuranchie, 2021).

3.4 Study Site/Area

The Awutu-Senya East Municipal Assembly (ASEMA) was created in 2012 after being carved out of the former Awutu-Senya Assembly and formally established as a municipality in the same year.

According to the 2021 Population and Housing Census (PHC, 2021), the municipality has a population of 236,527, comprising 115,530 males and 120,997 females. It covers a land area of 62.19 km² with a population density of 3,803 persons per km² and an annual growth rate of 7.5% between 2010 and 2021. A later estimate reports the population at 486,384, with females numbering 252,919 (52%) and males 233,464 (48%) (PHC, 2021).

Awutu-Senya East is located in the south-eastern part of Ghana, about 31 km from Accra. Major settlements include Opeikuma, Adam Nana, Ofaakor, Akweley, Walantu, and Zongo. The municipality also functions as a business hub for surrounding urban centres such as Senya, Bawjiase, Jei-Krodia, Awutu Bereku, and Bontrase (Nyasulu, 2012).

Population growth in the municipality has been influenced by the “spillover effect” of the expanding Accra-Tema metropolitan area since 2010 (PHC, 2021). Economically, the municipality hosts a large market, with a considerable proportion of residents engaged in trading. Agriculture also plays a central role, with potential in agro-processing activities including pineapple, maize, vegetables, and cassava processing.

The municipality contains a range of educational institutions, from crèche to tertiary level. These include Daystar Preparatory, Onua Francis Basic School, Young Executive, Peculiar International School, Best Care International, Millennium School, and The Nest, among others. According to the PHC (2021), approximately 68% of the population has attained education up to the Senior High School level.

The Awutu-Senya East Municipality was selected for this study for three main reasons. First, each settlement contains not fewer than six private basic schools, many of which employ teachers without professional training. Second, the municipality has experienced rapid population growth in the last decade (GSS, 2021), which has increased demand for educational infrastructure and services. Third, the municipality has been identified as one of the rapidly urbanizing centers in West Africa, making it an appropriate case for examining teacher recruitment and retention dynamics.

3.5 Population

According to Kothari (2014), research population can be defined as a group of individuals or people with the same characteristics and in whom the researcher is interested. To Kara-Junior. (2014) a population is the aggregate of all cases that conform to some designated set of specifications. It is, therefore, a general “collective term that is used to describe the total quantity of things (or cases) of the type which are the subject of a study” (Creswell, 2017). Yin (2017) emphasized that a population can consist of certain types of objects, organisations, people or even events (p. 53). It also consists of all cases of individuals or elements that fit a certain specification.

The population for the study was the head teachers and teachers of private schools in Awutu Senya East municipality. The target population was head teachers and teachers of private basic schools in the Awutu Senya East municipality. The accessible population was, head teachers and teachers of private basic schools in Akweley, Adam Nana, New market, Obom Road, CP and Opeikuma.

3.5.1 Inclusive and Exclusion Criteria

The inclusion criteria were, head teachers and teachers who have been at the private basic level for a minimum of two years. They were also supposed to be working in the private basic schools on full time. Those who have not been in the position for the stipulated period and were part timers were excluded in the study.

3.6 Sample and Sampling Technique

Sandy (2020) observes that sampling is the use of definite procedures in the selection of a part for the express purpose of obtaining from its description or estimates certain properties and characteristics of the whole. It involves a careful examination and selection of the units of a phenomenon to study.

A sample of (431 four hundred and thirty-one teachers was selected for the study. The multi-stage sampling technique was employed for the selection of the sample. This was based first on a cluster sampling approach, followed by random and purposive sampling techniques. Kothari (2014) argued that the cluster sampling technique is useful when there is a need to sample a population that is dispersed across a wide geographic region. In the case of Awutu Senya East municipality, private basic schools are dispersed across the area. By employing the cluster sampling technique, the researcher first of all divided/ the entire population into different clusters, which comprised the suburbs in Awutu Senya East municipality.

Secondly, five clusters (suburbs) were selected through simple random. Finally, the researcher randomly selected a school from each of the five clusters. After obtaining the total population of private basic schools in the study area as well as population of teachers in these schools, the Yamane (1967) method was used to calculate the sample size for the survey. This is presented as:

$$n = \frac{N}{1 + Ne^2}$$

Where, “n” represents the required minimum sample size subject to calculation, and “N” is the size of the target population of which a sample is drawn, that is, the total number of head teachers and teachers of private basic schools in the Awutu Senya East municipality. The letter ‘e’ which is the ‘margin of error’ largely depended on the required confidence level targeted by the study. Usually, a confidence level of 97% is adopted. The ‘e’ value would be 3% (0.03) at 97% confidence level. In this study, 97% confidence level was the target. Based on the statistics of the National Association of Private Schools in Ghana (2020), the estimated population of teachers of private basic schools in Awutu Senya East municipality was 2,400. Using the population of teachers of private basic schools in Awutu Senya East municipality to be 2400, the minimum sample size was estimated as follows:

$$n = \frac{N}{1 + Ne^2} = \frac{2400}{1 + 2400(0.03)^2} = \frac{2400}{24} = 100$$

During data collection, four hundred and thirty-one (431) people voluntarily participated in the study by responding to the questionnaire. This was a situation of over sampling with an advantage of strengthening the generalizability of the findings which is usually associated with the use of larger sample sizes in quantitative studies (Dattalo, 2008; Tipton et al, 2017).

The purposive sampling technique is the deliberate choice of a participant due to the qualities the participant possesses. It is a non-random technique that does not need underlying theories or a set number of informants. In this regard, the researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of knowledge or experience. The purposive sampling

technique was employed to select head teachers of the selected private basic schools in the study area. In the case of the qualitative inquiry, the selection of participants was based on saturation. In this regard, twelve (12) participants comprising head teachers of the private basic schools who were randomly selected participated in the interviews.

3.7 Instrumentation

In this study primary data was used. The primary data came from the field work using author's developed structured questionnaires and interview-guides. In line with Yin (2017), the questionnaire consists of both open and closed-end questions while the interview-guide consists of unstructured questions. The decision to use the above was influenced by the assertion of Yin (2017) that close and open-ended and flexible questions are likely to get more detailed responses; and therefore, provide better access to interviewees' views, understandings, experiences, perceptions and interpretations of events.

3.8 Validity and Reliability

Reliability, according to Creswell and Creswell (2019), is the extent to which a research instrument yields similar results whenever it is employed to elicit data under constant conditions while validity refers to the extent to which the research instrument records what it is intended to record (p. 67). Face and content validity were used to ensure validity of the instrument. Validity of the questionnaire was ascertained by discussing the questionnaire items with relevant experts and supervisor for further assessment and consideration before use.

3.8.1 Pre-Testing of Instrument

The study questionnaire was pre-tested in five private basic schools within the study area which were not part in the actual study before the actual data collection. Kothari (2014) advised that it is always suitable to pre-test an instrument before administering it to eliminate ambiguities and errors in data collection and to ascertain the validity of the instrument. The pre-testing was carried out to ascertain how long it took participants to complete the questionnaires and whether the instructions and items were clearly understood. The feedback received was used to improve the instrument by making the right corrections and adjustments in the final write-up to increase the level of validity.

Pre-Testing results

Reliability of the questionnaire was determined through internal consistency of items using the Cronbach's alpha coefficient estimation (Coefficients of $r = 0.76$ indicated that the instrument is reliable (Yin, 2017). The analysis of the pre-testing yielded a reliability coefficient of 0.82, which falls within the acceptable range as Yin's (2017) recommendation. Consequently, the questionnaire was regarded as efficient to be used to gather data from the selected private basic schools for the main study.

3.9 Data Collection Procedure

Data was collected by the researcher during one month of field work. Participants were selected for data collection as per the inclusion criteria. The quantitative data were collected from the basic school teachers using the author-developed questionnaires. The questionnaires were self-administered to each participant and were collected over a period of two days to ensure flexibility in data collection with the believe that such approach will yield honest responses when the participants response to the questions in a relaxed manner.

Selection of respondents in the case of the qualitative data collection were also done as per the inclusion criteria. The data collection approach was by the use of face-to-face interviews conducted with the head teachers using the author-developed Interview Guide. Appointments were booked with each respondent in the respective schools before data collection and interview schedules were done for each school, where the interviews were held on an agreed date and time. With permission from the respondents, all interviews were recorded and later transcribed for analysis.

The days spent on data collection and the duration of the interviews varied from school to school based on the number of interviews and questionnaires administered. On average, three (3) days (2 days for questionnaire administration and 1 day for interviews) were spent in each school for the data collection. Each interview session lasted an average of 40 minutes.

3.10 Data Analysis

According to Creswell (2017), analysis is a detailed study or interpretation of the information set before you. To Cohen, M. X. (2014). Data analyses involve transcribing the recorded data, coding and organizing the data under themes in the case of the qualitative data. Both quantitative and qualitative data was gathered for the study using questionnaires and interviews.

With regard to the quantitative data, after cleaning up the data from the questionnaire survey and correcting the mistakes detected in the filling of the questionnaires, the data was coded and feed into SPSS 22.0. Windows. Factor analysis and logistic regression were used to analyze the quantitative data obtained from the questionnaire administration. The factor analysis was done to check the loading of variables to ascertain the factors that attract teachers into the basic schools in area while the logistic

regression analysis helped to predict the influence of background characteristic on retention of teachers in the basic schools.

The qualitative data from interviews conducted with the head teachers was analyzed manually by transcribing the interview recordings, making summaries of the views of the respondents and supported these with relevant quotations that captured these views. The analysis was organized under themes derived from the data and the research questions that guided the entire investigation.

3.11 Trustworthiness

The trustworthiness of results is the bedrock of high-quality qualitative research (Anney, V. N. 2014). According to Rourke & Anderson (2004) demonstration of the trustworthiness of data collection is one aspect that supports a researcher's ultimate argument concerning the trustworthiness of a study. The aim of trustworthiness in a qualitative inquiry is to support the argument that the inquiry's findings are "worth paying attention to" Cope, (2014) again they have proposed four alternatives for assessing the trustworthiness of qualitative research, that is, credibility, dependability, conformability, and transferability. In 1994, the authors (Elo et al) added a fifth criterion referred to as authenticity (Elo et al, 2014).

Dependability refers to the stability of data over time and under different conditions. Conformability refers to the objectivity, that is, the potential for congruence between two or more independent people about the data's accuracy, relevance, or meaning. Transferability refers to the potential for extrapolation. It relies on the reasoning that findings can be generalized or transferred to other settings or groups. The last criterion, Authenticity refers to the extent to which researchers, fairly and faithfully, show a range of realities Cope, (2014).

In addressing credibility, all participants were taken through the same main questions, same introduction, debriefing with informants and any additional information was taken into consideration during the analysis. The participants interviewed to the point at which data saturation is achieved. All interviews were audio-recorded and transcription made for each interview. To allow transferability, the researcher provided sufficient detail of the context of the fieldwork for a reader to be able to decide whether the prevailing condition is similar to another situation with which he or she is familiar and whether the findings can justifiably be applied to another setting.

To achieve confirmability, the researcher paid keen attention to the data analysis so that the findings that would emerge from the data would be independent of personal predispositions. Again, dependability is the extent to which the study could be repeated by other researchers and that the findings would be consistent. In other words, if a person wants to replicate my study, they should have enough information from my research report and also obtain similar findings as my study has done.

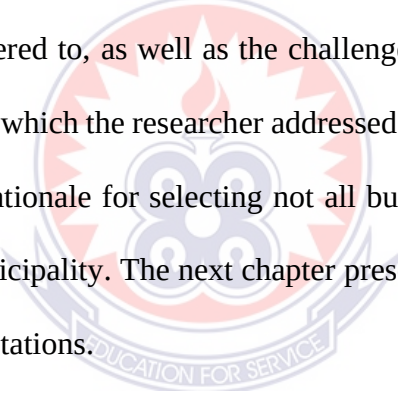
3.12 Ethical Consideration

Approval for the study was obtained from the Department of Educational Administration of the University of Education. An official letter was also submitted to the Awutu Senya East District Education Office for permission to collect data from the selected institutions to which they obliged. The researcher assured the officials concerned that measures would be taken to ensure that data collected would be treated with maximum confidentiality. In addition, the researcher agreed to preserve the anonymity of informants who so wished, especially those who would voluntarily offer information on sensitive issues of the research. Moreover, all participants signed an informed consent to participate in the study and they were made aware of their right to

withdraw from the study at any point in time. Participants' safety was assured and confidentiality of responses was ensured. They were informed that recordings would be available and accessible only to the researcher and the supervisors for academic purposes.

3.13 Chapter Summary

This chapter presented a detailed description of the research process that was employed in this study. The researcher described where and how the study took place and how it was set up. The chapter also discussed and justified in detail the methodological approach, including the design, sample frame, instruments and method of data generation and analysis. In furtherance, the researcher described the manner in which ethical issues were adhered to, as well as the challenges encountered during the field work and the manner in which the researcher addressed such challenges. Moreover, the chapter presented the rationale for selecting not all but some few of the towns in the Awutu Senya East Municipality. The next chapter present the findings, including their discussions and interpretations.



CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter presents the data analysis and key findings from the study. The analysis was done in line with the Demographic Characteristics of Respondents as well as the following research questions set to guide the study.

RQ1: What means do private school basic schools in Awutu Senya East municipality use to attract teachers?

RQ2: What background checks do private basic schools in Awutu Senya East municipality do in the teacher selection process?

RQ3: What are the factors influencing recruitment of teachers into private basic schools in Awutu Senya East municipality?

RQ4: What factors influence the retention of teachers in private basic schools in Awutu Senya East municipality?

4.1 Demographic Characteristics of Respondents

Table 1 provides an overview of demographic data deemed relevant for the study. It highlights key factors such as gender, age, educational qualifications, teaching experience, the duration of teaching in their current school, and professional qualification.

Table 1: Demographic Data

Demographic Variable		Frequency	Percent (%)
Age	20-25 years	85	19.7
	26-30 years	163	37.8
	31-35 years	97	22.5
	36-40 years	33	7.7
	41 years and above	53	12.3
Total		431	100
Gender	Male	164	38.1
	Female	267	62.0
Total		431	100
Highest academic qualification	WASSCE	139	32.3
	Bachelor's degree	236	54.8
	Master degree	19	4.4
	Doctorate	3	0.7
	Other (Diploma etc.)	34	7.9
Total		431	100
Teaching experience	1-5 years	144	33.4
	6-10 years	174	40.4
	11-15 years	64	14.9
	16-20 years	28	6.5
	20 years and above	21	4.9
Total		431	100
Period of teaching in the school	1-5 years	284	65.9
	6-10 years	118	27.4
	11-15 years	15	3.5
	16-20 years	9	2.1
	20 years and above	5	1.2
Total		431	100
Professional status	Professional teacher	235	54.5
	Non-professional teacher	196	45.5
Total		431	100

Source: Field Data (2023)

The age distribution in Table 1 shows that the largest age group of participants falls within the 26-30 years' bracket, accounting for 37.8% of the total respondents whilst the least age group was between 36-41 years constituting 7.7% of the sample. In terms

of gender, the data showed a significant majority of female respondents (62 %). Regarding educational qualifications, the data revealed that a substantial portion of the respondents (54.8 %) held a bachelor's degree while a fraction (0.7 %) had a doctorate degree. Regarding the teaching experience of the respondents in terms of years, the majority fell within the 6–10-year range, representing 40.4% of the sample. In terms of the period spent teaching in their current school, a significant majority (65.9 %) had been there for 1-5 years while a minority 20+ years constituted 1.2% of the sample. Regarding professional status, 54.4% of respondents identified themselves as professional teachers although there were no evidence of their professional certifications to prove their claims.

4.2 Analysis of Research Question

RQ1: What means do private basic schools in Awutu Senya East municipality use to attract teachers?

The first objective of this study focused on the means of attracting teachers into private basic schools. Qualitative data was gathered from head teachers of different private basic schools in the municipality to determine the various means of attracting teachers into their schools.

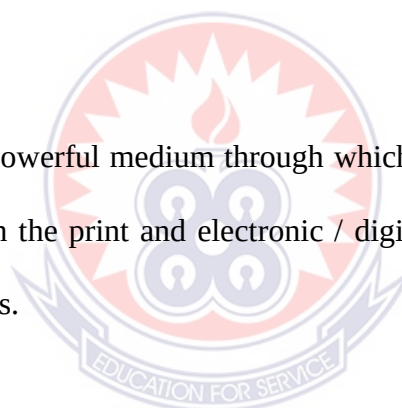
Regarding the means of recruiting teachers into private basic schools, it was found that the schools use various means to attract teachers in the schools. Their strategies starting from notification of vacancies, receiving of applications, selection of potential candidates, interview and appointment. Declaration or notification of vacancies is key to the success of every organisation. Private basic schools send notification through print media, flyers, posters etc. to attract prospective candidates.

After the notifications or advertisement, the schools receive applications from the candidates for selection process. The selection process helps in identifying the qualified applicants for onward invitation for interview. During the interview, lots of preparation goes into getting the best candidate for employment. The panel members usually consist of retired educationist, head of the school, assistant head and if possible the proprietor of the school.

It was found that the medium for advertising vacancies to attract teachers varies among the schools. While some resorting to print media others use digital platforms such as school websites, What's Up platforms, and Facebook. Below are the responses from some head teachers:

Media

Media is said to be a powerful medium through which one can get to large audience. Head teachers use both the print and electronic / digital media to attract prospective teachers to their schools.



Print Media

This mode of advertisement was found to have been used by most of the private basic schools as a means to attract teachers into their schools although a few continue to use the print media particularly the newspapers in recent time. Some responses from the heads with respect to print media use are as follows:

“We don’t have any digital platform but if there is any vacancy, we print the information and paste it at vantage points to notify interested people”. (Head teacher 3).

‘The information needed by any candidate is printed and pasted around to attract teachers. This is a very effective way of getting teachers in our school’ (Head teacher 6)

'It is very expensive using digital platforms that is why we print on papers and post at vantage points. We still the teachers any way.' (Head teacher 9)

Flyers and Posters

Flyers and posters are equally important means of attracting teachers by the private basic school. It was realised from the interview that posters were also means of attracting teachers into the various private basic schools as a significant number of the school heads frequently use this advertising means. Some participants indicated that:

"When we want teachers, we prepare flyers and put them on walls and other places where people can see them" (Head teacher 4).

"we usually develop attractive posters each academic year and circulate at various vantage places in and around Awutu Senya East municipality with the hope of advertising the school to attract teachers and pupils.....though this approach sometimes attracts unqualified people coming to make enquiries for recruitment, it gives us the desired results" (Head teacher 5).

"Posters are very easy and affordable to make. We usually develop them in-house and put at various vantage places to attract teachers. Once we develop them sometimes they remain where they are put for years even if we don't want teachers" (Head teacher 7).

Electronic/ Digital Platforms

In a technological age, the use of digital platforms for advertisement were very common in the private basic schools as a means of attracting the teachers into the schools. It was notice that this method is not only cost effective but convenient and has a lager coverage to reach the target groups. The following responses emerged when the head teachers were interviewed on the use of Electronic/ Digital platforms for teacher recruitment adverts:

"Yes. We do have. We advertise vacancies on the school's website and we also received applications through the school's email account" (Head teacher 5).

“Yes. We have developed a school website through which most of our applications are received”. (Head teacher 8)

“Yes we have social media platforms such as Facebook, twitter, and instagram through which applicants can use. This is very attractive to the young ones who are technologically incline”. (Head teacher 2)

We utilise specialised job posting websites like LinkedIn to advertise position. These platforms allow us to attract as many teachers as possible”. (Head teacher 10).

Referrals

Referrals were also observed as means of attracting teachers into the private basic schools. These referrals were either informal (by word of mouth) or formal (written references/testimonials) some head teachers in the schools visited for the interviews admitted that the process is an effective means of attracting teachers into their schools and that they were very such of the behaviour and capabilities of the referred teachers since the referrals usually come from reputable people in society. Probing into advertisements using referrals it was reported that:

“most of the teachers we have in this school came through referrals. They came indicating that they were referred to the school for consideration because they were told there were vacancies for teachers” (Head teacher 8).

“We have a policy in this school not to advertised teacher vacancies but rather use referral networks to attract potential teachers.... this over the years, we notice this approach is very cost effective and brings us good teachers with the qualifications that we expect in the school” (Head teacher 9).

Unsolicited Application

Walk-in or unsolicited teacher appointment applications were relatively becoming common in the study location. The head teachers' interviewed indicated that, they do not go out to attract teachers into their schools rather, the prospective applicants come themselves daily with application letters looking for teaching vacancies in their schools

and these applications are usually kept for future use. Some head teachers explained that:

“We usually receive not less than eight applications from young university graduates seeking teacher employment in this each week. In some cases, we employee them. But in situation where no vacancies exist the applications are kept for future use” (Head teacher 10).

“Most of our long serving teachers here came in as walk-in applicants seeking employments. In some cases, their applications were kept for about two years before they were contacted for interviews. Surprisingly, some of them resigned from where they were teaching to take new appointments in this school.....I wouldn’t say we are the best, it’s just that our standards and conditions of services are competitive and relatively good to attract teachers” (Head teacher 1).

Recruitment Agencies

Recruitment agencies were also observed as one of the reported effective means of attracting teachers into the private basic schools in the study area. As explained some of the schools that adopted this method were of the view that it is easier and takes of the burden from the school directly since the recruitment agency has very stringent criteria for selecting the best teachers for the school. Some head teachers interviewed stated the following:

“Our school is very big and responsibilities are many so we prefer engaging the recruitment agencies to source for teachers for us. We have been using the means for three years now and it works for us” (head teacher 2)

“ohh that, our school is too young to use these recruitment agencies. It more expensive and not sure of the calibre of teachers they might bring to us, for now we prefer doing it ourselves. Maybe we may consider that in the future” (head teacher 6)

“Is possible to use recruitment agencies but as a school, that is not an option we want to consider now” (head teacher 11)

RQ2: What background checks do private basic schools in Awutu Senya East municipality do in teacher selection process?

The private basic schools seem to appreciate checking the background of potential applicants. They conduct background checks on prospective teachers to make sure they meet certain standards that will help maintain safety and reputation of their schools.

The head teachers indicate that, they have means of checking the backgrounds of their applicants. These include verifying the certificates and testimonial of applicants to ensure they are genuine and authentic, questions posed during interviews, inquiry from previous employment, scrutiny of CVs and referees.

Verification of Certificates

Certificate and credential verifications have become a common practice in the study area. It was noted that, during selection interviews, the prospective applicants are asked various probing questions to be sure of their certificates, qualifications and teaching experience some of the head teachers explained this observation as follows:

“I have contacts at the West African Examination Council and the various universities in Ghana so we always do a certificate verification check before appointment letters are issued. So far we have not experienced any kind of fraud since I started heading the school” (Head teacher 7).

“I always contact each applicant’s former school to find out about the applicant and to confirm if the testimonial is authentic or not” (Head teacher 8).

1. Questions posed during the interview

During interviews, assessors are very interested in uncovering hidden behaviours or potentials of the applicants. They endeavour to find out the capabilities of the applicants that can be of use to their schools as well as the negative behaviour that could jeopardize the progress of their school. From the responses of the applicants, they can discover the

hidden characteristics of the applicants. Apart from these, head teacher who have employed over 20 teachers within his 2 years' turner said:

"The person may mention all these good things about themselves but we can't justify what they say immediately. So, what we do is to put them on probation for three months under strict observation" (Head teacher 8).

Here are some other quotes from the head teachers that buttress these findings:

"Yes. We do. We get that information during the interview when we ask them to talk about their likes and dislikes. We also let them tell us about the extra-curricular activities that they are interested in. This is the point where they mention that they love football or music as well as what they dislike or their weaknesses. We believe that someone might not be too good at teaching but could be helpful in terms of extra-curricular activities. We give such people the chance" (Head teacher 9).

"Yes. We do that through the interviews. On the other hand, if the applicant has not taught in any private school, especially, the fresh SHS graduates, we consider how he/she responds to the interview questions. (Head teacher 9).

"When we invite an applicant for an interview, we unleash our ability to psyche individuals. While they respond to a series of thought-provoking questions, we can identify certain hidden traits. (Head teacher 1).

Personally, during interviews, I ask thought-provoking questions to observe how the applicant may react. Even though we are not able to do a full assessment of the person's behaviour these strategies give us convincing data for our decisions" (Head teacher 3).

"Errm. To some extent yes. If the person has a working history, we try to find out why he left his previous job. The responses to such questions tell us a lot about them. Also, from their responses to the interview questions, we identify different potentials in their teaching. For instance, we may identify that he/she may not be good in teaching but could work perfectly in the administration department" (Head teacher 2).

Inquiries from previous employment

In addition, the certificate verification, the head teachers interviewed also confirmed that they do various background checks from applicants 'previous employments, schools attended as well as criminal checks from the Criminal Investigation Division (CID) of the Ghana Police Service to ensure they eliminate people with unscrupulous behaviours during the selection process. Some head teachers further indicated that:

"Sometimes we call the immediate previous school to enquire about why he/she has left. If there is no negative report from them, that is when we invite him/her for an interview". (Head teacher 2).

"Yes. Especially those who have taught in other schools. Some have taught in schools within this area so we know the head teachers. We call to find out about them" (Head teacher 5).

"Yes. Sometimes we do background checks from the previous workplace of the applicant. We can get certain information about the applicant that could serve as the basis for recruiting him/her or not." (Head teacher 7).

Scrutinising CVs

Notwithstanding, several of the head teachers also mentioned that they do thorough scrutinising of the curriculum vitae of applicants looking for relevant work experience and exposure. Some of the responses received from the head teachers in this regard were:

"We only do the background check from their CV. (Head teacher 3).

"The CV of these prospective applicants are so rich that upon reading it is possible to pick elements that may reflect the behaviour of the applicant" (Head teacher1).

"When it comes to where they write about their hobbies, it is easy to know the kind of person that the applicant may be". (Head teacher 9).

Referees

Referees reports were also key in the teacher recruitment process in the study area. Some of the head teachers mentioned that they also do a background check by making inquiries from applicants' referees stated in their curriculum vitae. Some of the head teachers said:

"Call is placed to the referees as indicated on the applicant's CV to verify the academic claims"
(Head teacher 6).

"Yes, we do check from their referees. Sometimes we also ask them to tell us why they left their previous school" (Head teacher 4).

We call their referees but call their previous schools for information, we have not done that before".
(Head teacher 1).

"Sometimes we call their referees and that is how we get to know that they have certain behaviours that were not identified during the interview" (Head teacher 6)

"Yes. Sometimes we do background checks from the referees" (Head teacher 7).

Demonstration Lessons

The competencies of teacher applicants are of key concern to all the head teachers interviewed. They indicated that 'paper qualifications' (academic certificates) may be misleading in modern days hence they go an extra mile to test the competencies of all applicants during interviews through Demonstration lessons. Some of the respondents recounted that:

"Sometimes we take the person to the class for a teaching session. From such activity, we are also able to know the individual from the onset" (Head teacher 1).

"Yes. We can do that when the applicant demonstrates his/her teaching capabilities by teaching the panel. As the teacher teaches, we can assess his behaviour and demeanour" (Head teacher 7)

“Again, we also send the teacher to the class to demonstrate to us how teaching is done. If he/she has some level of knowledge and other characteristics of good teachers, we give him/her the opportunity” (Head teacher 10).

In the recruitment process, the head teachers mentioned that they use multiple strategies to ascertain whether a candidate is qualified for the job or not. It was discovered that they use face-to-face interviews as the main instrument and other tools like aptitude tests and lesson demonstrations to assess the applicants. When asked about how they recruit their teaching staff, some of the head teachers said:

“Well, the recruitment process is in two sessions. First, an interview is organized for the applicants to interact with our team. After this interaction, we move on to the next fold where the teacher engages in a practical activity where he/she teaches the panel” (Head teacher 2).

“We normally do aptitude tests on Mathematics and English Language and afterward, we conduct one-on-one interviews and based on their performance we select the best” (Head teacher 3).

“After we interview them, we also give them some topics to teach us to find out if they have the confidence to teach” (Head teacher 4).

“Whenever there is a vacancy, we just go through old applications and call the applicants till we get those who are still willing and available to work with us. We organized an interview and selected the best” (Head teacher 5).

During the interview, questions are asked to test knowledge and attitude of the candidates.

A female head teacher who has recruited more than 12 teachers within 5 years shares her experience by saying that:

“We have a team that includes myself, the administrator, the PTA chair. We normally do advertisements when there is a vacancy. This helps us get applications from many people so we get a lot of people to choose from. After we receive applications, we sit down to select some candidate for interview and employ the candidate that pleases us” (Head teacher 1).

Another teacher who has recruited more than 20 teachers within 2 years of being a head teacher also confirmed this finding by stating that:

“The procedure here is that myself, one retired educationist, and the director’s assistant conduct interviews after we have advertised and shortlisted some applicants. If we get what we want from any of the candidates, we offer him/her an appointment” (Head teacher 2).

RQ3: What are the factors influencing recruitment of teachers into private basic schools in Awutu Senya East municipality?

To check the strength of the inter-correlation among the variables, the Correlation matrix was inspected for evidence of co-efficient greater than 0.3. From the Correlation matrix as illustrated in table 2, it is seen that there are many correlations co-efficient of 0.3 and above. This means that it was appropriate to conduct the factor analysis.

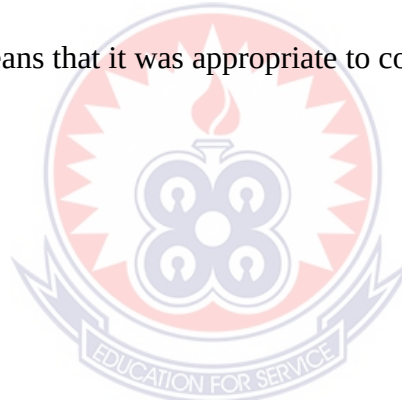


Table 2: Correlation Matrix

Correlation Matrix		School environment	Professional Development	Student population	Salary/remuneration	Student Population	Teacher parent relationship	Lack of retirement benefits	Health care benefits	Proximity from home to work	Student performance	Teacher parent relationship	Healthcare benefits	Work flexibility	School management support	Caliber of co-worker	Lack of teaching/learning	Caliber of co-workers	Proximity from home to work	Career development	Compensation package
Correlation	School environment	1.000	.283	.375	.215	.361	.225	.018	.176	.243	.292	.473	.189	.219	.209	.306	.019	-.041	.024	.246	.158
	Professional Development	.283	1.000	.142	.410	.237	.289	-.110	.248	.167	.225	.111	.234	.336	.429	.224	-.061	.039	-.007	.360	.238
	Student population	.375	.142	1.000	.243	.386	.209	-.004	.212	.131	.303	.293	.288	.193	.130	.224	-.065	-.087	.065	.211	.214
	Salary/remuneration	.215	.410	.243	1.000	.390	.398	-.114	.472	.338	.294	.299	.444	.511	.465	.292	-.061	-.098	.088	.301	.470
	Student Population	.361	.237	.386	.390	1.000	.292	.050	.253	.162	.336	.279	.263	.340	.283	.276	-.095	-.086	.024	.114	.242
	Teacher parent relationship	.225	.289	.209	.398	.292	1.000	.019	.436	.343	.471	.436	.214	.248	.315	.410	.065	.051	.042	.351	.309
	Lack of retirement benefits	.018	-.110	-.004	-.114	.050	.019	1.000	-.084	.057	.028	.036	-.091	.049	-.071	.053	.278	.162	.219	.066	-.026
	Health care benefits	.176	.248	.212	.472	.253	.436	-.084	1.000	.283	.211	.355	.454	.357	.523	.361	-.122	-.093	.052	.424	.564
	Proximity from home to work	.243	.167	.131	.338	.162	.343	.057	.283	1.000	.316	.332	.234	.238	.172	.443	.102	.020	.291	.298	.321
	Student performance	.292	.225	.303	.294	.336	.471	.028	.211	.316	1.000	.329	.220	.309	.220	.361	-.020	.037	.026	.270	.286
	Teacher parent relationship	.473	.111	.293	.299	.279	.436	.036	.355	.332	.329	1.000	.331	.137	.172	.353	.060	-.081	.015	.224	.318
	Healthcare benefits	.189	.234	.288	.444	.263	.214	-.091	.454	.234	.220	.331	1.000	.295	.412	.120	-.009	-.119	-.049	.254	.516
	Work flexibility	.219	.336	.193	.511	.340	.248	.049	.357	.238	.309	.137	.295	1.000	.389	.243	-.054	-.091	.036	.280	.295
	School management support	.209	.429	.130	.465	.283	.315	-.071	.523	.172	.220	.172	.412	.389	1.000	.219	-.165	-.127	-.064	.285	.382
	Caliber of co-worker	.306	.224	.224	.292	.276	.410	.053	.361	.443	.361	.353	.120	.243	.219	1.000	.036	.036	.148	.381	.283
	Lack of teaching/learning	.019	-.061	-.065	-.061	-.095	.065	.278	-.122	.102	-.020	.060	-.009	-.054	-.165	.036	1.000	.274	.173	.076	-.023
	Caliber of co-workers	-.041	.039	-.087	-.098	-.086	.051	.162	-.093	.020	.037	-.081	-.119	-.091	-.127	.036	.274	1.000	.326	.104	-.029
	Proximity from home to work	.024	-.007	.065	.088	.024	.042	.219	.052	.291	.026	.015	-.049	.036	-.064	.148	.173	.326	1.000	.044	.013
	Career development	.246	.360	.211	.301	.114	.351	.066	.424	.298	.270	.224	.254	.280	.285	.381	.076	.104	.044	1.000	.409
	Compensation package	.158	.238	.214	.470	.242	.309	-.026	.564	.321	.286	.318	.516	.295	.382	.283	-.023	-.029	.013	.409	1.000

Kaiser's criterion was employed to determine the components with eigenvalue of 1 or more. Prior to rotation, the assumptions were verified and the Barlett's Test of Sphericity were computed. The results of the analysis are presented in Table 3.

Table 3: KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.839
Bartlett's Test of Sphericity	Approx. Chi-Square	2559.901
	Df	190
	Sig.	.000

Table 3 shows that the KMO and Barthlet's test B (431) =2559.901, $p < 0.000$ and a Kaise-Meyer Oklin measure of Sphericity adequacy (KMO=.835). The KMO, 0.839 indicates the adequacy of the sample in table 3 suggested minimum value of 0.6 by Tabacnick and Fidell (2007). The KMO and Barthlet's test are 2559.901 with a significance value of 0.000. The results show that there is a correlation between the variables and it is possible for processing.

In Table 4, the total variance further explained the factors that influence the retention of teachers in private basic schools in Awutu Senya East municipality.

Table 4: Total Variance Explained

TOTAL VARIANCE EXPLAINED							
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings^a
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	5.555	27.776	27.776	5.555	27.776	27.776	3.820
2	2.004	10.022	37.798	2.004	10.022	37.798	1.825
3	1.445	7.223	45.021	1.445	7.223	45.021	2.771
4	1.143	5.715	50.736	1.143	5.715	50.736	2.184
5	1.068	5.340	56.076	1.068	5.340	56.076	3.650
6	.983	4.916	60.992				
7	.909	4.545	65.538				
8	.826	4.132	69.669				
9	.810	4.050	73.719				
10	.729	3.644	77.364				
11	.624	3.119	80.483				
12	.581	2.907	83.390				
13	.559	2.796	86.185				
14	.513	2.564	88.749				
15	.443	2.216	90.965				
16	.432	2.161	93.127				
17	.399	1.996	95.122				
18	.368	1.840	96.962				
19	.322	1.612	98.574				
20	.285	1.426	100.000				

A clear factor pattern and their loadings were observed in table 4. In table 4, the 20 items representing the five factors and their loadings are presented. Factor 1 comprises 5 items, factor 2 consists of 4 items, factor 3 is made up of 5 items, factor 4 comprises 5 items and factor 5 consists of 7 items and they range from .335 to .806. The five components solution explained a total of 56.076 percent of the variance in the factors that attract teachers into the private basic schools. The factors are teacher-parent relationship, healthcare benefits, Compensation, professional development and student population. In Figure 2, a scree test results depicting the most significant factors that attract teachers into the private basic schools was illustrated.

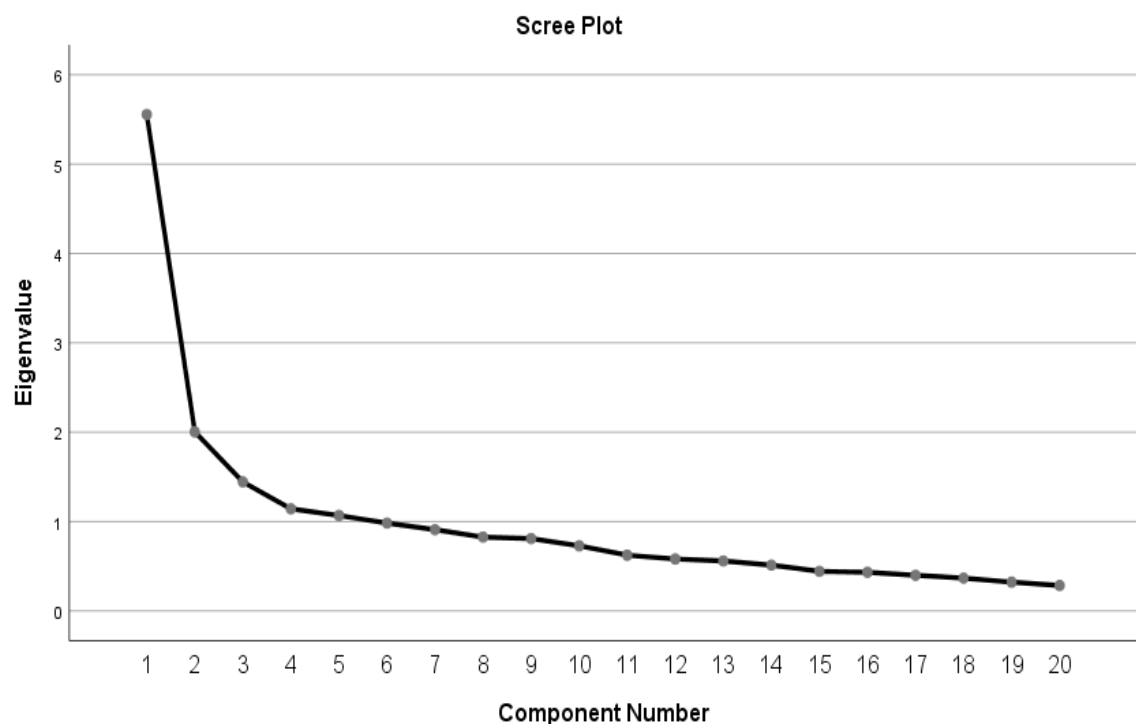


Figure 2: Scree Test Results

To aid the interpretation of these five components, a Varimax rotation was done. The rotated solution discloses a simple structure showing strong loadings and all variables substantially loading two components. The results depict that component 1 had the highest loading and component 5 had the least. Using Catell's (1966) scree test, it was

decided to retain five components. These are the most significant factors that attract teachers into the private basic schools.

Factors that influence recruitment of Teachers

The qualitative analysis of the factors that influence recruitment of teachers in the study area shows that the school environment is a significant factor that influences recruitment. Some of the head teachers believed that their school environment attracts people to apply for teaching jobs in their respective schools. They expressed this assertion by making the following statements:

“Sometimes people say when they see the edifice of the school, they feel that here is the right place for them. So, they come and work with us” (Head teacher 8).

“Apart from this, when the teachers see the interface of the school, they feel that they will be very comfortable when they work in the school” (Head teacher 9).

“From my experience, I can easily say the beauty of the schools and the facilities we have attract teachers” (Head teacher 10).

However, the responses of the head teachers interviewed indicate otherwise. From the interviews, some of the head teachers claimed that workload and pressure in the private school setting demotivate people from working in such an environment. These statements were made by some of the head teachers:

“Yes, I think the workload or pressure in the private school does not make the job look attractive to some people. They think teaching in private schools is difficult because of the load. As you know, in private schools, the teacher’s job is not limited to academic activities only. Other things increase the workload of the teacher (Head teacher 1). ”

“Some talk about the strict supervision, too much work, and high job expectations. Many people do not want to work under strict supervision and pressure. So, when they are unable to cope, they leave and talk about to others” (Head teacher 2).

“Some people are scared to teach in private schools because of how we do our things. Our priority as far as teachers are concerned is all about work, work, work. So, people think there is too much work in the private schools”
(Head teacher 3).

Notwithstanding, other factors such as students’ academic performance and the quest for employment were also mentioned in the interviews with the head teacher. Some believe that teachers get attracted to teach in their schools because of the outstanding performances of their students in the Basic Education Certificate Examination (BECE). To them, the main reason people apply to private schools is because they need employment. From these perspectives, several head teachers made statements like:

“There is one unique thing about this school that attracts people to apply for teaching jobs in this school. The student’s performance is very wonderful. Every year the students do well in the BECE exams and most of them get their first-choice schools. So, when the news goes out, people get attracted to be part of our success. Day in and out people come to seek employment because of the students’ results” (Head teacher 4).

“Much has to do with the Students’ BECE performances. Most of the teachers come with the conviction that they want to contribute to the success of the school because they have heard that the performance of the students is better” (Head teacher 5).

“I don’t know about other schools but in my school, we are known for our students’ performance” (Head teacher 6).

“Most of them want the job. They need to survive. You know, some of them are diploma holders who have not been given employment” (Head teacher 7).

“For the fresh senior high school graduates, they want to get something done so that they can raise money to further their education. They don’t want to sit ideal”
(Head teacher 8).

The responses from the head teachers also indicated that the influence of “salary” on recruitment into private schools could be positive or negative. The data revealed that salaries of private schools either attract teachers or demotivate people to apply to teach

in private schools. The following quotes depict the positive and negative influence of salary:

“I don’t know about other schools but in my school, we are known for our prompt payment of salaries”
(Head teacher 9).

“You know some are in for the money. We pay our teachers well so when they talk about it, others get attracted”
(Head teacher 10).

“I believe when our teachers talk about the salary we pay them, others get interested and they apply”
(Head teacher 1).

*“It is obvious that our salary attracts teachers because before they apply, they ask about our salary. So, they become convinced before they write to us.
“Somebody will come and leave within three months because he/she may feel the salary is not enough”*
(Head teacher 2).

“In my opinion, the salary of some private schools is very poor, and that makes teaching in such schools unattractive”
(Head teacher 3).

RQ4: What factors influence the retention of teachers in private basic schools in Awutu Senya East municipality?

A logistic regression analysis was conducted to examine the factors influencing teacher retention in private basic schools in the Awutu Senya East Municipality. The analysis considered both dependent and independent variables. The results, presented in Table 5, highlight the demographic variables that significantly affect retention. These findings further explain the associations between the factors that influence retention and those that contribute to attrition. The analysis was done by subjecting variables to recoding of their initial scores to make them suitable for logistic analysis. The categorical variables were recoded from their original coding so that 0=No and 1=Yes as suggested by Pallant (2011). The model contained six independent variables (Age, sex, academic qualification, period of teaching, period of teaching in a school and professional

qualification). The results show that the full model containing all predictors was statistically insignificant (5, N=343) = 11.45, $p > .005$, indicating that the model was not able to distinguish between the respondents who would leave or remain in the private schools due to their demographic features.

Table 5: Logistic Regression Analysis of the Variables

		Variables in the Equation						95% C.I. for EXP(B)	
		B	S.E.	Wald	df	Sig.	Exp(B)	Lower	Upper
Step 1 ^a	Age(1)	- .250	.237	1.111	1	.292	.779	.489	1.240
	Gender(1)	.208	.203	1.056	1	.304	1.231	.828	1.831
	What is your highest academic qualification(1)	.270	.265	1.035	1	.309	1.309	.779	2.201
	How long have you been a teacher 1)	.446	.260	2.942	1	.086	1.562	.938	2.598
	How long have you been teaching in this school 1?	- .103	.256	.160	1	.689	.903	.546	1.491
	Professional qualification.(1)	.518	.211	6.009	1	.014	1.678	1.109	2.538
	Constant	- .163	.223	.536	1	.464	.850		

a. Variable(s) entered on step 1: Age, Gender, What is your highest academic qualification, How long have you been a teacher, How long have you been teaching in this school, Professional qualification..

From the results, the model as a whole explained 2.6% (Cos and Snell R Squared) and 3.5% (Nagelkerke R Squared) of the variance in attrition and correctly classified 58% of the cases. As shown in Table 5, only one of the independent variables (that is, professional qualification) made a statistically significant contribution to the model. This variable made the strongest prediction which recorded an odd ratio of 1.67. This means that respondents who had professional qualification were almost twice likely to

leave the private basic schools than those without professional qualification, all other things being equal.

The qualitative data gathered from the interviews also revealed that the major factor that influence the retention of teachers in private basic schools is motivation in the form of salary increment, prompt payment, bonuses and support from management. While some head teachers were convinced that increases in salaries at regular intervals and prompt payment tend to retain teachers for a relatively longer period, others also mentioned that giving teachers end-of-year bonuses or packages can influence teacher retention. They express their views by saying:

“We pay their salaries frequently and on time. You know, some institutions do not pay their teachers as soon as the month ends. Some will even promise to pay but will never pay at the right time. Some institutions can be owing teachers for more than two months but here, we don’t do that. This makes the teachers happy to stay”
(Head teacher 4).

“Yes. I think so. I am certain that if private schools can pay salaries that are equivalent or almost equal to what public school teachers receive from the government, the teachers will not opt to leave” (Head teacher 5).

“Well, we often motivate our teachers for their hard work. We do regular appraisals and from our data, we add an extra amount of money to their salaries or give them annual bonuses to motivate them” (Head teacher 6).

“I will emphasize on motivation. We live in a country where things are not in good shape. If you can motivate teachers in many aspects, it will encourage them to stay for long. Once in a while, you give them some bonuses” (Head teacher 7).

“Teachers should also be given motivation in the form of bonuses. This can keep teachers in the private schools”
(Head teacher 8).

Concerning support from management, some head teachers were of the view that welfare packages and financial aid in the form of soft loans influence teachers to stay

longer in private basic schools. A head teacher who has been able to retain seven teachers for more than five years opined that:

“To maintain teachers, think of their welfare. Motivate them. In my school, we have created a welfare fund for the teachers. We donate money to teachers who experience unforeseen incidents that require welfare support. We are also in partnership with a credit union that provides our teachers with soft loans when necessary. We are now planning to give them lunch throughout the week” (Head teacher 9).

Other head teachers contributed by saying:

“In my school, we support our teachers financially when the need arrives. We give them loans. We have even sponsored two teachers to enrol in distance education. They have completed and are still working with us” (Head teacher 10).

“Yes. Teacher motivation should be taken very seriously. What I mean by motivation is that, for instance, schools can provide teachers with their uniforms free of charge because the majority of the teachers buy their uniforms themselves. Again, when the teacher falls sick the school administration can take up a percentage of the medical bills
(Head teacher 1).

These statements also indicate that teacher-management relationships and professional development also influence teacher retention in private basic schools.

“To keep maintain teachers for a longer period, effective communication between teachers and management must be established. Again, management needs to provide teachers with adequate resources they need to get their work done. There should also be motivation in the form of bonuses can keep teachers in the private schools” (Head teacher 2).

“Well, it is not in the power of the head teachers to stop a teacher from leaving but I think when we establish a cordial relationship with them or create an atmosphere where they can work freely but responsibly, they will be much more comfortable to work longer than expected” (Head teacher 3).

“Some stay long because they earn enough money to further their education. Somebody has been here for six years and just started distance education last year. He has been able to save enough to cater for all his educational expenses”
(Head teacher 4).

“Err, since most of them are not professionals, we organize training for them. By doing this, we hope that teaching becomes easy for them and also increase their interest in working for the school” (Head teacher 5).

Conversely, the data from the interviews again indicate that poor remuneration contributes to teacher attrition in private basic schools. It was confirmed by the head teachers interviewed that; teachers leave private schools because they are not paid well.

Here are some statements that support this finding:

“Sincerely, the salaries of the majority of the private schools are not encouraging. Paying a teacher 300 or 400 cedis a month is nothing. So, when they get an offer that will pay more than what they earn, they leave” (Head teacher 6).

“I will blame both the teachers and the management; some are not really into the teaching so they turn to leave when they get different jobs and sometimes their reasons. On the side of the management, sometimes they can’t pay the teachers well” (Head teacher 7).

“As we all know; things are not the same. Previously people preferred to work with private institutions because of high remuneration but now the salaries from many private institutions are insignificant. I am even a victim because with my qualification if am working in the public sector, I will earn more than I am paid here” (Head teacher 1).

“There could be many reasons why teachers leave but poor salary is one of them. Even though we pay better than some schools in this area, I am aware that our salary is not enough considering the standard of living in Awutu Senya East Municipality but that is what we can offer” (Head teacher 9).

“While they are here, they compare their salary to what other schools are paying teachers for the same service. Before we realize, they are gone” (Head teacher 10).

Apart from poor remuneration, it was also identified that private basic schools experience high teacher attrition when teachers leave to further their education. The head teachers lamented that since they depend much on senior high school graduates

for their teaching staff, teacher attrition increases when many of them gain admission for further studies.

“Most of the young teachers leave to pursue tertiary education. Three teachers who left recently are studying at the University of Education, Winneba” (Head teacher 1).

“I don’t have a problem with the few that have a diploma, HND, or degree because it takes a while for them to get a job that suits their qualification, but for the SHS graduates who form the majority of the teaching staff, they can leave at any time especially when they get admission into the university or other tertiary institutions” (Head teacher 2).

“Well, the SHS graduates often leave to further their education. With the degree and diploma holders leave when they get a better offer from another institution” (Head teacher 3).

“Some of them leave not because of poor salary or anything but because they have gotten the opportunity to further their studies. Employing SHS graduates is not good for teacher retention. If we employ an SHS graduate with good grades, we know that they won’t stay long but because we need brilliant teachers, we will employ him/her” (Head teacher 4).

“Majority of them leave because they are going to school to further their education. We employ the SHS graduates and within a few months they are gone” (Head teacher 5).

4.3 Discussion

RQ1: ‘What means do private basic schools in Awutu Senya East Municipality use to attract teachers’?

Six (6) themes emerged with respect to Research question 1 (RQ1). A critical discussion of these themes shows all the themes have their advantages, disadvantages as well as prospects and limitations.

Use of print and digital media for teacher attraction

Print media

The use of newspapers and magazines was noted as traditional means of teacher attraction to the schools. The private schools have been seen to aggressively advertise for vacant teaching positions in the schools through print space with. This is a practice that is not usually done in the public education sector in Ghana schools.

The use of print media for advertising job vacancies seems to be facing out gradually and being replaced by electronic and digital technology in recent times (Feather, 2013). Ewing et al. (2002) also observed that the use of print media in advertising vacancies in organisations had traditionally aimed to attract customers, but organisations are now incorporating all sources, including internal and external audiences and using other innovative approaches for advertising job vacancies. These observations were in line with the findings of my current study where teacher recruitment drives are done using multiples advertising approaches.

The new economy's skilled worker shortage including teachers in basic schools presents unique challenges for knowledge-based organisations in both developed countries (Mohamed et al, 2021) and developing countries (Tomé, (2011) worldwide thereby leading to a need for advertising to create 'employment brands' and differentiate vocational propositions. In relation to these, the use of print media (newspapers and magazines) has become a common platform for teacher vacancy advertisements in the study area particularly in the bigger private basic schools. In this current study, it was noted that although teacher vacancies are still being advertised in print media, these means of vacancy adverts are gradually reducing and being replaced by electronic/digital media advertisements in the study area.

Electronic/Digital Media

The use of various social media platforms and electronic media as a means of teacher attraction to the schools has increased greatly over time in the study area. The private schools have been seen to aggressively advertise for vacant teaching positions in the schools through these mediums. It is considered to be most convenient and less expensive means to attract prospective teachers. DiMartino, and Jessen, (2018) concept of ‘Selling school’ as a means of advertisements for teacher recruitment could be likened to the use of digital//electronic adverts for teacher recruitment. It was found out that the schools use electronic media (Digital platforms such as WhatsApp, Facebook, websites etc.) as a means of attracting the teachers into the schools. The observation that this avenue is relatively cheaper, convenient and reach a wider target group makes it a more preferred choice of teacher advertisement. DiMartino, and Jessen, (2018) however argued that this method of advert has a challenge with of prank responses as well as difficulties in getting back to prospective applicants for scheduled interviews which sometimes delay progress of teacher recruitments via this channel of communication.

Use of Flyers and Posters

As observed from the responses, the use of flyers and posters in print or electronic means has become equally important means of attracting teachers by the private basic schools in the study area. DiMartino, and Jessen, (2018) referred to this practice as ‘Selling school’. This has been the most used means of teacher attraction as it was observed as affordable and easy to make and use. The designs and sizes, however, were determined by the nature of the school, location and resources available. There is however, no evidence about the effectiveness of this method of teacher attraction compared to other alternatives.

Referrals

Referrals are means of attracting teachers into the private basic schools which some head teachers admitted that the process is an effective means of attracting teachers into their schools. Some head teachers indicated that prospective teachers' attraction to private basic schools in the study is largely influenced by the demographic characteristics of these prospective teachers. Unlike the public sector that has a well-structured system for teacher recruitment, the situation as observed in the private schools is very different. Many teachers recruited were usually through referrals and only a few were formally interviewed comprehensively. This is because in some cases the referral sources were trusted to refer qualified and competent teachers for recruitment. The observation that in the event of any formal interviews, most private schools resort to retired educationists, heads of schools, assistant heads and possibly the proprietors of the school.

Darling-Hammond, and Berry, (1999) projected and argued that in the next ten years, some countries will need to replace their teaching staff, which will affect equality and the quality of education. The success of students depends on having qualified instructors, but resources are not allocated fairly for children from low-income and minority backgrounds. Programmes and policies can therefore help attract, train, retain, and support a diverse pool of highly trained teachers in the various schools including those in Ghana. Referral networks and system obviously have a role to play in these programme and policy drives to achieve the desired results of attracting and retaining teachers at the basic school levels in Ghana.

The current study saw some merits in the Darling-Hammond, and Berry, (1999) arguments as it was evident that successful teaching and learning as well as students'

performance in schools depend on having qualified teachers. Findings from this current study have, however, shown that the resources are not allocated fairly in basic schools within the study area particularly in the basic schools that have the majority of pupils coming from low-income and low-social backgrounds. Darling-Hammond, & Berry, (1999). arguments are also very relevant in contemporary times since anecdotal evidences have shown that these observations have implications for attracting and retaining highly qualified teachers in low resource deprived schools compared to high resourced schools in the study area.

Unsolicited Applications

Unsolicited applications in basic schools were common routines since most job seekers in the teaching profession regularly ‘try their luck’. The head teachers’ responses indicated, they do not go out to attract teachers into their schools. However, they rely on unsolicited applications for recruitment. In this regard, the unsolicited applications stored for future use are increasingly becoming another means of teacher recruitment in the private schools. The challenge observed with this style of teacher recruitment as narrated in the qualitative interviews is that the majority of such applicants are either not experiences, lack professional teacher qualifications, just desperately looking for a temporal employment to make a living or all of these.

In the past years, Wise (1987) conducted a study on six school districts to examine teacher selection, policy, organisational context, characteristics, selection processes, and effects by interviewing personnel, superintendents, curriculum and instruction, research, and teachers' organisation officials. It was found that, there is a general challenge in teacher selection, recruitment, screening, hiring, placement, induction, and

evaluation processes. Wise (1987) findings are still relevant in modern times as the issues raised remain a challenge today of which the current study has confirmed.

Recruitment Agencies

Evidence from the study confirmed that the use of recruitment agencies to recruit teachers into the private schools is not a common practice in the study area. Although a review of the recent empirical literature on teacher recruitment and retention confirmed the use of recruitment agency in other countries (Guarino et al, 2006). Guarino, et al (2006) catalogued the advantages and disadvantages of using such agencies. Whatever the case may be, some aspects from the current study is in tangent with Tinto (1996) who asserted many years ago that fewer teachers join the teaching profession as teachers while more instructors depart the teaching field for various reasons including the search for improved conditions of service and remuneration.

Findings of Tinto (1996) though date back to 1993 are still relevant in recent time since the issues raised then have not change even in resent time. In this current study, it was observed that teacher in the basic schools within the study area just use teacher employment at the basic schools are a stepping stone to further their education or in search of better opportunities. Additionally, the mode of searching for teachers for recruitment into the basic schools in Awutu Senya East Municipality does not facilitate attracting the high qualified teachers, proper screening hence recruitment.

In this study the element of costs affordability was identified as a major barrier that prevents the private basic school owners in the study area from attempting to use the recruitment agencies although they would have loved to seek their services. The nature of human resource used in the private basic to attract teachers is suggestive that, highly qualified teachers are usually not attracted since the search for teachers his highly

dependent on job seeking approach by potential applicants. Contrary to this observation, the Iceberg theoretical model prioritizes abilities, knowledge, and personality attributes over experience in personnel selection, disregards experience in recruitment for relevant positions.

Implications

Klug (2011) asserted that work experience significantly influence an employee's job suitability and performance. However observations from the current study may have some implications for a basis for private basic schools in the study area not considering work experiences in teacher selection for recruitment. It can therefore be argued that work experience may not necessarily be a surety or guarantee for the recruitment of qualified teachers in basic private schools and their retention in the schools within the study area. Multiple factors should therefore be considered in Teacher recruitment for basic private schools in the study area.

RQ2: What background checks do private basic schools in Awutu Senya East Municipality do in the selection process?

The routine background checks usually done by private basic schools during teacher selection process were examined focusing on six (6) key thematic areas (i.e. Verification of certificates, questions posed during interviews, enquires from previous employment, scrutinizing CVs, referees and demonstration of teaching lessons.

Verification of Certificates

It was noted that, during the recruitment head teachers do their best to verify competency and the certification of prospective applicants. The observation that the Head teachers ensure certificate verification through contacts at West African

Examination Council and the institutions attended by applicants are a way to verify testimonial authenticity hence documentation academic fraud. Said, Dida et al. (2023) in their study on the proliferation of counterfeit educational certificates, highlights the global issue of counterfeit educational certificates, including in Tanzania, and proposes a block chain-based model to address the challenges faced by the current verification system.

The proposed model aims to ensure disintermediation, immutability, tamper proof, anonymity, transparency, consensus, security, and trust. Muthoni's 2015 study on electronic verification of academic testimonials in academic institutions in Kenya also revealed that the manual process of verifying academic capabilities allows fake or unverified papers to pass through to other stages of recruitment. The study found that the average verification time was reduced from weeks to 5 seconds, making it a potential solution to combat academic paper vices. These two studies have therefore justified the reasoning behind verification of certificates in the study area although the manual systems being used could pose some delays with the consequent loss of good applicants.

Questions Posed During the Interview

The study revealed that various questions are asked applicants during the interviews. It was reported that, the assessors were very interested in uncovering hidden behaviours or potentials of the applicants. In a related study, Behrenz (2001) examined the literature of labour economics, and found many examples of studies analyzing job seekers search behaviour. Behrenz, (2001) however noticed only few examples of the corresponding analysis of the recruitment behaviour of employers. The current study results however, opposed findings of Behrenz, (2001) since it was noticed that on the

average, the total recruitment process takes about a month with employers mainly looking for job seekers with good education and experience in the first round of the interviews. Subsequently, the interview questions are posed to harness the professional knowledge, personal engagement and social competence of the prospective applicants.

Enquires from Previous Employment

Over the last thirty years, the amount of research on employee recruitment topics has increased dramatically. Despite this increase, of the recruitment literature often have had a somewhat pessimistic tone (Breaugh, & Starke, 2000). In the current study, more than half of the head teachers mentioned that they do a background checks. The make inquiries from applicants' previous employers prior to shortlisting and interviewing prospective teachers for their schools. Further probing into the outcome of making enquires about prospective employee's backgrounds from previous employers have however shown that in some cases these enquiries are not fruitful. This is because previous employers try not to disclose the true behavior as well as circumstances leading to exiting from the previous employment if they were not healthy. This is a subjective cultural attitude of most employers in Ghana with a perception of not to 'destroy someone's future.'

Scrutinizing Curriculum Vitae

The head teachers expressed their views on scrutinizing the Curriculum Vitae (CVs) of applicants as part of the recruitment processes. Some head teachers mentioned that they do a background check by scrutinizing the curriculum vitae. It was noted that applicants usually have a curriculum vitae (CV) or CV summary (résumé) that highlights their professional career paths. The CVs contain information which is written by the

applicants to signal their qualifications, academic and social achievements to employers as a way of marketing themselves.

The selection of suitable applicants can be challenging due to CVs containing incomplete, outdated, biased, private, falsified, and fabricated information, as noted by Santos, (2023). To complicate matters, decision makers themselves could be making biased decisions even when CV information is complete and accurate due to potential discriminatory practices. Mngomezulu, (2018) argued that it is likely that the use of CVs as a tool for teacher selection could be bias as there might be weak consistency or standardization in implementation internationally, and little verification even if these be private, institutional, or owned by third parties. The modern day proliferation of Artificial Intelligence (AI) and the use of ChatGPT for document development has impacted on document falsification (Whalen, & Mouza, 2023) as well as age falsification (Erude et al, 2023). A concern in this regard calls for effective guidelines implementation wherein a third party certifies a CV and documents presented by prospective applicants before employment.

Referees

The current study found that the use of references is one of the most widely used methods for confirming the suitability of applicants for teacher recruitment in basic schools in Awutu Senya East Municipality. It was however evident from the study that referees' reports (verbal or written) may not provide the most accurate, objective and realistic information about prospective applicants when the need be (Honeycutt et al, 2023). In the study, it was observed that some of the head teachers mentioned that they do a background check by making inquiries from applicants' referees that were stated in their curriculum vitae. It was also noted that some of the referees stated could

probably be applicants' close relations as evident by the reference reports that are sometimes received which do not align with performance during the recruitment interviews or sometimes workout put and performance when recruited.

Honeycutt et al. (2023) argued that referees' reports are usually subjective since the majority of the referees in giving a report may worry about their report resulting to someone losing their jobs or not getting employed. This observation is suggestive that over reliance on referee reports on prospective applicants may not always be the best option to ascertain the true competencies and behavior of a prospective applicant in teacher recruitment.

Demonstration Lessons

As a way to confirm competency objectively, some head teachers during recruitment used demonstration lessons/teaching by prospective applicants before employment. These buttress Honeycutt et al. (2023) argument that referees' reports are usually subjective and may not reflect the true competencies of prospective applicants. In this current study, it was noted that there were no specific nor uniform guidelines for background checks in private basic schools in their teacher selection process. However, it was encouraging to note that heads of the various private basic schools in the study area have devised their own means to scrutinize the background of prospective teachers and authenticate their certificates and experiences to ensure that they have the basic requirements relevant to enhance the safety and reputation of their schools. Asare, and Nti, (2014) argued that 'in an era when quality education is a concern for education-focused international organisations and dominates national debates, teacher quality must equally be a priority'.

It is also evident from previous studies (Date, 2013; Seniwoliba, 2014; Oduro, 2015) that the central role of the teacher requires that teacher education must be of the highest quality toward achieving any educational agenda. This practice is desirable as it forms an integral part of the school inspectorate to ensure that teachers in the educational sector are qualified and of good social standing to train school pupils who may see them as role models in their formative stages of life. It is however worth noting that, the situation observed in this current study is quite different from the national agenda. To the private basic school proprietor/proprietress, teacher quality is not a primary focus but the increasing pupil population and ability to occupy and accommodate the pupils was of much priority.

Situating the discussion in the theoretical framework (McClelland's Ice Berg Model of Competency in Staff Selection) proposed for this study, McClelland, (2007) suggests that success in an organisation requires not only task competence but also intelligence and aptitude tests. This model categorizes human competencies into technical and behavioral skills, which are applied in various workplace settings. The model uses a sea surface model to depict the two competency layers: lower and upper, and highlights the importance of specific skills and knowledge for job success.

The Iceberg Model which consists of six (6) competencies: skill, knowledge, social role, self-image, traits, and motives touches on all areas required to demonstrate competency for teacher recruitment at the basic school level. McClelland, (2007) further argued that skills and knowledge are easily visible, accounting for 20% of a person's competencies. Social role, self-image, traits, and motives are hidden, accounting for 80% of competencies. Hidden competencies, such as aggression, kindness, determination, and teamwork, are often overlooked in hiring decisions but

these also play a significant role in making the right decisions and choices. McClelland (2007), therefore, suggests that organisations that understand hidden traits, such as social role, self-image, traits, and attitudes, are more likely to select the right candidate for a job. The thematic areas outlined whilst findings responses to research question 2 (Q2) perfectly fit into the Iceberg Model hence support arguments raised by McClelland (2007).

Implications

Private basic schools in Awutu Senya East Municipality use different background checks in recruitment, including certificate verification, interviews, CV review, referee checks, employer enquiries, and demonstration lessons. These practices are mostly manual, inconsistent, and lack standardisation. As a result, schools face delays, risk losing competent candidates, and exposed to falsified documents. Heavy reliance on referee reports and informal enquiries further weakens the process due to cultural bias. Demonstration lessons however provide the most objective measure of competence.

Using McClelland's Iceberg Model, the findings show that schools focus mainly on visible skills and knowledge and also paid attention to hidden traits such as motives, self image, and social roles. This helps in select teachers who can sustain long-term effectiveness. However, improving recruitment requires structured interviews, standardised guidelines for demonstration lessons, digital verification of certificates, and reliable reference checks. These changes would strengthen fairness, improve efficiency, and align teacher recruitment with national and international standards for educational quality.

RQ3: What are the factor that influence recruitment of teachers into private basic schools in Awutu Senya East Municipality?

The presence of many correlations with coefficients of 0.3 and above suggested that factor analysis was acceptable, thus the correlation matrix was examined for coefficient larger than 0.3. Components having one or more eigenvalues were found using Kaiser's criterion, and prior to rotation, Barlett's Test of Sphericity was calculated. With a significance value of 0.000, there is statistical evidence that there is a strong correlation between the variables and this suggested that the processed data was credible, as evidenced by the KMO and Barthlet's test results. The findings from the total variance further explained the factors that influenced the retention of teachers in private basic schools in Awutu Senya East Municipality.

Table 5 lists the five factors that affect teacher recruitment in private basic schools. Factor 1 has five items, factor 2 has four, factor 3 has five, factor 4 has five, and factor 5 has seven items. These factors account for 56.076 percent of the variance in teacher recruitment in private basic schools. The factors are teacher-parent relationship, healthcare benefits, Compensation, professional development and student population.

The scree test results illustrated in figure 1 depicted the most significant factors that attract teachers into the private basic schools in Awutu Senya East Municipality. Five components had significant loadings, with component 1 having the highest loading and component 5 having the lowest, according to varimax rotation. These were found by Catell's (1966) scree test to be important variables in luring teachers into basic private schools in Awutu Senya East Municipality.

The study's qualitative analysis reveals that the school environment plays a crucial role in influencing the recruitment of teachers in the study area. Asare (2010) also argued

that without the necessary caliber and number of teachers, basic school education delivery cannot be executed efficiently. The responses obtained for RQ3 suggest that school managers need to make sure that, at all times, they create the enabling environment including putting policies in place to attract and retain the necessary number of teachers. Given the high rate of teacher attrition in the private basic schools in the research area, it is wise to carefully evaluate the several factors that have been linked to teacher recruitment and to strategize accordingly to curb the high turnover and attrition rates.

In order to lower teacher turnover and attrition rates, Wonyor (2006) recommends that the District Assembly should work with all stakeholders in the education system to support qualified locals for three-year teacher training programmes after which they will be employed to teach in the basic schools. These recommendations also came up in the interviews which in my personal considered view is a proactive intervention to the current challenge in the stud area.

Implications

The findings highlight that teacher recruitment in private basic schools within Awutu Senya East Municipality is influenced by a combination of financial, professional, and contextual factors. Key among these are teacher–parent relationships, healthcare benefits, compensation, professional development opportunities, and student population, which together explain over half of the variance in recruitment outcomes. This demonstrates that teacher attraction is not solely a matter of salary but is equally shaped by welfare provisions, growth opportunities, and the working environment. The qualitative evidence further reinforces the importance of school climate and managerial

practices in creating conditions that appeal to prospective teachers, suggesting that effective policies must address both economic incentives and non-monetary motivators.

These results carry important implications for school managers and policymakers. A failure to address these factors risks perpetuating the high attrition rates currently facing private basic schools in the Awutu Senya East municipality. To enhance recruitment and retention, schools must prioritise creating supportive work environments and implementing structured policies on welfare and professional development. At a broader level, private school authorities should collaborate with stakeholders to design sustainable interventions such as targeted teacher training and recruitment schemes, as recommended by Wonyor (2006). Such strategies would not only strengthen teacher attraction, recruitment and retention but also ensure stability and continuity in the delivery of quality basic education Awutu Senya East Municipality.

RQ4: What factors influence the retention of teachers in private basic schools in Awutu Senya East Municipality?

To investigate the variables influencing teacher retention in Awutu Senya East Municipality private basic schools, a logistic regression analysis was done. The findings demonstrated the relationships between these variables by projecting the demographic variables impacting attrition.

Recoding variables for logistic analysis was the method used in the analysis, with an emphasis on sex-independent variables such as age, sex, academic background, length of teaching experience, and professional certification. The model's inability to distinguish between respondents who left private schools and those who stayed was determined to be statistically unimportant.

However, the model successfully identified 58% of cases and explained 2.6% and 3.5% of the attrition variation. The independent variable that produced the strongest prediction was professional qualification of respondents which met these criteria were almost twice as likely to drop out of private basic schools. These observations show that professional teachers are not easily attracted and retained in private basic schools in the study area. The implications of this is that private basic schools in the study are lacking professional teachers which also has implication on the private schools' regulatory authorities about how well they enforce the policies on teacher qualifications at the basic schools particularly in the private sector.

The qualitative information gleaned from the interviews also showed that incentives such as wage raises, timely payments, bonuses, and management support are the main factors influencing teachers' retention in private basic schools. Giving teachers end-of-year bonuses or packages can affect teacher retention, according to several head teachers who were convinced that increases in salary at regular intervals and prompt payment tend to retain teachers for a relatively longer period in basic schools. This finding obviously suggest that monetary incentives are the most important factors for attracting and retaining teachers in private basic schools in Awutu Senya East Municipality and by extension in Ghana.

Acheampong and Gyasi (2019) in a comparative study that examined the job satisfaction and retention among basic school teachers at Ledzokuku Krower Municipality in Ghana noted that the teacher is a focal point among the various agents of education who see to the advancement and development of a nation. According to their data, basic school teachers in private schools however reported lower levels of job satisfaction with their hygienic elements than their public.

In the context of Herzberg's Two Factor Theory, the findings of Acheampong and Gyasi (2019) basic school teachers in private schools reported higher levels of dissatisfaction with their hygienic elements and overall job satisfaction compared to their peers in the public sector. These observations suggest that it's time the Ministry of Education and other stakeholders should develop a policy framework that will culminate into developing a holistic Teacher Support and Motivation Framework (TSMF) that could also address the needs of private schools. This recommendation in general is also applicable to the situation in the study area since there were evidences from the study that recommended policy frameworks to guide teachers' recruitment and retention in the private basic schools in Ghana.

Implications

The results show that teacher retention in private basic schools in Awutu Senya East Municipality is closely linked to professional qualification and financial incentives. Professional teachers are almost twice as likely to leave these schools, pointing to difficulties in attracting and retaining qualified staff. This has serious implications for teaching quality and exposes gaps in regulatory enforcement on teacher qualifications in the private sector. Without stronger oversight and accountability, the shortage of professional teachers will continue to undermine the credibility of private basic education in Awutu Senya East Municipality.

The qualitative findings highlight that retention is mainly driven by monetary and managerial incentives such as timely salary payments, bonuses, and supportive leadership. This supports Acheampong and Gyasi, (2019) observation that private school teachers report higher dissatisfaction with basic conditions than their public school counterparts do. The implication is clear. Improving teacher welfare is central

to increasing retention. A comprehensive Teacher Support and Motivation Framework that explicitly includes private schools is necessary to stabilise the workforce and sustain quality basic education Awutu Senya East Municipality.



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter provides a summary of the study, draws conclusions and provides recommendations based on the key findings that may inform policies and programme decision on recruitment and retention of teachers into private basic schools in the study area.

5.1 Summary

The study specifically sought to explore the strategies employed by private basic schools in the Awutu Senya East Municipality to attract teachers. It also aimed to identify the background checks carried out during the teacher selection process. In addition, the study examined the factors influencing the recruitment of teachers, as well as those affecting their retention in private basic schools within the municipality. Reviewing the following theoretical models (Tinto's Teacher Integration Model (1973; 1978; 1993), Astin's Teacher Involvement Theory (2000) and Ice Berg Model of Competency (2007), the Prashant framework (2009) was adopted as the conceptual frame work to guide the study. The conceptual framework which considered both external and school-related factors, described what influences private school teachers' retention and posit that teachers' decision to stay or go can be influenced by a variety of factors, including a calm learning environment, a competitive compensation, management support, and professional development opportunities for which private school administrators should place a high priority on attracting and retaining professional teachers.

The study design was concurrent parallel mixed method design. This design considered the philosophical presumptions, data needs, research goals and the specific objectives of the study since it was evident from the research questions that one method cannot provide complete responses to the research questions since multiple data collection and analysis methods were required to produce a holistic understanding of the research problem being investigated.

The pragmatic paradigm which advocates mixed methods study designs in social science research was the basis in arriving at the study design so as to focus on the research problem and obtain both quantitative and qualitative data that will help find responses to the research questions and to give a better interpretation and understanding of results as it combines qualitative and quantitative research components of data collection to unearth the key issues quantitatively with the qualitative data providing the reasoning behind the quantitative inquiries.

The background characteristics of participants show that the majority of respondents (37.8%) were between 26-30 years old, with a female majority (62%). Most participants had bachelor's degrees (54.8%), with 40.4% having 6-10 years of teaching experience. The majority (65.9%) have been teaching for 1-5 years, with 54.4% identify as professional teachers, but lack professional certifications.

With regard to RQ1: What means do private school basic schools in Awutu Senya East Municipality use to attract teachers? it was observed that the Private basic schools employ a variety of tactics to draw in teachers. Key among these were posting job openings, accepting applications, selecting candidates, conducting interviews, and setting up appointments. To publicize job openings, they make use of digital channels, posters, flyers, and print media. Qualified candidates are chosen for interviews through

a selection procedure that involves retired educators, the head of school, the assistant head, and the owner of the school as panel members.

Key findings from RQ2: What background checks do private basic schools in Awutu Senya East Municipality do in the teacher selection process? revealed that, the private basic schools value background checks on potential teachers to maintain safety and reputation. In this regard, head teachers verify applicants' certificates, testimonials, previous employment histories, and CVs, to ensure authenticity of their character and competencies before their hiring process.

Investigation in RQ3: What are the factors influencing recruitment of teachers into private basic schools in Awutu Senya East Municipality? the study found strong correlations between some factors affecting teacher recruitment in private basic schools in Awutu Senya East Municipality. Factors such as teacher-parent relationship, healthcare benefits, compensation, professional development, and student population accounted for 56.076 percent of the variance in teacher recruitment. The qualitative analysis revealed that the school environment plays a crucial role in influencing teacher recruitment. School managers should create an enabling environment and implement policies to attract and retain teachers.

For RQ4: What factors influence the retention of teachers in private basic schools in Awutu Senya East Municipality? A logistic regression analysis was conducted to examine the factors influencing teacher retention in Awutu Senya East Municipality 's private basic schools. The model identified 58% of cases and explained 2.6% and 3.5% of attrition variation. Professional qualification was the strongest predictor, with respondents meeting these criteria being twice as likely to drop out. This suggests that professional teachers are not easily attracted and retained in basic schools, thus

affecting the enforcement of teacher qualifications policies of the Ministry of Education, Ghana. Incentives such as salary raises, timely payments, bonuses, and management support were found to be the main factors influencing teacher retention in the study area.

5.2 Conclusion

The findings of this study present important policy and programme implications with direct consequences for educational outcomes at the basic school level.

Policy Implications

- The demographic profile of respondents indicates that the majority (37.8%) fall within the 26–30 age group, most are female (62%), and over half (54.8%) hold bachelor's degrees. Furthermore, many reported between six and ten years of teaching experience and identified as professional teachers. These characteristics suggest the need for a policy framework that clearly defines the background requirements for teachers in private basic schools, particularly in light of the challenges highlighted in the study.
- Findings from Research Question 2 (RQ2): What background checks do private basic schools in Awutu Senya East Municipality conduct in the teacher selection process? Revealed that schools commonly prioritise certificate verification, testimonials, employment histories, and CVs to ensure authenticity, safety, and competence. These practices indicate the necessity of a policy directive on the appropriate procedures and depth of background checks in private schools. Such a directive must also ensure confidentiality and protect applicants' rights to privacy, especially when candidates are deemed unsuitable for employment.

- Results relating to Research Question 4 (RQ4): What factors influence the retention of teachers in private basic schools in Awutu Senya East Municipality? Showed that professional qualifications, incentives such as salary increments, timely payment of salaries, bonuses, and management support emerged as the strongest predictors of teacher retention through logistic regression analysis. These findings highlight the importance of policy measures aimed at standardising conditions of service in private basic schools, in a manner comparable to the public sector. By ensuring equitable conditions of service, private schools could become more attractive to teachers and reduce the disparities that currently exist between public and private institutions.

Programme Implications

- Findings from Research Question 1 (RQ1): What means do private basic schools in Awutu Senya East Municipality use to attract teachers? Revealed that schools employ a variety of strategies to draw in teachers. These approaches, however, carry implications for resources, including human resource expertise, cost, and time. This suggests the need for a structured programme to identify and evaluate the most effective strategies. By doing so, private basic schools could ensure a more efficient and sustainable use of resources in attracting and recruiting teachers.
- Results from Research Question 3 (RQ3): What are the factors influencing recruitment of teachers into private basic schools in Awutu Senya East Municipality? indicated strong correlations between teacher recruitment and variables such as teacher–parent relationships, healthcare benefits, compensation, professional development opportunities, and student population. These findings imply the need for targeted programmes to sensitise school

heads and proprietors about the role of an enabling school environment including location and enrolment size in shaping recruitment decisions. Strengthening awareness in these areas could enhance recruitment practices and contribute to improved staffing outcomes for private basic schools.

Ultimately, addressing the twin challenges of teacher recruitment and retention in private basic schools is not merely an institutional concern but a national priority. The effective implementation of the policy and programme implications identified in this study will play a crucial role in ensuring that Ghana builds a stable, motivated, and professional teaching workforce. By doing so, the country will be better positioned to achieve its broader educational goals, including the Education for All (EFA) agenda, and to secure equitable and sustainable development through quality basic education for every child.

5.3 Recommendations

Policy Recommendations

- The Ghana Education Service should formulate a policy requirement specifically, on the background characteristics of teachers required to teach in basic private schools in Ghana bearing in mind the various challenges identified in the study.
- The Ghana Education Service should formulate a policy directive for private schools on how and the depth at which background checks on prospective applicants should be done to ensure that the rights of prospective applicants to confidentiality and privacy are not violated through such enquiries especially in the likely event that they become unsuitable for employment.
- The Ghana Education Service in collaboration with Ministry of Finance and relevant associations of Private Schools owners should consider a national

policy for standardizing the conditions of service for teachers in the private basic schools as done in the public sector. These when done will make the private sector equally attractive to teachers when conditions of service are being compared to the public schools.

Programme Recommendations

- The Ghana Education Services in collaboration with Non-Governmental Organisations and Research Institutions in private education should initiate a programme to examine the most effective strategies for teacher attraction, recruitment and retention in the private schools in Ghana.
- The Ghana Education Services in collaboration with Non-Governmental Organisations in private education should developed innovative tailor made programmes for educating school heads and proprietors on the importance of enhanced school environment (location and population) in decisions for teacher recruitment for the private basic schools in Ghana.

5.4 Suggestions for Further Study

The key findings, implications and recommendations made from this study call for a nationwide study to further investigate the issues for an informed wider stakeholder engagement to chart a national policy and programme path for acquiring quality basic education from the private sector in Ghana. Study can also be conducted based on urban, semi- urban and rural bases to find out which specific factors attract and retain teachers in the private basic school.

REFERENCES

- Aamodt, M. G. (2019). *Research in educational advancement*. Universal-Publishers.
- Abele, E., Bauerdick, C. J., Strobel, N., & Panten, N. (2016). ETA learning factory: A holistic concept for teaching energy efficiency in production. *Procedia CIRP*, 54, 83-88.
- AC Rushton, E. (2021). Science Education and Teacher Professional Development. In Science Education and Teacher Professional Development: Combining Learning with Research (pp. 1–32). Cham: Springer International Publishing.
- Acheampong, P., & Gyasi, J. F. (2019). Teacher Retention: A Review of Policies for Motivating Rural Basic School Teachers in Ghana. *Asian Journal of Education and Training*, 5(1), 86-92.
- Acikgoz, Y. (2019). Employee recruitment and job search: Towards a multi-level integration. *Human Resource Management Review*, 29(1), 1–13.
- Adam, A. K. (2020). Modern challenges of human resource management practice in job placement and recruitment within organisations in the African continent. *Journal of Human Resource Management*, 8(2), 69-75.
- Addai, P., Kyeremeh, E., Abdulai, W., & Sarfo, J. O. (2018). Organisational Justice and Job Satisfaction as Predictors of Turnover Intentions among Teachers in the Offinso South District of Ghana. *European Journal of Contemporary Education*, 7(2), 235-243.
- Adesina, A. E. (2019). Perceived impact of primary education on the attainment of Nigeria Vision 20: 2020. In *Proceedings of the 2011 International Conference on Teaching, Learning and Change (c) International Association for Teaching and Learning (IATEL)* (pp. 729-735).
- Adu-Baffoe, E., & Bonney, S. (2021). A study of job satisfaction and retention amongst public and private basic school teachers in Ghana. *Journal of Education and Practice*, 12(3), 136-149.
- Adu-Baffoe, E., & Bonney, S. (2021). The Role of Non-Governmental Organisations in Basic Education Delivery in Ghana: Implications for Theory, Policy, and Practice. *International Education Studies*, 14(4), 35-47.
- Ahmad, H., Shah, S. R., Latada, F., & Wahab, M. N. (2019). Teacher identity development in professional learning: An overview of theoretical frameworks. *Bulletin of Advanced English Studies*, 3(1), 1-11.
- Akyeampong, K. (2016). Public–private partnership in the provision of basic education in Ghana: challenges and choices. *Compare*, 39(2), 135-149.
- Amiry, S. M. (2018). Factors influencing public secondary school teachers' motivation.

- Amoah, A., Dzakadzie, Y., & Agbayisah, S. (2022). Training And Perception Of Assessment Practices Of Early Childhood Teachers In The Tema West Metropolis, GHANA. *European Journal of Education Studies*, 9(2).
- Ampomah, R. (2021). Community Support in the Development of Rural Basic Schools in Ghana. A Study in the Assin South District. *Journal of Educational Advancement* 19(14), 33-69
- Annan, J. K. (2020). Preparing globally competent teachers: A paradigm shift for teacher education in Ghana. *Education Research International*, 2020, 1-9.
- Anney, V. N. (2014). Ensuring the quality of the findings of qualitative research: Looking at trustworthiness criteria. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)*, 5(2), 272–281.
- Antiri, K. O. (2016). Types of Bullying in the Senior High Schools in Ghana. *Journal of Education and Practice*, 7(36), 131-138.
- Appiah, L. (2011). Public views on teachers' education: A case study of Kumasi metropolitan directorate of Ghana education service (Doctoral dissertation, University of Cape Coast). University of Cape Coast.
- Armstrong, E. G. A. (2022). Explorative study: The use of HR analytics in the recruitment and selection process of firms in Ghana.
- Asafo-Mensah, L. (2017). Analysis of shortage of special education teachers in the Bono and Ahafo regions. *European Journal of Education Studies*, 8(5).
- Asamoah, E., Hau-lin Tam, C., & Abdullah, A. (2022). Implementation of Inclusive Education Policy in Ghana: Recommendations from Social Workers and Policy Makers. *International Journal of Disability, Development and Education*, 69 (1), 267-281.
- Asare, J. K. (2010). *Factors affecting recruitment and retention of basic school teachers in Obuasi Municipality* (Doctoral dissertation, University of Cape Coast).
- Asante-Nnuro, S. (2023). An overview of challenges and prospects of private higher education in Ghana.
- Asare, K. B., & Nti, S. K. (2014). Teacher education in Ghana: A contemporary synopsis and matters arising. *Sage Open*, 4(2), 2158244014529781.
- Astin, A. W. (1985). Involvement the cornerstone of excellence. *Change: The Magazine of Higher Learning*, 17(4), 35-39.
- Ávalos, B., & Valenzuela, J. P. (2016). Education for all and attrition/retention of new teachers: A trajectory study in Chile. *International Journal of Educational Development*, 49, 279-290.

- Baidoo-Anu, D. (2018). Perceived school environmental, home conditions and academic performance of junior high school students in asikuma-odoben-brakwa district, Ghana. *Journal of Education, Society and Behavioural Science*, 24(2), 1-7.
- Batra, P. (2005). Voice and agency of teachers: Missing link in national curriculum framework 2005. *Economic and Political Weekly*, 4347-4356.
- Bayrs & Rue. (2010). Human resource management. McGraw-Hill Education. pp. 7-87.
- Bean J. P. (1980). Dropouts and turnover: The synthesis and test of a causal model of student attrition. *Research in Higher Education*, 12(2), 155–187.
- Becker, I., Rigaud, V. M., & Epstein, A. (2023). Getting to know young children: Alternative assessments in early childhood education. *Early Childhood Education Journal*, 51(5), 911-923.
- Behrenz, L. (2001). Who gets the job and why? An explorative study of employers' recruitment behavior. *Journal of Applied Economics*, 4(2), 255-278.
- Bernthal, P. R., & Wellins, R. S. (2001). Retaining talent: A benchmarking study. HR Benchmark Group, 2(3), 1–28.
- Berry, B. (2017). *Recruiting and retaining "highly qualified teachers "for hard-to-staff Schools*: NASSP Bulletin 88(638), 5-27.
- Borman, G. D., & Dowling, N. M. (2008). Teacher attrition and retention: A meta-analytic and narrative review of the research. *Review of educational research*, 78(3), 367-409.
- Bose, S., & Khan, H. Z. (2022). Sustainable development goals (SDGs) reporting and the role of country-level institutional factors: An international evidence. *Journal of Cleaner Production*, 335, 130290.
- Bracy, W., G. & Moinar, A. (2017). Recruiting, preparing & retaining high quality teachers: An empirical synthesis. *Education of Policy Studies Laboratory*, Arizona State University. pp -2-29
- Breaugh, J. A., & Starke, M. (2000). Research on employee recruitment: So many studies, so many remaining questions. *Journal of management*, 26(3), 405-434.
- Bryman, A. (2012). Why do researchers integrate/combine/mesh/blend/mix/merge/fuse quantitative and qualitative research. *Advances in mixed methods research*, 21(8)87-100.
- Bryman, A., Becker, S., & Sempik, J. (2008). Quality criteria for quantitative, qualitative and mixed methods research: A view from social policy. *International Journal of Social Research Methodology*, 11(4), 261–276.
- Buabeng, I., Ntow, F. D., & Otami, C. D. (2020). Teacher Education in Ghana: Policies and Practices. *Journal of Curriculum and Teaching*, 9(1), 86-95.

- Buchanan, J., Prescott, A., Schuck, S., Aubusson, P., & Burke, P. (2013). Teacher retention and attrition: Views of early career teachers. *Australian Journal of Teacher Education (Online)*, 38(3), 124-141.
- Buzz, R., R. (2019). *Action research for improving practice: A practical guide*. CA: Sage publication.
- California Department of Education. (2020). History-Social science content standard for California public schools: *Kindergarten through grade twelve*. Retrieved from www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf on Jan 1, 2022.
- Carver-Thomas, D., & Darling-Hammond, L. (2017). Addressing California's Growing Teacher Shortage: 2017 Update. Learning Policy Institute.
- Cattell, R. B. (1966). The scree test for the number of factors. *Multivariate Behavioral Research*, 1(2), 245–276.
- Center for Urban & Multicultural Education (2019). Teacher Licensure/Certification in the United States. Indiana University School of Education. pp.1-4 Retrieved from education.iupui.edu/cume/pdf/licensureteacherqualityfinal.pdf on Feb 11, 2022
- Chao, Y, C., Hsu, M, H., Hung, C, F., & Liou, W, J. (2012). Total Quality Management and human resource selection: A case study of National Teacher Selection in Taiwan. DOI: 10.1080/14783363.2012.733261
- Chui Seng Yong, B. (2017). Factors that determine the attractiveness of the teaching profession in Brunei Darussalam as perceived by teacher trainees. *Journal of Education for Teaching*, 20(1), 113-126.
- Chukuemeka, E. (2017). Urban secondary educators' views of teacher recruitment and retention in Edo State. *NASSP Bulletin*, 89(644), 2-28.
- Claeys, L., Pérez, B., Sass, D. A., & Flores, B. B. (2020). Identifying personal and contextual factors that contribute to attraction rates for Texas private basic school teachers. *Education Policy Analysis Archives/Archivos Analíticos de Políticas Educativas*, 20, 1-26.
- Cobbold, C. (2006). Attracting and retaining rural teachers in Ghana: The premise and promise of a district sponsorship scheme. *Journal of Education for Teaching*, 32(4), 453-469.
- Cohen, M. X. (2014). Analyzing neural time series data: Theory and practice. MIT Press.
- Cooney, A. (2010). Choosing between Glaser and Strauss: An example. *Nurse researcher*, 17(4), 18
- Cooper, J. M., & Alvarado, A. (2006). Preparation, recruitment, and retention of teachers. Brussels: International Institute for Educational Planning.

- Cope, D. G. (2014). Methods and meanings: Credibility and trustworthiness of qualitative research. *Oncology Nursing Forum*, 41(1).
- Creswell J.W. (2013) *Research design - qualitative, quantitative and mixed methods approaches*. SAGE: Thousand Oaks
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage Publications
- Creswell, J. W., & Creswell, J. D. (2019). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- Creswell, J. W., & Zhang, W. (2009). The application of mixed methods designs to trauma research. *Journal of Traumatic Stress*, 22(6), 612–621.
- Creswell, J. W., Plano Clark, V. L., Gutmann, M. L., & Hanson, W. E. (2003). Advanced mixed methods research designs. *Handbook of Mixed Methods in Social and Behavioral Research*, 209–240.
- Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. Sage Publications.
- Daily Graphic. (2022, August 19). Government announces new education reforms. Daily Graphic.
- Damaraju, R., James, W. B., & Pallavi, C. (2011). *Choice-Based Conjoint Analysis, Models and Designs*. London New York: CRC Press: Taylor & Francis Group.
- Damoah, J. A. (2019). Teacher motivation and job satisfaction in senior high schools in the Tamale metropolis of Ghana. *Journal of Educational Development*, Vol. 15 (24)
- Darling-Hammond, L. (2013). Keeping good teachers: Why it matters, what leaders can do. *Educational leadership*, 60(8), 6-13.
- Darling-Hammond, L. (2017). Teacher education around the world: What can we learn from international practice? *European journal of teacher education*, 40(3), 291-309.
- Darling-Hammond, L., & Berry, B. (1999). Recruiting teachers for the 21st century: The foundation for educational equity. *Journal of Negro Education*, 254-279.
- Darling-Hammond, L., & Berry, B. (1999). Recruiting teachers for the 21st century: The foundation for educational equity. *Journal of Negro Education*, 254–279.
- Darling-Hammond, L., & Carver-Thomas, D. (2017). Teacher turnover: Why it matters and what we can do about it. *Learning Policy Institute*.
- Dattalo, P. (2008). *Determining sample size: Balancing power, precision, and practicality*. oxford university press.

- Davis Jr, D. F. (2018). School culture and student retention in private schools. Johnson University.
- DiMartino, C., & Jessen, S. B. (2018). Selling school: The marketing of public education.
- Ebo, K. A., Eze, F. O., & Ogili, A. O. (2023). Selection process and performance of employees in secondary schools in Enugu Metropolis. *Journal of Policy and Development Studies*, 14(1), 314–332.
- Effah, B. & Osei-Owusu, B. (2014). Exploring issues of teacher retention and attrition in Ghana: a case study of public senior high schools in Kwabre East District of Ashanti region– Ghana, *Journal of Education and Practice* 5 (1), 83-89.
- Ekwoaba, J. O., Ikeije, U. U., & Ufoma, N. (2015). The impact of recruitment and selection criteria on organizational performance.
- Elo, S., Kääriäinen, M., Kanste, O., Pölkki, T., Utriainen, K., & Kyngäs, H. (2014). Qualitative content analysis: A focus on trustworthiness. *SAGE Open*, 4(1), 2158244014522633.
- Emerald Publishing. (2022). Private education in Ghana: Trends and implications for equity and quality. *Quality in Education and Administration Journal*.
- Erude, S. U., Orogun, O. C., & Iyamah, J. O. (2023). Age Falsification and Public Perception in Nigeria. *Journal of Public Administration and Social Welfare Research*, 8(1), 16-28.
- Evans, D. K., & Yuan, F. (2018). The working conditions of teachers in low-and middle-income countries. *World Bank*.
- Ewing, M. T., Pitt, L. F., De Bussy, N. M., & Berthon, P. (2002). Employment branding in the knowledge economy. *International Journal of advertising*, 21(1), 3-22.
- Fagernäs, S., & Pelkonen, P. (2010). Getting Teachers to Remote Locations: Skills versus Preferences. STICERD.
- Faremi, M. F. (2017). An Assessment of Teacher Retention and Job Security In Private Secondary Schools In Ogun State, Nigeria. *Bulgarian Journal of Science & Education Policy*, 11(2).
- Feather, J. (2013). *The information society: A study of continuity and change*. Facet publishing.
- Fessehatsion, P. W., & Peng, P. (2021). Exploring Teachers' Retention and Attrition in Middle and Secondary Schools in Eritrea: Perspectives of Currently Serving Teachers. *International Journal of Research in Education and Science*, 7(1), 227-244.
- Ganyaglo, F. (2022). Ghana News Link. Retrieved from <http://www.ghananewslink.com/index.php/2014-01-01-17-41-47/1680-diversify-teachereducation-prof-flolu>. Assessed April 14th, 2024 at 10 pm.

- Ghana Statistical Service (2014). Population and Housing Census District Analytical Report (2010), Awutu Senya East Municipality. Ghana Statistical Service.
- Ghana Statistical Service. (2021). 2021 Population and Housing Census: General Report, Volume 3C – Background Characteristics.
- Golding, J. (2017). Mathematics teachers' capacity for change. *Oxford Review of Education*, 43(4), 502-517.
- Green, F., Machin, S., Murphy, R., & Zhu, Y. (2008). Competition for private and state school teachers. *Journal of Education and Work*, 21(5), 383-404.
- Greenwald, R., Hedges, L. V., & Laine, R. D. (1996). The effects of school resources on student achievement. *Review of Educational Research*, 66(3), 361–396.
- Gregorius, S. (2016). Exploring narratives of education: disabled young people's experiences of educational institutions in Ghana. *Disability & Society*, 31(3), 322-338.
- Grissmer, D., & Kirby, S. (2015). *Patterns of attrition among Indiana teachers: 2000-2015*. Santa Monica, CA: Rand Corporation.
- Grissmer, D., & Kirby, S. (2018). *Teacher turnover and teacher quality*. Teachers College Record, 99,45-56
- Guarino, C. M., Santibanez, L., & Daley, G. A. (2006). Teacher recruitment and retention: A review of the recent empirical literature. *Review of educational research*, 76(2), 173-208.
- Härmä, J. (2022). Low-fee private schools and the teaching of mathematics in Sub-Saharan Africa. *Journal of Applied Learning and Teaching*, 5(Sp. Iss. 2).
- Hervie, D. M., & Winful, E. C. (2018). Enhancing teachers' performance through training and development in Ghana education service (a case study of ebenezer senior high school). *Journal of Human Resource Management*, 6(1), 1-8.
- Honeycutt, N., Stevens, S. T., & Kaufmann, E. (2023). The academic mind in 2022: What faculty think about free expression and academic freedom on campus.
- Ibrahim, I., & Hasnan, N. B. (2014). Development and application of competency model in manufacturing operations: An overview. *Proceedings of the 4th International Conference on Technology and Operations Management (ICTOM04)*, 18–19.
- Ingersoll, R. M., & Tran, H. (2023). Teacher shortages and turnover in rural schools in the US: An organisational analysis. *Educational Administration Quarterly*, 0013161X231159922.
- Jahnsen, R., Villien, L., Aamodt, G., Stanghelle, J., & Holm, I. (2020). Musculoskeletal pain in adults with cerebral palsy compared with the general population. *Journal of Rehabilitation Medicine*, 36(2), 78-84.

- Johnson, S. M., Reinhorn, S., Charner-Laird, M., Kraft, M., Ng, M., & Papay, J. P. (2014). Ready to lead, but how? Teachers' experiences in high-poverty urban schools. *Teachers College Record*, 116(10), 1–50.
- Jones, D., & Watson, S. B. (2017). The relationship between administrative leadership behaviors and teacher retention in Christian schools. *Journal of Research on Christian Education*, 26(1), 44-55.
- Karacaoglu, C. (2018). Determining the teacher competencies required in Turkey in the European Union harmonization process: Journal IDOSI Publication World Applied Sciences Journal. 4(1).pp. 86-94 Retrieved from [idosi.org/wasj/wasj4\(s1\)/15.pdf](http://idosi.org/wasj/wasj4(s1)/15.pdf) on Feb 11, 2013.
- Kara-Junior, N. (2014). Definition of population and randomization of sample in clinic surveys. *Revista Brasileira de Oftalmologia*, 73, 67–68.
- Kayuni, H. & Tambulasi, R. (2014). Teacher's turnover in Malawi's ministry of education: Realities and challenges. *International Education Journal* 8 (1). pp. 89-99. Retrieved from iej.co.au on February 16, 2013.
- Kempton, J. (1995). Compensation and benefit systems. In P. Blyton & P. Turnbull (Eds.), *Human resource management and development: Current issues and themes* (pp. 51–69). London: Palgrave Macmillan.
- Kilgallon, P., Maloney, C., & Lock, G. (2016). Early childhood teachers' sustainment in the classroom. *Australian Journal of Teacher Education (Online)*, 33(2), 41-54.
- Klug, D. (2011). Strength in people recruitment & selection handbook: A guide to recruitment process. Arizona State University. pp. 8-24 Retrieved from cfo.asu.edu/hr-recruitment on Jan 22, 2013.
- Kothari, C. R. (2014). *Research Methodology: Methods and Techniques* (Second Revised Edition). Delhi: New Age International (P) Ltd Publishers.
- Krampah, I., E (2015). Impact of condition of service for private school teachers on quality teaching and learning across private basic schools in the La-Nkwantanang municipality in the Greater Accra region. *Journal of Educational Development* (21) 14
- Kumar, T. (2019). E-Recruitment: The Modern Trend of Recruitment Practices. *Journal of Educational Transformation*, Vol. 6 (5)
- Kumedzro, F. K. (2018). Teachers' Perception of Job Satisfaction and Retention in Ghana: Perspectives from Special Needs Educators. *African Educational Research Journal*, 6(4), 262-268.
- Kuranchie, A. (2021). *Research made easy*. (3rd ed.). Kumasi: Bookworm Publications.
- Kusi, H. (2012). *Doing qualitative research: A guide for researchers*. Accra, Ghana: Emmpong Press.

- Larson, A. G., & Owusu-Acheaw, M. (2016). Information needs of distance learners: A case of Winneba study center, University of education, Winneba, Ghana. *Turkish Online Journal of Distance Education*, 17(3), 62-75.
- Lattof, S. R. (2018). Collecting data from migrants in Ghana: lessons learned using respondent-driven sampling. *Demographic Research*, 38, 1017-1058.
- Lee, C., Lin, S., & Hsieh, C. (2012). Analysis on literature review of competency. *International Review of Business & Economics*, 2(12), 25–50.
- Lee, T. W., & Maurer, S. D. (1997). The retention of knowledge workers with the unfolding model of voluntary turnover. *Human Resource Management Review*, 7(3), 247–275.
- Levashina, J., & Campion, M. A. (2009). Expected practices in background checking: Review of the human resource management literature. *Employee Responsibilities and Rights Journal*, 21, 231-249.
- Liang, J. (2020, October). Recruitment and selection. *Financial Forum*, 9(3), 153.
- Lincoln, Y. S., & Guba, E. G. (2000). Paradigmatic controversies, contradictions, and emerging confluences. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed., pp. 163–188). Sage.
- Louviere, J. J., Hensher, D. A., & Swait, J. D. (2019). *Stated Choice Methods, Analysis and Applications*. Cambridge University Press.
- Mboyi, W. (2013). Recruitment and management in local government authorities of Tanzania: A case of Masasi district council (Doctoral dissertation, Mzumbe University).
- McClelland, D. C. (2007). Testing for competence rather than for intelligence. *American Psychologist*, 28(1), 1–14.
- McClelland, M. M., Cameron, C. E., Connor, C. M., Farris, C. L., Jewkes, A. M., & Morrison, F. J. (2007). Links between behavioral regulation and preschoolers' literacy, vocabulary, and math skills. *Developmental Psychology*, 43(4), 947–959.
- Mensah, E. G., & Osman, S. (2022). Senior High Schools Teachers' Perception of Integrating ICT into Social Studies Lessons in the New Juaben Municipality. *Social Education Research*, 112-132.
- Mertens, D. M. (2010). Philosophy in mixed methods teaching: The transformative paradigm as illustration. *International Journal of Multiple Research Approaches*, 4(1), 9–18.
- Mngomezulu, M. S. (2018). *The role awareness of the school governing bodies in the recruitment of teachers in uMkhanyakude District* (Doctoral dissertation, University of Zululand).

- Mohamed, B. H., Ari, I., Al-Sada, M. B. S., & Koç, M. (2021). Strategizing human development for a country in transition from a resource-based to a knowledge-based economy. *Sustainability*, 13(24), 13750.
- Mont, D., & Rees, D. I. (2016). The influence of classroom characteristics on high school teacher turnover. *Economic Inquiry*, 34(1), 152-167.
- Mugizi, W., Tumuhaise, G., Samanya, B., & Dafiewhare, A. O. (2019). Leadership styles and retention of teachers in private primary schools in Bushenyi-Ishaka Municipality, Uganda.
- Murnane, R., & Olsen, R. (2020). The effects of salaries and opportunity costs on duration in teaching: Evidence from North Carolina. *Journal of Human Resources*, 25(1), 106-
- Murphy, P., DeArmond, M., & Guin, K. (2019). A national crisis or localised problems? Getting perspective on the scope and scale of the teacher shortage. *Education Policy Analysis Archives*, 11(23).
- Murray, J., & Male, T. (2005). Becoming a teacher educator: Evidence from the field. *Teaching and teacher education*, 21(2), 125-142.
- Muthoni, J. M. (2015). *E-verification-A case of academic testimonials* (Doctoral dissertation, University of Nairobi).
- Nankervis, A., Compton, R., & Morrissey, B. (2009). Effective recruitment and selection practices. New South Wales: CCH Australia Limited.
- Nantwi, W. K., & Boateng, B. (2020). Covid-19 and education in Ghana: A tale of chaos and calm. *African Journal of Emerging Issues*, 2(5), 41-52.
- Neuman, W. L. (2000). Social research methods: Qualitative and quantitative approaches (4th ed.). Allyn & Bacon.
- Neuman, W. L., Wiegand, B., & Winterdyk, J. A. (2000). Criminal justice research methods: Qualitative and quantitative approaches. Boston: Allyn & Bacon.
- Newberry, M., & Allsop, Y. (2017). Teacher attrition in the USA: The relational elements in a Utah case study. *Teachers and Teaching*, 23(8), 863-880.
- Nilsson, P. (2021). *Education for all: Teacher demand and supply in Africa* (Education International Working Papers No. 12): Education International
- Nketsia, W. (2016). Initial teacher preparation for inclusive education in Ghana: Status and challenges. *Jyväskylä studies in education, psychology and social research*, (573).
- Nti, J. (2019). *Report of consultancy on organisational and institutional analysis*. Accra: Ministry of Education.

- Nugba, R. M. (2021). The status of educational input factors in junior high schools in the Central Region of Ghana. *American Journal of Education and Learning*, 6(1), 50-63.
- Nyasulu, T. U. (2012). *Governance and customary land tenure in peri-urban Kasoa in Ghana* (Doctoral dissertation, Universität zu Köln).
- Obaid, I., Farooq, M. S., & Abid, A. (2020). Gamification for recruitment and job training: model, taxonomy, and challenges. *IEEE Access*, 8, 65164-65178.
- Oduro, E. O. (2015). *Assessment in mathematics classrooms in Ghana: a study of teachers' practices* (Doctoral dissertation, University of Sussex).
- Ohide, A. D. F., Mbogo, R., Alyaha, D. O., & Mbogo, R. W. (2017). Demographic factors affecting teachers' job satisfaction and performance in private primary schools in Yei Town, South Sudan. *IRA-International Journal of Education & Multidisciplinary Studies*, 8(1), 142-148.
- Opoku, M. P., Cuskelly, M., Pedersen, S. J., & Rayner, C. S. (2021). Attitudes and self-efficacy as significant predictors of intention of secondary school teachers towards the implementation of inclusive education in Ghana. *European Journal of Psychology of Education*, 36(3), 673-691
- Öqvist, A., & Cervantes, S. (2018). Teaching in preschool: heads of preschools governance throughout the systematic quality work. *Nordic Journal of Studies in Educational Policy*, 4(1), 38-47.
- Organisation for Economic Cooperation and Development. (2015). *Teachers matter: Attracting, developing and retaining effective teachers*. Paris: OECD.
- Otoo, E. (2012). An inquiry into the continuous fall in the percentage of trained teachers in public basic schools: Implications for learning achievements (Doctoral dissertation, KDI School).
- Otoo, I. C., Assuming, J., & Agyei, P. M. (2018). Effectiveness of recruitment and selection practices in public sector higher education institutions: Evidence from Ghana. *European scientific journal*, 14(13), 199-214.
- Owusu, A. (2021). Title of the article in sentence case. Title of Journal in Italics.
- Owusu, C. K. (2018). Why teachers leave teaching: The case of pretertiary institutions in Ghana. *International Journal of Educational Reform*, 19(1), 51-69.
- Owusu, S. A., Afrifa, R. D., & Obeng, F. A. (2021). Effect of illegal small-scale mining on basic education of children in rural communities in Ghana: perspectives for future development. *African Geographical Review*, 1-14. Paris: OECD Publishing. April, 17, 2024
- Owusu-Manu, D. (2021, June 15). Strategies for improving student retention.
- Owusu-Manu, D. G., Ghansah, F. A., Darko, A., & Asiedu, R. O. (2021). Service quality of insurance in complex project deals in the construction industry in

- Ghana. *International Journal of Building Pathology and Adaptation*, 39(2), 344–367.
- Pecku, N. K. (2008). *Teacher education in Ghana: Evolution and prospects*. Teshie-Nungua, Ghana: Elorm Electronics & Business Services.
- Pessach, D., Singer, G., Avrahami, D., Ben-Gal, H. C., Shmueli, E., & Ben-Gal, I. (2020). Employees recruitment: A prescriptive analytics approach via machine learning and mathematical programming. *Decision Support Systems*, 134, 113290.
- Phillips, J. M., & Gully, S. M. (2015). Multilevel and strategic recruiting: Where have we been, where can we go from here? *Journal of Management*, 41(5), 1416–1445.
- Przygocki, W. F. (2004). Teacher retention in Catholic schools in Northern Ghana. *Catholic Education: A Journal of Inquiry and Practice*, 7(4).
- Psacharopoulos, G., & Woodhall, M. (2015). *Education for Development: An Analysis of Investment Choices*. New York: Oxford University Press
- Quaicoe, J. S., & Pata, K. (2018). Basic school teachers' perspective to digital teaching and learning in Ghana. *Education and Information Technologies*, 23(3), 1159–1173.
- Quansah, K. B. (2013). *Teacher demand and supply: The next decade*. Cape Coast: University of Cape Coast.
- Rice, S. M. (2010). Getting our best teachers into disadvantaged schools: Differences in the professional and personal factors attracting more effective and less effective teachers to a school. *Educational Research for Policy and Practice*, 9, 177–192.
- Rourke, L., & Anderson, T. (2004). Validity in quantitative content analysis. *Educational Technology Research and Development*, 52(1), 5–18.
- Sabates, R., Carter, E., & Stern, J. M. (2021). Using educational transitions to estimate learning loss due to COVID-19 school closures: The case of Complementary Basic Education in Ghana. *International Journal of Educational Development*, 82, 102377.
- Sahlberg, P. (2016). The global educational reform movement and its impact on schooling. *The handbook of global education policy*, 128–144.
- Said, S. H., Dida, M. A., Kosia, E. M., & Sinde, R. S. (2023). A blockchain-based conceptual model to address educational certificate verification challenges in Tanzania. *Engineering, Technology & Applied Science Research*, 13(5), 11691–11704.
- Saigol, M., & Danish, S. (2016). Feminisation of Teaching: Factors Affecting Low Male Participation in Early Childhood Teaching at Private Schools in Pakistan. *Journal of Education and Educational Development*, 3(2), 147–178.

- Sandy, J. (2020). *Methodology of educational research*. Mumbai, India: Vikas
- Santiago, P. (2018). *Teacher demand and supply: Improving teacher quality and addressing teacher shortages* (OECD Education Working Paper No. 1). Paris: OECD.
- Santos, A. (2023). Human resource lens: perceived performances of ISO 9001: 2015 certified service firms. *International Journal of Human Capital in Urban Management*, 8(2), 229-244.
- Sarafidou, J. O., & Chatziioannidis, G. (2013). Teacher participation in decision making and its impact on school and teachers. *International Journal of Educational Management*, 27(2), 170–183.
- Schleicher, A. (2011). *z profession: Lessons from around the world* (International Summit on the Teaching Profession). Assessed from doi:<http://dx.doi.org/10.1787/9789264113046-en>
- Schoonenboom, J., & Johnson, R. B. (2017). How to construct a mixed methods research design. *KZfSS Kölner Zeitschrift für Soziologie und Sozialpsychologie*, 69(Suppl 2), 107–131.
- Seniwoliba, A. J. (2014). Academic quality assurance practices in Ghanaian public universities: Experience from University for Development Studies. *Global Educational Research Journal*, 2(9), 152-166.
- Sentamu, N. P. (2013). School Influence of Learning: A Case of Upper Primary Schools in Kampala and Wakiso Districts. *Uganda Education Journal*, 4.
- Sharma, P. (2023). ‘Teaching for the Time Being’: Teaching and Teacher Identity in Low-fee Private Schools in Semi-urban Delhi. *Contemporary Education Dialogue*, 09731849231172416.
- Sharma, R. (2015). What Manner of Teacher - Some Lessons from Madhya Pradesh. *Economic and Political Weekly*, 34(25), 1597-1607
- Shen, J. (1997). Teacher retention and attrition in public schools: Evidence from SASS91. *The Journal of Educational Research*, 91(2), 81-88.
- Shields, L., Newman, A., & Satz, D. (2017). Equality of educational opportunity.
- Smithson, G., M. (2018). Quality basic education. *Journal of Educational Development*, Vol. (2)57
- Sonu, D., & Zaino, K. (2023). Breaking light on economic divide: How elementary school teachers locate class inequality in teaching and schools. *Teachers College Record*, 01614681231177817.
- Srivastava, P. (2013). Low-fee private schooling: Issues and evidence. *Low-fee private schooling: Aggravating equity or mitigating disadvantage*, 1, 7-36.

- Sudibjo, N., & Riantini, M. G. D. (2023). Factors affecting teachers' work engagement: The case of private school teachers in Jakarta Metropolitan, Indonesia. *REICE: Revista Iberoamericana sobre Calidad, Eficacia y Cambio en Educación*, 21(1), 119-138.
- Sutcher, L., Darling-Hammond, L., & Carver-Thomas, D. (2019). Understanding teacher shortages: An analysis of teacher supply and demand in the United States. *Education Policy Analysis Archives*, 27(35).
- Tabachnick, B. G., Fidell, L. S., & Ullman, J. B. (2007). Using multivariate statistics (Vol. 5, No. 7). Boston, MA: Pearson.
- Tanye, M. (2008). Access and barriers to education for Ghanaian women and girls. *Interchange*, 39(2), 167–184.
- Theobald, N. D. (2019). An examination of the influence of personal, professional, and school district characteristics on public school teacher retention. *Economics of education review*, 9(3), 241-250.
- Tinto, V. (1996). Rethinking the first year of college. *Planning for Higher Education*, 25(1), 1–6.
- Tipton, E., Hallberg, K., Hedges, L. V., & Chan, W. (2017). Implications of small samples for generalization: Adjustments and rules of thumb. *Evaluation review*, 41(5), 472-505.
- Tomé, E. (2011). Human resource development in the knowledge based and services driven economy: An introduction. *Journal of European Industrial Training*, 35(6), 524-539.
- Tooley, J., & Dixon, P. (2005). Is private education good for the poor? Washington, DC: Cato Institute.
- UNESCO Institute for Statistics. (2012). Report on the activities of the Institute in 2012. UNESCO.
- United Nations (2016). The Millennium Development Goals Report: United Nations Development Programme.
- Van Hooft, E. A., & Noordzij, G. (2009). The effects of goal orientation on job search and reemployment: A field experiment among unemployed job seekers. *Journal of Applied Psychology*, 94(6), 1581.
- Vanderpuye, I., Obosu, G. K., & Nishimuko, M. (2020). Sustainability of inclusive education in Ghana: teachers' attitude, perception of resources needed and perception of possible impact on pupils. *International Journal of Inclusive Education*, 24(14), 1527-1539.
- Vegas, E., & Petrow, J. (2018). Raising Student Learning in Latin America: The Challenge for the 21st Century. Washington, DC: The World Bank.

- Wang, J., & Wildman, L. (2014). The Effects of Family Commitment in Education on Student Achievement in Seventh Grade Mathematics. *Education*, 115(2), 317-319, 271.
- Whalen, J., & Mouza, C. (2023). ChatGPT: Challenges, opportunities, and implications for teacher education. *Contemporary Issues in Technology and Teacher Education*, 23(1), 1-23.
- Wise, A. E. (1987). *Effective teacher selection: From recruitment to retention*. The Rand Corporation, 1700 Main Street, PO Box 2138, Sanata Monica, CA 90406-2138.
- Wonyor, Z. A. (2006). *Factors affecting recruitment and retention of basic school teachers in the Akatsi district of Ghana* (Doctoral dissertation, University of Cape Coast).
- Wood, P., & Salt, J. (2018). Staffing UK universities at international campuses. *Higher Education Policy*, 31(2), 181-199.
- Yaacob, N. A., Osman, M. M., & Bachok, S. (2014). Factors influencing parents' decision in choosing private schools. *Procedia-Social and Behavioral Sciences*, 153, 242-253.
- Yamane, T. (1967). *Statistics: An introductory analysis* (2nd ed.). New York, NY: Harper & Row.
- Yeboah, G. A. (2020). *Compensation and retention of junior high school teachers in the Nsawam Adoagyiri Municipality, Ghana* (Doctoral dissertation, University of Cape Coast).
- Yin, R. K. (2017). *Case study research and applications: Design and methods*. London: Sage Publications.
- Zanglin, L. A. (2011). *Comparing good to great hiring practices in private and public schools* (Doctoral dissertation, Walden University).

APPENDIXES

APPENDIX 1: CASE PROCESSING SUMMARY

Case Processing Summary			
Unweighted Cases ^a		N	Percent
Selected Cases	Included in Analysis	431	99.8
	Missing Cases	1	.2
	Total	432	100.0
Unselected Cases		0	.0
Total		432	100.0

a. If weight is in effect, see classification table for the total number of cases.

Dependent Variable	
Encoding	
Original Value	Internal Value
Disagreed	0
Agreed	1

Categorical Variables Codings

		Frequency	Parameter coding (1)
Professional qualification.	Professional teacher	233	.000
	Non-professional teacher	198	1.000
Gender	Male	164	.000
	Female	267	1.000
What is your highest academic qualification	Non-degree	348	.000
	Degree	83	1.000
How long have you been a teacher	1-10years	309	.000
	10 yrs and above	122	1.000
How long have you been teaching in this school	1-10 yrs	338	.000
	10 yrs and above	93	1.000
Age	20-30years	248	.000
	31-59years	183	1.000

Classification Table^{a,b}

	Predicted				
	Job satisfaction			Percentage Correct	
	Observed	Disagreed	Agreed		
Step 0	Job satisfaction	Disagreed	0	189	.0
		Agreed	0	242	100.0
	Overall Percentage				56.1

a. Constant is included in the model.

b. The cut value is .500

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 0	Constant	.247	.097	6.484	1	.011	1.280

Variables not in the Equation

		Score	df	Sig.
Step 0	Variables Age(1)	.871	1	.351
	Gender(1)	1.033	1	.309
	What is your highest academic qualification(1)	.348	1	.555
	How long have you been a teacher(1)	.940	1	.332
	How long have you been teaching in this school(1)	.003	1	.959
	Professional qualification.(1)	6.242	1	.012
	Overall Statistics	11.358	6	.078

Block 1: Method = Enter

APPENDIX 2**OMNIBUS TESTS OF MODEL COEFFICIENTS****Omnibus Tests of Model Coefficients**

		Chi-square	df	Sig.
Step 1	Step	11.451	6	.075
	Block	11.451	6	.075
	Model	11.451	6	.075

Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	579.508 ^a	.026	.035

a. Estimation terminated at iteration number 3 because parameter estimates changed by less than .001.



APPENDIX 3**HOSMER AND LEMESHOW TEST****Hosmer and Lemeshow Test**

Step	Chi-square	Df	Sig.
1	12.412	7	.088

Contingency Table for Hosmer and Lemeshow Test

		Job satisfaction = Disagreed		Job satisfaction = Agreed		Total
		Observed	Expected	Observed	Expected	
Step 1	1	23	28.087	26	20.913	49
	2	29	23.950	16	21.050	45
	3	22	26.524	32	27.476	54
	4	18	16.862	18	19.138	36
	5	23	19.020	21	24.980	44
	6	19	18.552	26	26.448	45
	7	19	14.200	18	22.800	37
	8	26	27.219	49	47.781	75
	9	10	14.586	36	31.414	46

Classification Table^a

Classification Table					
		Predicted			
		Job satisfaction		Percentage	
	Observed	Disagreed	Agreed	Correct	
Step 1	Job satisfaction	Disagreed	53	136	28.0
		Agreed	45	197	81.4
	Overall Percentage				58.0

a. The cut value is .500

APPENDIX 4**REVISED DEMOGRAPHIC STATISTICS****Frequencies**

			Statistics					
			Age	Gender	What is your highest academic qualification	How long have you been a teacher	How long have you been teaching in this school	Professional qualification.
N	Valid	431	431	431	431	431	431	431
	Missing	1	1	1	1	1	1	1

Frequency Table

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-30years	248	57.4	57.5	57.5
	31-59years	183	42.4	42.5	100.0
	Total	431	99.8	100.0	
Missing	System	1	.2		
Total		432	100.0		

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	164	38.0	38.1	38.1
	Female	267	61.8	61.9	100.0
	Total	431	99.8	100.0	
Missing	System	1	.2		
Total		432	100.0		

What is your highest academic qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Non-degree	348	80.6	80.7	80.7
	Degree	83	19.2	19.3	100.0
	Total	431	99.8	100.0	
Missing	System	1	.2		
Total		432	100.0		

How long have you been a teacher

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-10years	309	71.5	71.7	71.7
	10 yrs and above	122	28.2	28.3	100.0
	Total	431	99.8	100.0	
Missing	System	1	.2		
Total		432	100.0		

How long have you been teaching in this school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-10 yrs	338	78.2	78.4	78.4
	10 yrs and above	93	21.5	21.6	100.0
	Total	431	99.8	100.0	
Missing	System	1	.2		
Total		432	100.0		

APPENDIX 5

QUESTIONNAIRE FOR TEACHERS

General Information about Research

My name is Josephine Akosua Gbagbo a final year MPhil student from the Department of Educational Administration and Management, Faculty of Educational Studies, University of Education, Winneba. I am conducting a study titled Recruitment and retention of teachers into private basic schools within the Awutu Senya East Municipality in Ghana. To find answers to the research questions, I invite you to take part in answering this questionnaire because I feel that your experience(s) on the research topic makes you the right person to provide the answers to the questionnaire. The information you will provide will be considered confidential, and no one else except me will have access to the information documented during your interview.

Your participation in the study is very voluntary as participants are free to redraw their consent for participation at any stage of the study without any negative implication to them although I will be grateful if they will participate fully. Although there may be no monetary/ material benefit(s) to you for participating in this study, findings of the study may inform policy and programme decisions on recruitment and retention of teachers into private basic schools in Ghana. Please feel free to contact me on the beneath email address: jgbagbo123@gmail.com or mobile line +233(0)543288689 for any further information relating to the research.

Kindly indicate your consent to be recorded by ticking Yes [] or No [].

I certify that the nature, purpose and the potential benefits, of this research have been explained to me and I agree to participant in the study voluntarily

Participant's Signature: Date:

A. BACKGROUND CHARACTERISTICS OF RESPONDENTS

1. Age

(a) < 20 years [] (b) 20-25yrs [] (c) 26-30yrs [] (d) 31-35yrs [] (e) 36yrs and above []

2. Gender

a) Male [] (b) Female []

3. What is your highest academic qualification?

a) WASSCE [] (b) Bachelors [] (c) Masters [] (d) Doctorate []
e) Others please specify.....

4. How long have you been a teacher?

a) 1-5years [] (b) 6 - 10yrs [] (c) 11 - 15yrs [] (d) 16-20yrs []
e) 20yrs and above []

5. How long have you been teaching in this school?

(b) 1-5years [] (b) 6 - 10yrs [] (c) 11 - 15yrs [] (d) 16-20yrs []

f) 20yrs and above []

6. Professional Status. a) Professional teacher [] Nonprofessional Teacher []

B. FACTORS THAT ATTRACT TEACHERS INTO PRIVATE BASIC SCHOOLS

	Strongly Disagreed	Disagreed	Agreed	Strongly Agreed
Factors affecting teacher attraction in this school				
1. Last resort since there is no alternative job opportunity				
2. Salary/renumerations				
3. Professional Development Programmes				
4. Workload				
5. Student population				
6. Influence from family				
7. School infrastructure				
8. School environment				
9. Teacher parent relationship				
10. Proximity from home to work place				
11. Personal accomplishment				
12. Vacation benefits				
13. Healthcare benefits				
14. Qualification as a basic school teacher				

C. FACTORS THAT RETAIN TEACHERS INTO PRIVATE BASIC SCHOOLS

	Strongly Disagreed	Disagreed	Agreed	Strongly Agreed
Factors affecting teacher retention in this school				
1. Work flexibility				
2. School environment				
3. Salary/renumeration				
4. Professional Development Programmes				
5. Workload				
6. Student Population				
7. School management support				
8. Family influence				
9. Student performance				

10. Teacher parent relationship				
11. Job satisfaction				
12. Vacation periods				
13. Health care benefits				
14. Proximity from home to work place				
15. Caliber of co-workers				
16. Expected bonuses				
17. Use of technology				
18. Career development				
19. Compensation package				
20. Job security				
21. Emotional satisfaction				
22. No other job alternative				
23. Current qualification not adequate to move on				

D. FACTORS INFLUENCING ATTRITION OF TEACHERS IN PRIVATE BASIC SCHOOLS

	Strongly Disagreed	Disagreed	Agreed	Strongly Agreed
Factors of teacher attrition in this school				
1. Unhealth teacher management relationship				
2. Lack of job satisfaction				
3. Too much work load on teachers				
4. Lack of teaching/learning materials				
5. The quest for better jobs				
6. Poor remuneration and teacher incentives				
7. Unhealth teacher parent relationship				
8. Poor student performance				
9. Unhealth School reputation				
10. Caliber of co-workers				
11. Proximity from home to work place				
12. Lack of compensation package				
13. Lack of health benefits				
14. Lack of retirement benefits				
15. No bonuses				
16. No job security				
17. Lack of carrier prospects for teachers				

THANK YOU

APPENDIX 6:

INTERVIEW GUIDE FOR HEADS OF SCHOOLS

General Information about Research

My name is Josephine Akosua Gbagbo a final year MPhil student from the Department of Educational Administration and Management, Faculty of Educational Studies, University of Education, Winneba. I am conducting a study titled Recruitment and retention of teachers into private basic schools within the Awutu Senya East Municipality in Ghana. To find answers to some of the research questions, I invite you to take part in this interview because I feel that your experience(s) on the research topic makes you the right person to be interviewed. The information you will provide will be considered confidential, and no one else except me will have access to the information documented during your interview. The expected duration of the interview is about 30-60 minutes.

Your participation in the study is very voluntary as participants are free to redraw their consent for participation at any stage of the study without any negative implication to them although we will be grateful if they will participate fully. Although there may be no monetary/ material benefit(s) to you for participating in this study, findings of the study may inform policy and programme decisions on recruitment and retention of teachers into private basic schools in Ghana. Please feel free to recommend any other person(s) who would be willing to share their experience on the research topic if you feel uncomfortable to proceed with the interview. Please feel free to contact me on the beneath email address: jgbagbo123@gmail.com or mobile line +233(0)543288689 for any further information relating to the research.

Kindly indicate your consent to be recorded by ticking Yes [] or No [].

I certify that the nature, purpose and the potential benefits, of this research have been explained to me and I agree to participant in the study voluntarily

Participant's Signature: Date:

BACKGROUND CHARACTERISTICS OF RESPONDENTS

E. BACKGROUND CHARACTERISTICS OF RESPONDENTS

7. Age

- (a) < 20 years [] (b) 20-25yrs [] (c) 26-30yrs [] (d) 31-35yrs [] (e) 36yrs and above []

8. Gender

- (a) Male [] (b) Female []

9. What is your highest academic qualification?

- (a) WASSCE [] (b) Bachelors [] (c) Masters [] (d) Doctorate []
 (e) Others please specify.....

10. How long have you been a head teacher?

- (a) 1-5years [] (b) 6 - 10yrs [] (c) 11 - 15yrs [] (d) 16-20yrs []
 (e) 20yrs and above []

11. How long have you been a head teacher in this school?

- (a) 1-5years [] (b) 6 - 10yrs [] (c) 11 - 15yrs [] (d) 16-20yrs []
 (e) 20yrs and above []

12. Professional status. (a) Professional teacher [] Nonprofessional Teacher []

MODALITIES FOR TEACHER RECRUITMENT INTO PRIVATE BASIC SCHOOLS

5. How many teachers have you recruited so far in your tenure as a head?

- (a) None []
 (b) 1-5 []
 (c) 6-10 []
 (d) 11-15 []
 (e) 16-20 []
 (f) Others please specify.....

6. How do you recruit candidates for teaching position in this school?

Probe-----

7. Do you think there are other elements that should be considered apart from the strategies mentioned?-----

Probe

If “Yes” what are they?-----

If “No” why not?-----

8. During the recruitment process, do you check for hidden competencies like he/she is aggressive, amiable, friendly, determined, team player, etc ? -----

Probe

If “Yes” what are they?-----

If “No” why not?-----

9. Do you do any background check on a teacher before recruitment?-----

Probe

If “Yes” what kind of background check did you do?-----

If “No” why not?-----

FACTORS THAT ATTRACT TEACHERS INTO PRIVATE BASIC SCHOOLS

10. What do you think are the things that make candidates apply to teach in private school?-----

Probe-----

11. Generally, what do you believe are the factors that prevent people from applying to teach in private basic schools? -----

Probe-----

FACTORS THAT RETAIN TEACHERS IN PRIVATE BASIC SCHOOLS

12. What can you say about teachers being retained in private basic school for a long period of time? -----

Probe-----

13. What do you do to make teachers stay in the private basic school for a long time?

Probe-----

14. Do you think the private basic school should do more to prevent teachers from leaving the school?

Yes [] No []

Probe

If “yes,” what should be done?-----

If ‘No,’ why do you think so?-----

FACTORS THAT INFLUENCE ATTRITION OF TEACHERS IN PRIVATE BASIC SCHOOLS

15. What is your view about teacher attrition situation in private basic schools?-----

Probe-----

16. In your view, what are the factors that influence attrition of teachers in private basic schools? -----

Probe-----

17. From your experience, which groups/categories of teachers mostly leave the private schools? (Probe Age, gender, educational background)

Probe-----

18. Is there any other relevant information you would like to provide on recruitment, retention and attrition of teachers in the private basic school? -----

