

UNIVERSITY OF EDUCATION, WINNEBA

FACTORS INFLUENCING ATTRITION AND RETENTION OF TEACHERS IN  
THE SENIOR HIGH SCHOOLS IN THE ASANTE AKIM CENTRAL  
MUNICIPALITY

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**A Project Report in the Department of Educational Leadership, Faculty of  
Education and Communication Sciences, submitted to the School of Graduate  
Studies, University of Education, Winneba in partial fulfilment of the requirements  
for award of the Masters of Arts (Educational Leadership) Degree**

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## **DECLARATION**

### **STUDENT'S DECLARATION**

I, SETH OFORI OFOSUHENE, declare that this project report, with the exception of quotation and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for other degree elsewhere.

SIGNATURE: .....

DATE: .....

### **SUPERVISOR'S DECLARATION**

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of project report as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: PROF. F.K. SARFO

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## **DEDICATION**

To my supportive wife, Mrs. Veronica Ofosuhene, my lovely children Kwadwo Ofori Ofosuhene, Yaw Ofori Ofosuhene, Abena Ofori Ofosuhene, Kwabena Ofori Ofosuhene, Yaa Ofori Ofosuhene and to my late father Mr. Seth Yaw Ofori Oduro.

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## ABSTRACT

The research was carried out to identify factors that contribute to teacher attrition and retention of Senior High School teachers in the Asante Akim Central Municipality. It was geared towards examining factors that affect the retention of teachers in the municipality and to find out the motivational packages available to retain teachers in the municipality. The descriptive research design was used for the study. The target population of the study was made up of all Senior High School Teachers in the Asante Akim Central Municipality, sixty (60) Senior High School teachers were randomly selected from three (3) senior High Schools for the study using the stratified sampling method. Closed-ended questionnaire (Likert-Scale) was used to collect the data for the study. Descriptive statistics was used to analyse the data and among the factors that were identified as influencing attrition were lack of suitable accommodation, lack of teachers' involvement in decision making and low financial assistance from the schools. Respondents stated that motivational packages such as study leave with pay and accommodation facilities should be made available to all teachers to retain them. The findings suggested that the Municipal Assemblies should sponsor more indigenous women to return to the classroom and the extension of Ghana Education Service and Municipal motivational packages to meet large number of teachers. Teachers in the municipality should be encouraged by the municipal education directorate to take distance education programmes.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

Education in the general sense is any act or experience that has a formative effect on the mind, character, or physical ability of an individual. In its technical sense, education is the process by which society deliberately transmits its accumulated knowledge, skills and value from one generation to another. Education gives us the knowledge of the world around us. It develops in us a perspective of looking at life. It helps us build opinions and have points of view on everything in life. Education is not about lessons and poems in textbooks. It is about the lessons of life.

The importance of education in the development of a country cannot be over emphasized. Formal education is linked to national development. Education produces labour force for a nation's commerce, industry, civil service and other sectors who work towards national development. This contributes immensely to national development. By this, it implies that when people are educated they are provided with tools in the form of skills and ideas to face the problems of life. In this light, education can be seen as a tool for problem solving. The success or otherwise of every educational offer depends to a very large extent on the teacher. The personality of the teacher is an important factor that cannot be ignored in every educational attempt.

Education whether in the formal form or informal form involves two actors: the learner and the teacher. In the informal educational process, anybody with adequate knowledge and can impart knowledge becomes a teacher or an instructor. On the other hand, in the formal education, teachers are specially trained persons who have acquired

knowledge and skills required to properly instruct the learner to successfully go through the educational process (Kofi-Adu & Obiri-Yeboah, 2008).

A teacher then becomes an indispensable agent in formal education. Teachers are central pivot around which the success of quality of education revolves. The teacher represents a key inputs of highly skilled labour resources. Teachers represent a stock of highly human valued capital whose inputs in the educational process is a significant one (Ehrenberg & Brewer, 1994).

The teacher is an active agent upon which the whole business of education depends. When all the non-human resources have been provided, it requires an active role of the teacher to bring out results. Effective teaching can have a lasting impact on students' academic achievements. It has been found out that elementary school leavers taught by ineffective teachers for three continuous years score significantly lower than students taught by highly effective teachers (Protheroe, Lenis & Park, 2002).

As an educational leader, the teacher is one of the active agents upon which the whole business of education depends. Given all the resources and inputs of education, without an effective teacher, little or nothing can be achieved. Effective, teaching can have a lasting impact on students' academic achievement. It has been found that elementary school learners taught by highly ineffective teachers three years in a row score significantly lower than students taught by highly effective teachers. This is to say that, the teachers' central position in the delivery of education cannot therefore be played down. It is in the light of the above situation that one can say that the success of any educational system depend on adequate supply of teachers because is the teacher who implement the various educational programmes to success.

Brewer (1996) confirmed that higher wages reduce teacher-quit propensity. Consequently, since in many countries the remuneration of teachers is low, they see the

teaching profession as unattractive and therefore find employment in other institutions. Thus deepening the education sector the needed manpower.

Teacher attrition is highest in geographical locations where living conditions are extremely poor, where teachers do not feel comfortable with the local community and where language is not attractive to them. The most highly qualified teachers may be the most likely to leave as they can easily get alternative employment (Macdonald, 1999).

Teacher attrition in school has become worldwide issue and that it is better to understand the high teacher turnover rate among ‘beginning teachers’ by investigating the reasons and causes behind teacher moving out of the educational system. Research identified reasons why teachers move as; job dissatisfaction, poor working conditions and low salary, inadequate support from parents, administration and the public, discipline, management and attendance problems, increasing class size ( leading to increased workload) poor motivation and lack of space for teachers to participate in key decisions affecting the school.

Attrition does not simply mean a numerical loss. It also represents the loss of experienced teachers from the system. This is particularly the case where those who are leaving the profession are the more successful or more qualified teachers. Teacher retention strategies must therefore be in place to ensure that teachers are made available to schools. A variety of strategies to increase retention have been devised. In Ghana teachers are required to sign a bond. If they leave teaching before their initial three years posting is completed they are barred from further employment in the state sector and the guarantors must have to repay the bonded amount.

Retention of teachers is necessary for improved educational outcomes. Many teachers do not stay in the profession due to change in public attitude toward the

profession. Antwi (1992) noted that in the colonial days when Ghana held teachers in a high esteem, teaching attracted best brains like Aggrey, Nkrumah and Busia. When the public view about the teacher changed after independence teachers' attitude towards their work also changed and some teachers left the teaching profession for more lucrative appointment in other areas. Antwi (1992) further points out that financial and job prospects affect the retention of teachers.

There is clear evidence that the relationship between teacher remuneration and the alternatives available in the labour market has an important influence on attrition. Studies in the US have demonstrated that higher salaries are associated with lower teacher attrition (Guarino, Santibanez, & Dalay, 2004). A longitudinal study showed that a significant pay rise for teachers (relative to local pay scales) was associated with an increase of more than four years in the median teaching spell duration.

In recognition of the high rate of teacher attrition in Ghana, Government since independence in 1957 has made several efforts to improve upon conditions of service of teachers in the country. It is in the light of this background that the researcher wants to carry out a study on factors influencing teacher retention with specific reference to Senior High Schools in the Asante Akim Central Municipality.

## **1.2 Statement of the Problem**

The Senior High Schools is perceived to be a place where students are disciplined and well prepared to meet the challenges ahead of them as they prepare to enter into tertiary institution. It appears that poor academic performance of students in the Senior high school, indiscipline and perhaps institutional unrest is influenced by the supply and efficiency of teacher of the school. Teachers have generally been recognized as one of the most important groups of resource input in education. However teacher retention has

always faced the problem of high attrition. Some attempts have been made to ensure teacher retention. Policies that have been put in place include; establishment of development policy, teacher award schemes, study leave with or without pay, the leave to join other service on secondment, teacher trainee allowance, and district teacher sponsorship scheme as well as teacher accommodation facilities. This is done with a view to ensure effective teaching and learning and also to bring out the desired behavioral change.

Teachers in Asante Akim Central Municipality are no exception to these packages. At the local level the Municipal Education Office has instituted the Municipal Teachers Fund which makes loans available to teachers in the Municipality at low interest rate, study leave with or without pay to teachers who gain admission for further studies, prompt payment of medical and car allowances, award schemes at the Municipal level, free accommodation facilities for newly posted teachers in some of the Senior High Schools as well as special incentives such as motorcycle for teachers who accept posting to rural areas in the Municipality.

In spite of all these, Senior High School teachers continue to leave schools in the Municipality. This has resulted in the loss of experienced teachers in the system; particularly those who are leaving are more qualified. In addition, schools are unable to replace teachers who have gone and are forced to operate at least for a term with reduced staff. This causes disruption with serious effects. It is against this background that this study seeks to investigate factors influencing the retention of Senior High School teacher in the Asante Akim Central Municipality.

### **1.3. Purpose of the Study**

The purpose of the study is to identify factors influencing attrition and retention of Senior High School teachers

### **1.4 Objectives of the Study**

The specific objective of the study is to:

1. Identify local factors that contribute to teacher attrition of Senior High School in the Asante Akim Central Municipality.
2. Examine factors that affect the retention of teachers in the Municipality.
3. Find out motivational packages available to retain teachers in the municipality.

### **1.5 Research Questions**

To help achieve the set objectives the following research questions have been formulated.

1. What local factors contribute to teacher attrition in the Senior High schools in the Asante Akim Central Municipality?
2. What measures are in place to retain teachers in the Municipality?
3. What motivational packages do teachers expect to influence their retention in the Municipality?

### **1.5 Significance of the Study**

The research is carried out to identify factors influencing the attrition and retention of teachers in Senior High Schools in the Asante Akim Central Municipality. The information provided by the study has painted a picture of the issues of teacher attrition in the Municipality. Factors that contribute to enhance the retention of teachers in the municipality have also been highlighted. It is hope that stakeholders the municipal



directorate and the key players in education will use the result of the study as a basis for embarking on long term solution to the problems identified by the study in order to make the teacher willing to work in the Asante Akim Central Municipality. It is hope that the data generated will form the basis for further research into issues pertaining to teacher attrition and retention.

### **1.6 Delimitation of the Study**

Asante Akim Central Municipality where this research work is undertaken is located in the Ashanti Region. The Municipality shares boundaries with other neighbouring district such as Asante Akim South, Asante Akim North, Bosome Freho and Ejisu and Juaben Municipality where the research is not extended due to the impossibility to deal with the whole target group. The study is delimited in order to investigate factors influencing attrition and retention in the Asante Akim Central Municipality. It will therefore yield a positive and reliable result from which possible generalization could be made to the neighbouring school in the region and the nation as a whole.

### **1.7 Limitations of the Study**

The researcher desired to cover a wide area than actually covered. This was not possible due to a number of limitations the researcher faced in terms of finance, sponsorship, time among others. The study was supposed to be conducted concurrently with other taught courses. In this regard, time constrain was a force to reckon with in terms of time allowed for the submission of the work. Easy accessibility of information from some of the headmasters and teachers was a bit frustrating as well as administering of questionnaire.

## **1.8 Organization of the Study**

The study is organized into five main chapters. The first chapter is the introduction which consists of background to the study, problem statement, objectives, research questions, significance, delimitation and limitations. Chapter two comprises of the existing literature reviews on teacher characteristics, role of the teacher, teacher deployment, teacher attrition and retention.

Chapter three considered the methodology adopted for the study and therefore comprises research design, size of the study, sources of data collection and procedures. Chapter four deals with analysis of data including graphical illustrations in the form of table figures with their associated analysis of the respondent's view on questions posed to them. Chapter five deals with the summary of the research, conclusion and recommendation.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

The phenomenon of teacher attrition and retention has been a worry to school authorities and policy makers in both developed and developing countries. In response,

substantial research has been carried out on this subject to explore the causes and attendant implications.

In this chapter, existing literature is reviewed, in the main, to know what has been done that relate to the problem, their scope and to facilitate the interpretation of the finding of the study. The researcher review related literature under the following heading;

1. Teacher Characteristics,
2. The Role of the Teacher,
3. Teacher Recruitment,
4. Teacher Deployment,
5. Teacher Attrition,
6. Teacher Retention,
7. The Concept of Motivation,
8. Job Satisfaction and Dissatisfaction
9. Theoretical Framework.

## **2.1 Characteristics of a Teacher**

The teacher constitutes a significant component of teaching. The level of success a teacher may achieve is based on a number of characteristics which then make one teacher different from another. Boachie (2006) identifies creativity, drive to organization, knowledge, ability to motivate and resourcefulness as some factors that constitute teacher characteristics.

Homer (1964) asserts that fundamental to successful teaching is a comprehensive knowledge of what is to be taught and the ability to present this knowledge for maximum student comprehension. He goes further to state that though this sentiment is

fundamentally true, it is over simplification, for teaching is complex. In addition to the mere acquisition of knowledge, successful teaching results in the acquisition of understanding of that which has been learned, the ability to apply the knowledge to engage in critical thinking and the building of values. The general knowledge of personality development in students is also one of the good teachings principles. Moreover the knowledge of subject matter alone does not guarantee effective teaching. Homer claims that the sequence of professional work including such courses as methods, psychology, and sociology, evaluating studies, curriculum studies and practice teaching is essential to fulfilling certification requirements of state boards of education and also by school administrators.

Fertler (1999) found a negative correlation between high mathematics scores and percentage of teachers with emergency credentials at the school level. In analyzing the work of Fertler, Goldhaber and Brewer (2000) found out that the performance of high school students on standardized mathematics and science test did not differ according to whether their teacher held standard or emergency credentials. They found out however that students of teachers who were uncertified or who held a private school certification had somewhat lower achievement levels than students of teachers' with a standard, probationary, or emergency certification in mathematics.

## **2.2 Role of the Teacher in Learning Process**

The teacher's role is very essential since he/she actively stimulate learning. The role of the teacher is therefore very important in any teaching strategy, especially since the extent of the teacher participation can vary widely from complete control over what is learned to minimal intervention.

Havighurst and Neugarteh (1969) identified two sets of roles of the teacher pertaining to work in the school, and to his service to the community. Concerning the teacher's role in the school, he is seen as a facilitator who directs students to the source of correct and appropriate information. He superintends the moral life of students in the school as a disciplinarian. In his capacity as judge, the teacher sees to the administration of justice among students. Students leave their parents at home and come to school to learn and so the teacher acts in place of the parents in a school.

With his broad knowledge the teacher sometimes assumes that role of a leader in several community issues. Thus unless the teacher remains for long period of time in the school and in the community, he cannot understand nor come to grips with the social environment so as to play his role as expected of him. For the central role the teacher has to play in education, there is the need for a pleasant work environment to enable him perform as expected and to achieve his personal goals. A pleasant work environment guaranteeing job satisfaction, among others, appears to be necessary condition for teacher satisfaction and retention (Bacharach and Bamberger, 1990).

As human resources, the teacher is one of the active agents upon which the whole business of education depends. Giving all the resources and agents of education, such as building, teaching and learning materials, and plausible educational programme, without the presence of quality teachers, little can be achieved. Effective, teaching can have a lasting impact on students' academic achievement. A study led by William Sanders found that elementary school students taught by highly ineffective teachers three years in a row score significantly lower than students taught by highly effective teachers (Protheroe, Lenis & Park 2002). It is in the light of the above situation that one can say that the success of any educational system depend on adequate supply of teachers because is the teacher who implement the various educational programmes to success.

### **2.3 Recruitment of Teachers**

At times of rapid expansion of education system, additional strain is generally placed on teacher supply and bottlenecks are increasingly highlighted. These bottlenecks in teacher supply vary from country to country. In Ghana, the teacher education system is the limiting factor of teacher supply. Teachers' colleges are oversubscribed and more teachers could be prepared if spaces were available. Yet achieving the target primary enrollment rate would involve increasing teacher supply by up to four times the current level (Lewin, 2002).

Rebore (1982), states that to recruit personnel, three definite steps must be followed. These are; Assessment of human resources in various capabilities, assessment of manpower needs of the year and assessment of the available manpower. In addition, he outlines a number of variables that may positively or negatively affect the recruitment of teacher and other personnel in a particular region or district. These variables include employment conditions in the community where the school is located, the attitudes of people, salary level, promotion prospect, fringe benefits, and record of behaviour of pupils in the schools, record of academic standard of the institution, accessibility of the area, accommodation and increase enrollment in the schools.

Richey (1967) stated "the future strength of any educational institution depends upon the extent to which good teachers are recruited for and remain in the profession". Antwi (1992) seems to hold the same view by saying, "it could be suggested that solution to the problem of quality in secondary school education lies on educating and retaining qualified, dedicated and committed teachers".

The challenges of teacher supply are usually greater at Senior Secondary level, because the material to be taught is more specialized and there may be fewer appropriate qualified teachers available. In many countries, there are different teacher qualifications required for Senior Secondary teachers. In Ghana, Senior Secondary teachers are trained separately. In Uganda, a network of national teacher colleges prepare teachers for Junior Secondary teaching, but further college study is required to upgrade students to graduate status in order to meet Senior Secondary teaching requirements. Rapidly increasing demands for teachers at both the Junior and Senior Secondary levels leads to a higher rate of teachers who are not formally qualified for the level at which they are teaching (Craig, Mashall, Bauman, Booth & Ainsworth, 1998).

An alternative strategy may be to recruit student teachers from within each region in the hope that personal history and family connections will entice them to return to teach in their home area after they attain their teacher certification. This strategy often involves locating teacher education colleges in these rural areas. The presumption is that those with family roots in rural areas may be more willing to return to and remain in rural settings (Craig et al. 1998). Where teachers' salaries are inadequate, working close to one's extended family may provide some level of financial support and subsidy. To teachers, this means the possibility of a reduced workload or more pay. Fee systems can create a private market for teachers within the public system. Often the poorer schools find their best teachers transferring to these schools.

#### **2.4 Deployment of Teachers**

In many African countries, the distribution of teachers is uneven, with surpluses in certain areas coexisting with shortages in others (Lewin 2000). Typically, the pattern is that there are fewer teachers in the least attractive locations, such as rural areas or the poorest urban areas. Teachers found in these areas tend to be the untrained or under

qualified. Qualified teachers are often reluctant to stay in rural settings (Rust & Dalin 1990).

In Ghana, over 80 percent of teachers preferred to teach in urban schools (Akyeampong & Lewin 2002). Rural postings are unpopular for a variety of reasons. In Ghana, students at the college of education considered working in deprived areas as unattractive because of the danger of disease, problems with local languages, and unsuitable teacher accommodation (Akyeampong & Stephens 2002)

In Tanzania, student teachers expressed concern about poor classroom and home accommodation, school resources, leisure opportunities, and medical facilities (Towse et al., 2002). The spread of HIV/AIDS has caused rural postings to appear even less attractive, as healthcare is less accessible there. In addition, teachers in isolated schools often feel excluded from opportunities for participation in consultation or professional development. They may also find it difficult to secure their entitlements such as salaries, benefits, and professional development opportunities—from regional education administrations, often due to corrupt officials. The problem is further worsen where the majority of student teachers come from urban background (Smith and McDonald 2003)

Rural postings may present particular problems for female teachers. Single female teachers may feel unsafe in rural areas or believe that they have better marriage prospects in urban areas Hedges (2002). Married female teachers may be reluctant to accept a rural posting if it involves a move away from their husbands (Gaynor 1998).

A survey of 262 newly trained teachers posted to four districts in the Upper West Region of Ghana, revealed that 115 (44 percent) failed to arrive at their teaching posts (Hallak 1990). He further stated that, over the last 10 years, many countries have given new attention to the benefits of decentralizing the teacher-hiring process to a local level.



In terms of teacher deployment, decentralization brings both benefits and risks. The more local the system, the more likely it is to be in touch with the needs of the schools and respond quickly and flexibly to these needs. However, a local system may also be susceptible to undue influence by individuals in positions of power, especially in countries with weak administrative capacity at district and local levels.

## **2.5 Teacher Attrition**

According to Turkson (1994), employee's turnover is the measurement of the employee leaving particular organization and their replacement. It refers to the ratio of average number of full-time existing employees, which is usually expressed as a percentage for a fixed period of time, usually a year.

In the view of Turkson, no employee will leave a business organization or place of work for another without a cause. People leave a particular field of employment for a number of reasons of which are beyond the limit of personal policy. Several factors account for this and among them are; there may be discontentment among employee resulting from poor condition of service and poor personnel administrative practice, inequitable pay structure prevailing in the organization, lack of proper supervision, this is particularly so where a foreman or a supervisor lords his subordinates, lack of advancement and promotional avenues, accommodation-where an employee is faced with serious problem of accommodation, he may move to an area where he can easily and comfortably be accommodated.

Data from the US suggest that the attrition of female teachers is higher than that of male teachers (Guarino, 2004). This may be due to female teachers being more likely to leave their posts because of pregnancy and child care (almost 25% of teacher attrition in the US is influenced by pregnancy and child care responsibilities (NCES 2007)).

Second, there are indications that men remain more likely to be promoted than women, which may contribute to lower retention of female teachers (Quartz, 2008).

Sarkwa (2005) in his research on teacher retention concluded that, when the conditions and facilities in the school meet teacher's expectations, they feel satisfied and likely to continue to teach for a long period of time. He added that, when the conditions and facilities do not meet their expectations, is likely they will leave the school or would not teach for along period of time.

The relationship between teachers' age/experience and their turnover has been found to follow a U-shaped curve. This means the rate of teacher attrition is high among young teachers; it stabilizes through the mid-career period and rise again before retirement years (among those with longer years of experience in the teaching profession). Although there is some disagreement as to why this is the case, researchers' have consistently found that younger teachers have very high rates of departure .subsequently, as those remaining "settle in," turnover rates decline through the mid –career period and finally, rise again in the retirement years (Bobbitt et al.,1994;Grissmer& Kirby 1987,1992,1997).

## **2.6 Teacher Retention**

Antwi (1992) opines that many teachers do not stay in the profession and in the school due to change public attitude towards the profession. He notes that in the colonial days when Ghanaians held teachers in high esteem, teaching attracted best brain like Aggrey, Nkrumah and Busia. When the public view about the teacher changed after independent, teachers' attitude towards their work also changed and some teachers left the teaching field for more lucrative appointment in the civil service and corporation while others went into politics. Antwi further points out that financial and prospects in the teaching service affect the retention of teachers.

According to Chapman (1994) teacher retention is a function of; teachers' personal characteristics, Commitment to teaching, Educational preparation, Professional interaction into teaching, and external influence (such as employment climate). He opined that these five factors influence career satisfaction, which in turn relate to teachers decision to remain in or leave teaching. The Mills-Odoi commissions report in 1967 observes a sharp difference between the extent of attrition among primary and graduate teachers and emphasized that among the primary school teachers morale was low. The report states that, inter alia "we have been left in no doubt that morale is not high in the teaching service and that there is wide spread dissatisfaction and alleged disparity between the conditions of teaching service and their counterparts in other profession.

It could be accomplish that discrepancy between the expectation of teachers and what they actually observe in the school leads to dissatisfaction and eventually, frustration among the teachers. It follows that, theories that explain job satisfaction and dissatisfaction are reviewed. The theory to be considered is: Herzberg's Hygiene Motivator Theory.

## **2.7 The Concept of Motivation**

Motivation has been defined as "a decision making process through which the individual chooses desired outcomes and sets in motion the behaviours appropriate to acquiring them (Huczynski & Buchanan, 1991). Motivation has also been looked at based on the theories that had been proposed by writers on motivation like Maslow and Herzberg who took a human resource perspective in their approach. The assumptions and perspectives that managers have about the concept of motivation are likely to affect how they are able to employ it to motivate and reward their employees. Daft distinguishes four perspective of employee motivation. These are the traditional approach, human relations approach, human resource approach and the contemporary approach.

Motivation according to Dawson (1986) refers to the “mainspring of behaviour; it explains why individuals choose to expend a degree of effort towards achieving particular goals”. Studies on motivation are therefore concerned with why people behave in a certain way. Motivation is considered a complex subject that is also influenced by numerous variables. It is considered very person and internal, driven by a variety of changing and often conflicting needs.

Davidman (2004) on the subject of motivation advances that: “motivation views the commitment of the individual to work and to his work place from the point of view of factors originating within him, from the point of view of individual needs, likes and preferences”. According to Daft (2003) motivation refers to “the forces either within or external to a person that arouse enthusiasm and persistence to pursue a certain course of action”. He goes on further to explain that people have basic needs like food, security and achievement which translates into an internal tension that motivates the individual to exhibit specific behaviours with which to fulfill these needs. The satisfaction derived from the behavior that produced that desired outcome is considered the reward. Daft further explains the nature of the rewards as being two fold; intrinsic and extrinsic rewards.

## **2.8 Job Satisfaction and Dissatisfaction**

Organizations have been described as a social arrangement for the controlled performance of collective goals Stewart, (1973). They exist basically for two reasons: to maximize profit or shareholder value (Huczynski & Buchanan, 1991). Job satisfaction and motivation needs are vital in the work place particularly in the twenty-first century as workers have become more knowledgeable through education about their rights in the work place. According to Fredrick Herzberg’s job satisfaction model, there are factors within and outside an organization that affects the extent to which employees of an

organization are satisfied. These include the structure of the organization, the organizational structure and the internal politics that pertains in the organization (Mullins, 2005).

A satisfied and motivated work force can undoubtedly help sustain productivity. Locke (1976) lists some individual characteristics of workers which can affect their level of satisfaction. They include demographic factors like; age, sex, education, position occupied and length of service. He added that job satisfaction plays an important role in employee commitment and in reducing employee absenteeism and boredom at work. Smith (1992) believed that job satisfaction could lead to cost reduction by reducing absences, errors and turnovers which leads to greater productivity and economic and industrial growth which is a major drive of most organizations.

Baah et al. (2009) writing on factors that influence teachers' turnover point out that though there are other reasons, educational research indicates that the main factors that affect teacher attrition are job satisfaction, salary levels, basic working conditions. These, in combination with other factors, influence teachers' decision to stay in a school or leave. Cobbold (2007) similarly contend that Ghanaian teachers leave the profession due to inadequate salary, low prestige for teachers and lack of opportunities for promotion, poor or non implementations of conditions of service, and deplorable socio-economic conditions in rural areas.

Job dissatisfaction may manifest itself in frustration for the teacher in defence mechanisms for the employer. According to Knoop et al. (1987) previous research suggests that unfulfilled needs, goals, and value expectations, as well as the lack of achievement of outcomes, account for job dissatisfaction. Other variables include demography, disillusionment with life, lack of participation in decision-making, and

absence of considerate leader behavior. Due to a plethora of hypotheses, variables, specific dimensions, and measuring instruments, research offers only a limited comprehension of job dissatisfaction.

In a survey by Knoop et al. (1987), questionnaires completed by 894 elementary and 971 secondary School teachers from 17 Ontario School boards revealed that few respondents were dissatisfied; demography was generally insignificant; dissatisfaction was associated with external control, low self-esteem, an absence of humanistic work values, disappointment in life and an absence of particular job characteristics; alienation from teaching and lack of job motivation were the most powerful predictors; and teachers wished instruction to be more challenging. To make teaching more challenging, differentiated levels of teachers could be introduced; to avoid alienation and advance motivation, differentiated staffing could be combined with alternant leadership; and, to prevent excessive centralization, private schools could be encouraged.

## **2.9 Theoretical Framework**

The phenomenon of teacher retention has been a worry to school authorities and policy makers in both developed and developing countries. In response, substantial research has been carried out on this subject to explore the causes and attendant implications. In this chapter, existing literature is reviewed, in the main, to know what has been done that relate to the problem, their scope and to facilitate the interpretation of the finding of the study. The teacher constitutes a significant component of teaching. The level of success a teacher may achieve is based on number characteristics which then make one teacher different from another. Boachie (2006) identifies creativity, drive to organization, knowledge, ability to motivate and resourcefulness as some factors that constitute teacher characteristics.

The foundation to successful teaching is a comprehensive knowledge of what is to be taught and the ability to present this knowledge for maximum student comprehension. The general knowledge of personality development in students is also one of the good teachings principles. Moreover the knowledge of subject matter alone does not guarantee effective teaching. The sequence of professional work including such courses as methods, psychology, and sociology, evaluating studies, curriculum studies and practice teaching is essential to fulfilling certification requirements of state boards of education and also by school administrators.

The teacher's role is very essential since he/she actively stimulate learning. The role of the teacher is therefore very important in any teaching strategy, especially since the extent of the teacher participation can vary widely from complete control over what is learned to minimal intervention.

Havighurst and Neugarteh (1969) identified two sets of roles of the teacher pertaining to work in the school, and to his service to the community. Concerning the teacher's role in the school, he is seen as a facilitator. The teacher directs students to the source of correct and appropriate information thereby making learning easy for students. Richey (1967) stated "the future strength of any educational institution depends upon the extent to which good teachers are recruited for and remain in the profession". Antwi (1992) seems to hold the same view by saying, "it could be suggested that solution to the problem of quality in secondary school education lies on educating and retaining qualified, dedicated and committed teachers".

In many African countries, the distribution of teachers is uneven, with surpluses in certain areas coexisting with shortages in others Lewin (2000). Typically, the pattern is that there are fewer teachers in the least attractive locations, such as rural areas or the

poorest urban areas. Teachers found in these areas tend to be the untrained or under qualified. Qualified teachers are often reluctant to stay in rural settings.

According to Chapman (1994) teacher retention is a function of; teachers' personal characteristics, Commitment to teaching, Educational preparation, Professional interaction into teaching, and external influence (such as employment climate). These five factors influence career satisfaction, which in turn relate to teachers decision to remain in or leave teaching. The Mills-Odoi commissions report in 1967 observes a sharp difference between the extent of attrition among primary and graduate teachers and emphasized that among the primary school teachers morale was low. We have been left in no doubt that morale is not high in the teaching service and that there is wide spread dissatisfaction and alleged disparity between the conditions of teaching service and their counterparts in other profession.

It could be accomplish that discrepancy between the expectation of teachers and what they actually observe in the school leads to dissatisfaction and eventually, frustration among the teachers. It follows that, theories that explain job satisfaction and dissatisfaction are reviewed. It therefore implies that differing strategies for retaining new and more experienced teachers in the teaching profession needs to be considered.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

The purpose of this chapter was to outline the methodology that was employed in assessing the factors that influence the attrition and retention of teachers of Senior High School teachers in the Asante Akim Central Municipality. This chapter describes the type of the design, explains the rationale for the design and as well indicates the strength and weakness of the design. It further describes the population, sample and sampling techniques, research instruments and data collection procedures used. It also gives a brief idea of the tools used for the data analysis.

### **3.1 Research Design**

The researcher adopted the descriptive survey design. Gay (1992) considers descriptive survey as a process of collecting data so as to answer questions concerning the status of the subject of the study. Such a study reports the way things are. Taking cognizance of the purpose of the study, the descriptive survey was found to be the appropriate design that could respond from a wide range of people. It was believed to have the advantage of enabling the researcher draw meaningful conclusion from the study since it give an accurate picture of events and seeks to explain people behavior.

However associated with the descriptive survey design is the difficulty of ensuring that the questionnaire administered is clear and not ambiguous. Equally important is the problem of getting sufficient number of the questionnaire completed and returned in order that analysis can be made. Yet another problem is the negative attitude of some respondents who do not easily cooperate with the researcher. Despite these disadvantages, the descriptive survey design was considered the most appropriate since the study was aimed at reporting the way things are.

### **3.2 Population of the Study**

According to Polit and Hungler (1996) as cited in Amadahe (2008), a population is defined as the entire aggregation of cases that meet a designed set or entire criteria. It must be noted that whatever the unit, the population always comprise the entire aggregation of the elements in which the researcher is interested.

The research was conducted to identify factors that contributes to the attrition and retention of teachers in the Senior High Schools in the Asante Akim Central Municipality. The population comprised of all teachers of Senior High Schools in the municipality. The

target population consisted of teachers who had been in their present schools for at least two years. The two year experience in the researcher's opinion was enough for any teacher to decide on whether to stay or leave the teaching profession.

### **3.3 Sample and Sampling Technique**

A sample is a smaller group or sub-group obtained from the accessible population (Brynard & Henekom, 2006). This sub-group is carefully selected to be representative of the whole population with the relevant characteristics. Each member or case in the sample is referred to as subject or respondent. Sampling is the procedure a researcher used to select people, places or things to study (Patton, 2002). The sample for the study was drawn from Senior High School teachers in the Asante Akim Central Municipality which consist of three (3) Senior High Schools. In selecting the teachers from the school, simple random sampling was employed.

Altogether, 60 questionnaires were administered to the teacher. The questionnaires were administered directly to the schools due to proximity. The researcher made prior arrangement with the respective school heads at different time to meet with the staff at lunch break.

### **3.4 Research Instrument**

The instruments used for the data collection was questionnaire. The researcher used a set of self-generated and administered questionnaire directed towards teachers. Close ended questions were used in developing the questionnaire. Closed ended items were developed for they allow easier and accurate analysis of the data. They also made numerical comparison relatively easy while allowing a high degree of respondents objectivity. They also reduced the problem of falsification. The introduction deals with

brief introduction in respect of ensuring confidentiality and gathered more candid and objective replies. The part 'A' consists of seven (7) items seeking information on respondents' demographic data in respect of gender, age, marital status, home, region, professional status and how long they have been in the present schools. Part 'B' dealt with local factors that contribute to teacher attrition in the Asante Akim Central Municipality by using a Likert-Scale questionnaire. The questionnaire was well labeled consisting seven items for purpose of comparing the responses given by each teacher. Part 'C' dealt with measures in place to retain teachers. Part 'D' consists of nine items dealt with motivational packages available teachers expect to retain them.

### **3.5 Data Collection Procedure**

This presents briefly an outline of the method of techniques for the design of instruments and the collection of data for the research. A pilot study was conducted to test the questionnaire, to make sure that the questions in the questionnaire were not ambiguous and easy to understand. The researcher paid visit to all the schools selected to inform and explain the study to them. After that, the questionnaire were left behind for teachers in the schools and respondents use three days to fill and after that some teachers were selected to help in collecting the answered questionnaire from teachers. In all, the return rate was 86%. Here the researcher told the staff his mission and with the help of a senior staff, purposively selected 20 teachers to respond to the questionnaire at each school. After three days he went back to the respective schools and collected the filled questionnaire from an appointed senior staff that had by then gathered them on behalf of the researcher. The time period the researcher believes was long enough to allow all participants to complete their questionnaires.

### **3.6 Testing Validity and Reliability of the Instrument**

The validity of instrument is the extent to which it measures what it is supposed to measure. According to Bernard (2005), validity is the accuracy and meaningfulness of inferences, which are based on the research results. It is the degree to which results obtained from the analysis of the data actually represent the variables of the study. The study instrument was content-validated. Creswell (2003) posits that content validity is determined by expert judgment. My supervisor scrutinized the instrument to find out whether it addressed all the possible areas that were intended to measure, ensured its appropriateness, completeness and accuracy. The questionnaires were relied upon to determine whether items in the instrument were adequately represented of all the areas that were under the investigation.

Reliability refers to the consistency of the instruments in tapping information from more than one respondents (Bryman, 2012). To obtain reliability of the instrument, a pilot study was conducted for 15 teachers at in the municipality. Responses were reviewed for consistency, compared with other submissions and item by item scrutiny of the responses did not show any evidence that the respondents did not understand any of the items. To ensure validity of the instruments an alpha value of 0.05 ( $\lambda=0.05$ ) before I t was administered. The purpose was to ensure that abnormalities were collected so that the items could measure exactly what it was intended to measure Hence, the instruments were considered to offer a large guarantee of validity and reliability.

### **3.7 Data Analysis**

The data obtained from the closed-ended questions was analyzed by the use of description statistics (frequencies and percentages). Descriptive statistics were used to analyze the data. Percentage and frequencies were calculated. Tables were designed to illustrate the

figures. The descriptive analysis is appropriate for this study because of circumstance prevailing at the time of study. These included averages, percentages, frequencies and total. This study used frequencies and percentages because they easily communicate the research findings to majority of readers (Gay, 1992). This was done by using Microsoft Excel and Statistical Package for the Social Science (SPSS).

### **3.9 Ethical Consideration**

In studies involving human respondents or participation, ethical issues are bound to arise and this research was not an exception. The ultimate aim of the ethical process is to protect the human dignity of the participation in the study.

An application for the approval of this research was submitted to the participating schools and was given approval for the study to be conducted. To protect the identity of the schools, head teachers and assistant head teachers, names were not required in answering the questionnaire. All individuals/respondents were assured of strict confidentiality and they were allowed to self-administer and self-filled by the participations.

A teacher each was selected from each of the three Senior High Schools to facilitate the distribution of the questionnaire. Certain limitations were imposed on the researcher despite all effort made to surmount them. These include:

1. Some of the respondent failed even to answer some of the questions, while a few did not return the questionnaire at all.
2. There was very limited time for the respondent to fill in the questionnaire.

## **CHAPTER FOUR**

### **PRESENTATION AND DISCUSSION OF RESULTS**

#### **4.0 Introduction**

This chapter analyses and discusses the data that have been collected from the field. The first part of the discussion deals with the demographic data of the respondents. The subsequent discussions treat the attrition of teachers relating issues to the level of satisfaction with the condition and facilities. The desire of teachers to remain in the Municipality as Senior High School teachers for the next five years as well as category of teachers who stay long in the Municipality are analyzed.

Descriptive statistics were used to provide a general insight into the expectations, observations and intentions of respondents. Frequencies of the variables concerned were run and percentages calculated to facilitate comparison.

#### 4.1 Analysis of Demographic Characteristics of Respondents

**Table 4.1 Demographic Characteristics of Respondents**

	Frequency	Percentage (%)
<b>Sex</b>		
Male	43	72
Female	17	28
Total	60	100
<b>Age</b>		
Under-30	28	47
31-40	18	30
41-50	14	23
Over 51	-	-
Total	60	100
<b>Educational Background</b>		
Grad Professional	49	82
Grad Non-professional	7	12
HND Grad	4	6
Total	60	100
<b>Duration of Stay</b>		
1-5	41	69
6-10	11	18
11-15	6	10
16 and above	2	3
Total	60	100

*Source: field work 2018*



#### **4.1.1 Sex Distribution of Respondents**

Sex is considered as basic characteristics of individuals. It is relatively permanent and group individuals into males and females. Results of the study indicated that 76% of respondents were males. The male dominance might be attributed to the fact that women would like to work in urban centers where there is likelihood of meeting suitable marriage partners or stay in the cities with their partners. This probably is an indication of the extent to which males have dominated education and employment opportunities.

This assertion is supported by Hedges (2002) who claim that, rural posting may present particular problems for female teachers and that single teachers may feel unsafe in rural areas or believe that they have better marriage prospects in the urban areas.

Age is demographic variable used to differentiate individuals into childhood, youth and adult. Results of the ages of teachers who took part in the study are presented below. Table 2 shows the age distribution of teachers in the Senior high schools in the Asante Akyem Central Municipality. This analysis of data on age shows that 47% of the respondents were below 30 years of age, while 30% of the respondents were between 30 and 40 years. This was an indication that young teachers did not like taking posting to rural areas. This high percentage of relatively young teachers present an impression that there would be stability in the staffing needs of the municipality.

This is confirm by Bobbitt and Leich (1994) who stated that, the rate of attrition is high among young teachers, it stabilizes through the mid-career period and rise again before retirement years.

A professional is worker who possesses a body of knowledge derived from extensive body academic studies. Ghana education service has a large number of employees who possess various professional qualifications. By professional qualification,

teachers are categorized as Graduate Professional, Graduate Non-professional, and HND Graduate. Respondents were asked to indicate their professional status and the results are represented on the table below.

The table shows that 12% of teachers in the three Senior High Schools in the Asante Akim Central Municipality are Graduate Non-professional while 82% are Graduate Professional and 6% are HND holders.

This is an encouraging trend because there is an assumption that if the majorities of teachers in any school are professionals and has the requisite qualification, good teaching and quality education is ensured. This is supported by Ayles and Huddad (1981), who claim that, it has been assumed that the academic and professional training of teachers have a direct and positive bearing on the quality of teaching performance and consequently on the achievement of students. Having well qualified teachers is therefore essential to good education in the schools

Long stay in a particular organization enhances skills and experience which increase productivity. Experience is the best teacher, as the saying goes, which literally means that, as a teacher stays in a particular school for long time he gain experience and achieve good academic performance. Respondents were required to indicate the number of years they had been teaching in their present school. Their responses are shown in table 4.

The table reveals that 69% of the respondents, more than half of them had stayed for not longer than five years in the school, 47% had stayed above 5 years. The table suggests a higher attrition rate in the schools in the Municipality.

## 4.2 Presentation and Discussion of Research Question One: What Local Factors

### Contribute to Teacher Attrition in the Senior Schools in the Asante Akim

#### Central Municipality?

**Table 4.2 Frequency and percentage of factors that contribute to Teacher**

#### Attrition

S/N	Item	Very Satisfied Freq. (%)	Satisfied Freq. (%)	Dissatisfied Freq. (%)	Very Dissatisfied Freq. (%)
1	Suitable accommodation available	5 (8%)	17 (28%)	21 (35%)	17 (28%)
2	A body of discipline students	6 (10%)	24 (40%)	19 (32%)	11 (18%)
3	Teacher's involvement in decision making	-	17 (28%)	25 (42%)	18 (30%)
4	The cost of living in the Municipality?	15 (25%)	27 (45%)	16 (27%)	2 (3%)
5	Financial assistance from the school	10 (17%)	11 (18%)	29 (48%)	10 (17%)
6	The headmaster/mistress interest in solving teachers' problem	16 (27%)	34 (57%)	9 (15%)	1 (1%)
7	Cordial relationship among teachers in the community	14 (23%)	32 (53%)	11 (18%)	3 (5%)
	Average frequency and Percentage	9 (15%)	23 (38%)	19 (32%)	9 (15%)

*Source: Field work 2018*

#### 4.2.1 Accommodation

Result from the study revealed that 63 percent (%) of the 60 respondents were dissatisfied with the available accommodation found in the Municipality. Most of the houses in Asante Akim Central are compound houses where the extended family members share and live, and as a result leaves limited accommodation facilities to spare or let to prospective tenants and teachers are no exception. In the view of where teachers cannot find suitable accommodation tend to look somewhere and leave.

This is supported by Bennel and Akyeampong (2007) that as a result of poor accommodation, many teachers strongly resist posting to a rural school, resulting in losses of newly qualified teachers.

#### **4.2.2 Behaviour of Students**

Respondents were asked to indicate their satisfaction level on the Behaviour of students they taught in their schools. The results revealed that 50 percent (%) were very dissatisfied. In the view of the researcher, where students are not disciplined, teachers are discouraged and can influence teachers' drive for transfer to where the level of discipline is high as asserted by Conley et al (1989) that, teachers would like to have well behaved students in their classroom so as to have few problems with discipline.

#### **4.2.3 Teachers Involvement in Decision Making.**

Teachers are the implementers of school decisions and therefore would implement that enjoy the blessing of the entire school staff with maximum efforts.

Respondents were asked to indicate their level satisfaction with regards to their involvement in decision making to run the school. The results revealed 72 percent (%) of the 60 respondents indicated that, they were not involved in the decision making of the school. In the opinion of the researcher, if teachers are not involved in the decision making, they may find means of making it unworkable and may leave the school.

#### **4.2.4 Cost of living in the Municipality**

Respondents were required to indicate their level of satisfaction in the cost of living in the Municipality and the results of the study revealed that 30 percent (%) of the 60 respondents answered that they were not satisfied while 70 percent (%) responded that

they were satisfied. Therefore, majority of the respondents were very satisfied with the cost of living in the Municipality. In the view of the researcher, majority of the respondents already knew the nature of the cost of living in the Municipality before they accepted postings to the place.

#### **4.2.5 Financial Assistance from the School**

The study was interested in finding out the level of satisfaction on financial assistance teachers got from the schools when they were in financial difficulties. The results of the analysis revealed that 35 percent of the 60 respondents responded that they were satisfied while 65 percent answered that they were very dissatisfied. In the opinion of the researcher, concern for teachers' welfare in that regard is paramount; such concerns could influence teachers to steal or otherwise.

#### **4.2.6 Headmaster/mistress interest in personal problem of teachers**

Teachers were asked to indicate the level of satisfaction on the interest their headmaster/mistress showed in the personal problem. Results from the study showed that 84 percent of the 60 respondents responded that headmaster/mistress showed interest in their personal problems while 16 percent of the respondents responded that their heads did not show interest in their personal problems.

In the view of the researcher, this is a motivation which would retain teachers in the Municipality.

#### **4.2.7 Teacher-Teacher relationship**

The study was interested in how teachers are related to each other on the staff. Results of the analysis indicated that 76 percent of the 60 respondents responded that they

were in cordial relationship while 24 percent responded that they were not in good relation with their colleagues. The finding suggested that majority of the teachers are in cordial relationship with their colleagues. In the opinion of the researcher, this is very good because excellent teacher-teacher relation would promote conducive atmosphere for teaching and learning. This positive relationship could have been a factor for teachers to remain teaching for longer years in the schools in the Municipality.

#### **4.2.8 Summary**

Recruitment can be costly and time consuming and therefore every employer would want to retain his or her employees. Information was elicited from respondents on the possibility to leave the Municipality as a Senior High School teacher in the next five years. Long stay in a particular organization enhances skills and experience which increase productivity. Experience is the best teacher, as the say goes, which literally means that, as a teacher stays in a particular school for long time, he gains experience and achieve good academic performance.

Respondents were required to indicate the number of years they have been teaching in their present schools. Their responses revealed that 69 percent of the 60 respondents had stay for less than 5 years, while 13 percent of the 60 respondents had stayed between 11 and 16 years.

In the view of the researcher, the study suggest that the attrition rate is high which is attributed to lack of suitable accommodation and teachers involvement in decision making, a body of indiscipline students and low financial assistance from the school they teach.

### 4.3 Presentation and Discussion of Research Question Two: What Measures are in place to retain Teachers in the Municipality?

**Table 4.3 Frequency and percentage of Measures to Retain Teachers**

S/N	Item	Yes	No
		Freq. (%)	Freq. (%)
1.	Good educational facilities for your children	24 (40%)	36 (60%)
2.	Manageable class size in your school	18 (30%)	42 (70%)
3.	Respect as a Senior High School Teacher	52 (87%)	8 (13%)
4.	The community is devoid of crime and violence	36 (60%)	24 (40%)
5.	Good teacher and headmaster/mistress relationship	54 (90%)	6 (10%)
6.	Students performance in the final year examination is good	20 (33%)	40 (67%)
7.	Availability of social amenities	28 (47%)	32(53%)
8.	Your expectation before coming to this Municipality is met	27 (45%)	33 (55%)

#### 4.3.1 Educational Facilities for Teachers' Children

Respondents were asked to indicate the level of satisfaction with the available educational facilities for their children in the Municipality. Results from the study indicated that 60 percent of the 60 respondents responded that they were dissatisfied with the educational facilities available for their children. In the view of the research, teachers

are likely to leave to places where they can get better educational facilities for their children.

Hertzberg et al. (1959) supported this view that, whenever factors that do not relate directly to the real nature of a person's work are not adequately provided, the employee may experience dissatisfaction and may leave.

#### **4.3.2 Class Size**

Respondents were asked to indicate their satisfaction level with the class size they taught. The results of the study indicated that 40 percent of the 60 respondents responded that they were satisfied with the class size they taught while 70 percent of the 60 respondents were dissatisfied with the class they teach. In the opinion of the researcher, the large class size were due to the fact that the schools have problems of sufficient classrooms to accommodate the large number of students said there by parents for admission. Workload on teachers therefore increased and could influence a teacher turn over. This is supported by George Sarkwa (2005) that, large size and low students discipline are expectation that, if not met, may present source of dissatisfaction among teachers.

#### **4.3.3 Respect as a Senior High School Teacher**

Respondents were asked to indicate their satisfaction level on the respect they are accorded as a teachers in the Municipality. The study revealed that 87 percent of the 60 respondents responded that they were satisfied with the respect they derived from the school and community they taught. Respect as a variable could be a determining factor for teachers to stay longer in the school.



#### **4.3.4 Violence and Crime Rate in the Community**

Respondents were asked to indicate their satisfaction on the rate of violence and crime in the community. Their responses of the study indicated that 60 percent of the 60 respondents responded that they were satisfied with crime and violent rate in the Municipality. In the view of the researcher, teachers would continue teaching in the Municipality because they felt comforted and secured.

#### **4.3.5 Teachers' relationship with Headmaster/Mistress**

Respondents were asked to indicate their level of satisfaction on the relationship existing between teachers and their headmaster/mistress in school. Their responses of the study revealed that 90 percent of the 60 respondents were satisfied with the existing relationship. Cordial relationship that existed between heads and teachers would retain them in the Municipality.

#### **4.3.6 Students' Academic Performance**

Respondents were asked to indicate their level of satisfaction on the academic performance of students in the schools they taught. Results of the study revealed that 67 percent of the respondents responded that they were not satisfied. In the opinion of the researcher, poor academic performance can lead to teacher attrition.

#### **4.3.7 Availability of Social Amenities**

Respondents were asked to indicate their level of satisfaction with the availability of social amenities in the communities they taught. Results from the respondents indicated that, 53 percent of the 60 respondents were dissatisfied with the social amenities in the Municipality. Social amenities affect the retention of teachers because teachers would want to enjoy good drinking water, electricity, and travel on good roads.

#### **4.3.8 Teachers' Expectation**

Respondents were asked to give their overall rating of the level of expectation before accepting postings to the Municipality and what they actually had. Results of the study indicated that 55 percent of the 60 respondents answered that they were not satisfied. In the opinion of the research this can affect the retention rate in the Municipality. If the expectation of the teachers are not in conformity with the job environment and characteristics, dissatisfaction will result and then the teacher would leave the job.

#### **4.3.9 Summary**

Retention is the action of keeping something rather losing it. Teacher retention explains the efforts made to keep teachers in the classroom and to ensure availability of teachers in the classroom. The desire to stay and teach in a particular school is influenced by whether teachers' expectations before accepting posting to the schools are met or not. When teachers teach in particular school for long time, become acclimatized with the school environment, they can adjust conditions and are able to cope with existing facilities to optimized teaching and learning.

Teachers were asked to indicate whether they expect to teach in their schools for the next five years. The responses indicated that 60 percent of the 60 respondents would believe in the next five years due to poor educational facilities for their children, 70 percent responded that they are likely to leave due to large class size and, 67 percent responded that they would leave and further attributed it to students' poor performance in the final year examination, and 55 percent of the respondents also responded that their expectation before coming to the municipality was not met. The researcher further realized that 90 percent of the respondents responded that they were likely to stay due to the good

relationship between them and their headmasters and mistresses, while 87 percent were likely to steal due to the respect they are accorded with by the community as a Senior High school teacher.

#### 4.4 Presentation and Discussion of Research Question Three: What Motivational

**Packages do teachers expect to influence their retention in the municipality?**

**Table 4.4 Frequency and percentage of motivational packages enjoyed by**

#### **Teachers**

S/N	Item	Yes	No
		Freq. (%)	Freq. (%)
1.	Accommodation allowance	5 (8%)	55(92%)
2.	Study leave with pay	22 (37%)	38(63%)
3.	Refund of medical bills	2 (3%)	58(97%)
4.	Transport and Travel allowance on transfer	3 (5%)	57 (95%)
Average Frequency and Percentage		8(13.3%)	52(86.6%)

Motivation has to do with forces that maintain and alters the direction, quality and intensity of behavior. Teacher Motivation Is the phenomena by which teachers are provided with adequate psychological, safety, and social needs together with the right school climate as well as self actualization needs in terms of promotion which arouse and sustain the interest of teachers.

Respondents were asked to indicate their level of satisfaction on the motivation they received as teachers in the Municipality. The study revealed that, 86.6% of the

respondents answered negative while 13.3% answered positive the data shows that majority of the teachers were not satisfied with the motivational packages they received from the municipality. The high percentage of teachers being dissatisfied could imply that teachers concern probably expected too much from the schools and the municipality as a whole. This is supported by Antwi (1992) that, the high rate of attrition among Secondary School Teachers is due to low morale resulting from poor salaries and other conditions of services. The reward and personal services put together are described as motivation. It is in the light of this that the Ghana education service has instated some packages to motivate her employees and to retain them in the schools. Teachers were asked to indicate the motivational packages they have received from the Ghana education service through the Municipality. The results are represented below.

The table above shows that 37% of the respondents have benefited from study leave with pay as a motivational package from Ghana educational service. Only 3 of the 60 respondents which represent 5% have benefited from transport and travel allowance on transfer and 2 of the 60 respondents which represent 3% have also benefited from refund of medical bills. This in the opinion of the researcher could be that teachers do not know the existence of these package.

#### **4.4.1. Summary**

Every profession can grow and ensure sustainability when new ones are introduced. When the new members are encouraged to join the teaching profession, teacher supply based will broaden. Respondent were asked to indicate whether they would recommend the teaching profession to their relatives. The results shows that only 21% answered positive whiles more than half of the respondents, 79% answered negative. In

the view of the researcher, this is a factor which could affect the future supply of teachers into the educational sector.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

#### **5.0 Introduction**

A summary of the key findings emerging from this study are presented in this chapter. The implications of the findings are also discussed. Recommendations for the redress of the findings are made based on the findings.

The rates of teacher turn over in some Senior High Schools in the Asante Akyem Central Municipality has reached such height that interested parties and stakeholders in the municipality has comment on it. Those at the fore front of the concerned groups are some heads of Basic/Senior High Schools, parents and the students. Parents are known to express to their misgivings about the problem at Parent Teacher Association meeting. These provided the needed cause and challenge for this study to be undertaken so as to suggest possible solution for the problem.

The study was design to find out why some teachers cannot continue teaching for long periods of time in the Asante Akyem Municipality a sample of 60 teachers from ten Senior high schools in the municipality were used to collect the data. Pen and paper and

questionnaire were used in the collection of data while unstructured interviews were also held with heads of selected schools.

### **5.1 Summary of Findings**

The study revealed that teachers are leaving the schools in the municipality because of the conditions of service they expected to enjoy from the municipality schools before accepting postings to their schools was not met. The conditions that were not met became some of the dissatisfaction (push factors). Among such factors were lack of financial assistance in terms of need, lack of suitable accommodation, low student academic performance, large class size and low student discipline, poor education for children, lack of teacher involvement in decision making, poor educational facilities. Again, it came out that teachers leave for study leave, join other professions, join spouse in other places.

The second question is to ascertain ways of retaining teachers in the municipality. It was found that for teachers to remain in the schools and teach for longer periods in the Municipality, decent accommodation facilities, teachers are to be involved in decision making of the school they teach, financial assistance in terms of need, the extension of community and municipal incentives to meet large numbers of teachers, good school community relationship good, education for children, must be available.

As for the categories of teachers who stay and teach for long period of time, it was revealed that male teachers were more likely than female teachers to stay longer. Graduates were more likely to continue teaching for longer periods of time. Teachers, who were relatively older above 41, were more likely to continue teaching. The young teachers could go for further studies or move to other establishments which provide better remuneration. Married teachers were more likely to remain teaching for longer period of time than single teachers since they would not leave to join their spouse elsewhere.

In respond to motivational packages teachers expect to influence their retention, the study reveals that leave with pay for all subjects ranked first. Other factors in other of need were financial assistance from the school, free accommodation, and refund of medical bills, transport allowance and research allowance. The study further reveals that 60% of the response hails from the Ashanti region while very few others came from other regions. Teachers who had taught as Senior High School teachers in the municipality between one to five years were in the majority (68.3%).

## **5.2 Conclusion**

The following conclusions were drawn from the study. When teachers are not satisfied with the existing facilities and conditions in the municipality, they are likely to continue teaching in the municipality for long period of time. When they are not satisfied, they are likely to leave. Teachers in the municipality enjoyed packages that influence retention. Some of these include Healthy teacher-teacher relationship, low crime rate, low cost of living and healthy school community relationship.

However, help in times of financial need, lack of decent accommodation, low students' academic performance, large class size, lack of good education for children, lack

of involvement of teachers in decision making and incentives are conditions that are not met and therefore represent dissatisfaction among teachers which can influence teacher attrition. This is so because lack of these is major source of unattractiveness to teachers. Teachers get frustrated and disappointed with substandard with conditions.

Factors that directly affect the personal and professional lives of the teachers are critical issues. When teachers are not offered financial assistance especially in times of hospitalization and bereavement they become dissatisfied and are likely not to be retained.

Also, when accommodation is quite difficult to come by the teacher become dissatisfied and are likely to leave the municipality. When the students are academically poor the teachers get frustrated and disappointed for their task of facilitating teaching and learning because teachers' commitment level reduces. Large class size and low student discipline present serious managerial problems which make the teacher dissatisfied, frustrated and wish to leave the school and the municipality.

The study also reveals that there is high percentage of young teachers in the district and must be encouraged to stay longer. There is also male dominance in the schools. The females leave making gender imbalance in the schools. Measures are therefore required to attract and retain female teachers. Special incentives should be given to female teachers who stay after five years.

### **5.3 Recommendations**

The results of the study revealed a set of satisfiers and dissatisfiers which influence teacher attrition in the Municipality. Not only would dissatisfiers lead to teacher turn over, but, also encourage poor job performance. In the light of the likely negative effect of job



dissatisfaction on the teachers work in and outside the classroom, the following recommendations are made;

### **5.3.1 Sponsorship Packages**

To ensure gender balance, in the schools, the Municipal Assemblies should sponsor more indigenous women in the training Colleges to return to the classroom in schools. This will also encourage Girl Child Education drive which has been launched by the Government. Ministry of Education should Provide academic and other means of support (i.e., counseling and extracurricular activities) in colleges of education to ensure the success of female students. Opinion leaders in the communities should assist female teachers in finding appropriate housing, particularly in remote areas. Encourage communities to develop support networks for female teachers. Develop mentoring programs for new female teachers, pairing more experienced female teachers with less experienced female teachers.

More indigenous teachers must be sponsored by the Municipal Assembly to return to take up appointment in the Municipality. It is observed that since indigenous teachers can access support from family in times of need, they would stay and teach for more years in their own district. This is based on the fact that 60% of the teachers in the schools in the Municipality are from either district or region.

### **5.3.2 Study Leave with Pay**

Other incentives such as study leave with pay, research allowance, payment of medical bills, should be made available to teachers to retain them. Study leave with pay

should be made to cover more programs and quota percentage increase so that more teachers can access and enjoy study leave with pay.

### **5.3.3 Teachers' Welfare**

Lack of financial assistance in times of need, represent important source of dissatisfaction. One possible solution is to encourage the staff to form staff welfare associations in the schools, Teachers could be encouraged to join Teachers credit unions that exist in the municipality where they could go for higher sums of loans at low interest rates.

Lack of suitable accommodation is another urgent factor driving teachers away from the Municipality. It is recommended that the municipal assembly invite and encourages private estate developers to put up rental flats for the teachers concerned.

### **5.3.4 Students' Attitude**

Low students' academic standard also made teachers in the Senior High Schools in the Municipality dissatisfied. It is observed that though the municipality has some of the best public basic schools, yet parents send their wards to private schools out the municipality. The public Senior High Schools in the municipality are compelled to admit students whose academic performance is not the best. It is recommended that the heads of schools in the municipality the Municipal Director of Education educate parents on the harm do to the public schools in the municipality when they send their wards to private schools outside the municipality.

Low student discipline has also contributed to make teachers dissatisfied. It is recommended that consistent guidance and counseling be available to the students while school authorities are fair when meting out punishment to erring students

Large class size is a source of dissatisfaction. It makes lack of controlling the class more difficult leading to frustration on the part of the teachers. Not only have that make marking the exercises set for students become Herculean task. It is recommended that school authorities adhere to the government class size during admission of new students.

### **5.3.5 Local Authority's Involvement**

Local communities and the school Parent-Teacher Associations should create conditions that would attract teachers to teach in the areas. This could be done by offering free accommodation, financial and materials support for them. Local communities can release pieces of farm land to those who want to farm to support their income.

Additional compensation and recognition should be given to teachers in difficult postings (remote areas). Taken into account the location of families in postings so as not to separate husbands, wives, and children for unreasonable periods of time.

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**APPENDIX**  
**QUESTIONNAIRE FOR TEACHERS**

The questionnaire seeks information on aspects of teacher movement in Senior High Schools in Asante Akim Central Municipality. The information is needed for purely academic work. Any information provided will be treated with the utmost confidentiality it deserves. Thank you for accepting to be part of the study.

**PART (A). SOCIAL DEMOGRAPHIC CHARACTERISTICS:**

- ✓ Please respond to items in this section by ticking ( )
1. Sex: (i) Male ( ) (ii) Female ( )
  2. Age: (i) Under 30 years ( ) (ii) 30-40 years ( ) (iii) 41-50 years ( ) (iv) Over 50 years ( )
  3. Marital status: Married ( ) Single ( ) Widowed ( )  
Divorce ( )
  4. Home Region: Ashanti Region ( ) Other ( )  
Specify.....
  5. Professional status: (i) Graduate Professional ( )  
(ii) Graduate Non-Professional ( )  
(iii) Other ( ) Specify.....
  6. Program: Core ( ) Specify.....  
Elective ( ) Specify.....
  7. For how long have you been teaching in this Municipality?  
1-5 yrs. ( ) 6-10 yrs. ( ) 11-15 ( ) 16 years and above ( )

**PART (B). TEACHER ATTRITION**



The following statements are meant to find out the level of satisfaction with the conditions and facilities in the schools and the community that influence teachers to leave or stay and teach in the Asante Akim Central Municipality.

Please mark ( ) to indicate year level of satisfaction in the following areas:

VS-Very Satisfied, S-Satisfied, D-Dissatisfied and VD-Very Dissatisfied

No	ITEM	VS	S	D	VD
8	Suitable Accommodation available				
9	A body of discipline students				
10	Teachers involvement in decision making				
11	The cost of living in the municipality				
12	Financial assistance from the school				
13	The Headmaster/Mistress interest in solving teachers' problems				
14	Cordial relationship among teachers and the community				

PART (C). TEACHER RETENTION

Please tick(Yes/No) to indicate whether the following are likely to influence your stay in your school community.

No	ITEM	YES	NO
15	There are good educational facilities for your children		
16	There is manageable class size in your school		
17	Respect as a Senior High School Teacher		
18	The community is devoid of crime and violence		
19	Teachers and Headmasters/Mistress relationship		

