KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY

COLLEGE OF ART & SOCIAL SCIENCES

SCHOOL OF BUSINESS

AN INVESTIGATION INTO RETENTION OF TEACHERS

A COMPARATIVE STUDY OF EFFIDUASI SENIOR HIGH SCHOOL

AND T.I AHMADIYYA GIRLS SENIOR HIGH SCHOOL

A THESIS SUBMITTED TO THE KNUST SCHOOL OF BUSINESS IN

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MASTERS OF BUSINESS ADMINISTRATION

BY

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DECLARATION

I hereby declare that, except for reference to other people's work which have been rightfully acknowledged, this research is my own original piece of work. This study submitted towards the award of the Masters of Business Administration Degree, to the best of my knowledge contains no material previously published by another person or materials which have been accepted for the award of any other equivalent degree. I therefore bear full responsibility for any opinion expressed in this book and that,

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DEDICATION

I dedicate this research to my mother Obaapanin Ataa Boatemaa, my wife Felicia
Ampong and children; Derrick Frimpong Boateng, Oliver Frimpong Boateng, Prince
Agyapong Boateng and Annabel Ohemaa Ano-Gyan Boateng.

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ABSTRACT

The purpose of this research was to investigate into the retention of teachers of Effiduasi Senior High School (EFFISCO) and Asokore TI Ahmadiyya Girls Senior High School (AMGISS). The main objective of the study was to investigate into factors that influence the retention of teachers of the two schools. It sought to find out what such retention has towards the growth of the school. The research was descriptive in nature based on empirical evidence in the form of primary data collected in two schools which were purposively sampled. Structured questionnaires were administered to 64 teachers from both schools. The data was analysed using the statistical package of social sciences (SPSS) and the final results presented in tables, bar graphs and pie charts for simplicity. It was found out that teachers in the sampled schools are willing and ready to stay if the school environment suit teaching and learning processes. Thus providing the appropriate teaching aids and conducive classroom environment will be a retention factor for teachers, Finally, the survey revealed that, apart from power culture which is significantly related employee retention none of the other culture types (support, role and achievement) relate significantly with employee retention in both schools under study.

It is recommended that substantial non-monetary influence can help induce teacher retention. These include increasing local opportunities for teachers and postgraduate training, rewarding staff according to differential workloads, especially for those working in locations that are considered deprived. In conclusion, it should be noted that retention management is a shared responsibility of the government, Ghana Education Service (GES), policy makers and therefore, must not be left in the hand of headmasters and headmistresses alone.

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CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

The provision and maintenance of quality teachers in the profession is a pressing issue. Currently in Ghana, the retention of teachers is parallel to a puzzle especially when Smith and Ingersoll (2004) view the tendency of new teachers to enter teaching by now as related to 'a sink or swim' experience. Qualified, effective and quality teachers play a very fundamental role to the success of the entire education system and in particular the learners as the center of the whole process. There are a number of studies such as Dobbie (2011), Goldhaber et al. (2007), MetLife Foundation Issue Brief (2008), NTC policy brief (2007), and The Sutton Trust, (2011) have studied the significance of effective, qualified and quality teachers. It became clear from their studies, that there is general consensus that the single most pertinent factor in improving students' achievement is the effectiveness and quality of the teacher. In this regards, it is uncertain to come up with assertions such as quality teachers matter for quality teaching and learning. Despite the fact that teacher's tendency of leaving teaching is frustrating the education stakeholders the world over, MetLife Foundation Issue Brief (2008) is of the view that teacher attrition may and probably should not be noted to be bad all the time. Teacher attrition is therefore bad if and only if they are qualified, effective and quality teachers who leave teaching. This thesis therefore, attempts to investigate into retention of teachers in the second cycle institutions in Ghana.

According to De Cenzo (1994) because every organization is composed of people, acquiring their services, developing their skills, motivating them to high levels of

performance, and ensuring that they continue to maintain high ethical standards and committed to the organization is essential to achieving organizational objectives.

1.1 Statement of the Problem

Training and development are important activities in all organizations. The concern of most organizations is the possibility of selecting people who are achievers and who may not leave the organization before they could contribute meaningfully to the organization. Researchers have found out that formal orientation can also achieve significant cost saving by reducing the anxieties of new employees and fostering positive job attitude and sense of commitment to the job. However, teacher motivation has been one of the most important apparatus of retention. It is one of the most challenging aspects to the government and headmasters. It manifests itself through teachers' moral, output, absenteeism, effort, turnover loyalty and achievement (Billingsley, Bodkins and Hendricks, 1993).

Prior studies have used equity theory as a measure to assess teacher retention in developed economies. This theory have shown that if employees see a discrepancy between the outcome they receive from their input as compared to other employees; those employees would be motivated to do more or less work. An employee's view of fair monetary and none-monetary compensation is obviously subjective, yet it is a critical factor in determining his or her behaviour.

Why some teachers actively demonstrate increased desire to seek and achieve increased responsibility, while others remain passive or openly hostile remain a mystery to be unraveled.

Unfortunately, there are no clear cut answers motivation has generally been an internal state that induces a person to engage in a particular behaviour or set of factors that cause someone to behave in a certain way, much of which depends on the organizations culture, leadership style, the organization structure, the employee personality skills knowledge, abilities and attitude (Singer (1992). Ability and skill determines whether an employee can do the job; but motivation determines whether an employee will do the job properly. Since motivation can be seen in absenteeism, labour turnover, punctuality, quality and safety what factors then influence the retention of teachers? Is it money, status, power, or self-fulfillment? Why then are some schools better off than others?'

1.2 Objectives of the Study

This study aims to investigate into teachers' retention in our schools, making a comparative study of Effiduasi Senior High School and Asokore Ahmediyya Girls Senior High School in Sekyere East District, Ashanti Region.

The specific objectives of the study are as follows;

1. To identify potential push factors that influence retention of teachers.

2. To identify potential pull factors that influence retention of teachers.

3. To identify the organizational culture and how it influences state of retention of Effiduasi Senior High School (EFFISCO) and Asokore Ahmediyya Girls Senior High School (AMGISS).

1.3 Research Question

1. What are the potential push factors that influence teacher retention?

2. What are the potential pull factors that influence teacher retention?

3. What are the organizational cultures that influence state of teacher retention in Effiduasi Senior High School and Asokore Ahmediyya Girls Senior High School?

1.4 Justification of the Study

Similarly to other educational researches, the study focuses on educational institutions since no school cannot survive without competent teachers who work towards the achievement of its set goals. Teachers in our schools constitute a resource that must fulfill four basic criteria to ensure a potential source of sustained competitive advantage. The quality and competent retained teachers in secondary schools have a great influence on its overall academic performance and the ultimate achievement of its goals. The quality of human resource available to every organization depends on the level of learning experience and the potential to give a decisive response to new challenges as they come. Schools which have teachers with these qualities have the competitive edge and can only be attracted using competitive strategies. This study would therefore examine the factors that affect the overall human resource of EFFISCO and AMGISS for attracting, settling and sustaining high caliber teachers for their respective schools. The findings from the study will be of great benefit not only to the two schools under study but also to all public senior high schools in the country. It would create a general awareness of how to design a competitive strategy towards acquiring high performing and motivated staff.

The recommendations made would be very useful to human resource practitioners, teachers, students and educationists as well as policy makers.

1.5 Primary data.

Primary data is a type of information that is obtained directly from first-hand sources by means of surveys, observation or experimentation and interviews that has not been previously published and is derived from a new or original research study. For the purpose of this study the primary data was obtained from the structured questionnaire personally administered.

1.6 Secondary data

Secondary data was collected from journals, books, internet libraries, documents and reports from Ministry of Education and Sports, and other published and unpublished literature to beef up the primary data.

1.7 Limitations

The study was limited to the assessment of the teacher retention in second cycle schools. Due to limitations of funds, materials and time resources, the sample frame was very small in relation to the entire respondents of the two chosen schools. Again, due to lack of co-operation from some respondents, the total number of respondents interviewed and the questionnaire sent were small than anticipated, and quality of some of the responses left much to be desired. However, the above limitations did not affect the quality of the research.

1.8 Organization of the Study

The study has five chapters of which chapter one covers the introduction; background, problem statement, objectives, justification, scope, overview of the methodology

employed and limitation of the study. Chapter two discusses and review various related literature, chapter three discusses the methodology employed in the research. Chapter four looks at the data analysis and presentation. Finally, chapter five discusses the research findings, conclusion, summary and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews related literature on the concept of retention. It also discusses the push and pull factors that influence employee retention. Good employees are hard to find but experienced and talented employees are very difficult to replace. Employee retention is a key challenge and crucial to the long time health and survival of an organization. Even though employers may consider retention of the best employee within the organization as a costly decision, they must understand it is more costly to recruit and train new employees. More often than not, it takes a close to a year or two with a lot of investment in training before it is realized that an employee is suitable or otherwise for his assigned job. A good labour retention therefore should be a deliberate and proactive plan designed as an integral part of the overall human resource strategy of a company. It should therefore reflect the company's corporate culture and attitudes towards human capital.

2.1.1 Why Employees Leave or Stay within Their Organization

Employees are so critical to the organization such that their departure normally create problem.

People will always join and leave organizations either voluntarily or against their wishes. Therefore, any attempt at reducing retention must begin with finding out why employees are leaving. This must be followed by strategies to create a satisfying work environment. Ashby and Pell (2001) argued that organizations that are not flexible, or whose organizational cultures are influenced by domination and autocracy are likely to have dissatisfied employees no matter how well their incentives are. He added that,

the nature of employees is likely to be highly sensitive to changes in specific incentives such as money. In such organization for example, reduction in compensation may lead to numerous departures.

There is however other aspects of the work environment or particular jobs that can act as strong a disincentive that can cause people to leave their employment. These include:

- ❖ Lack of control over one's work,
- ❖ Feeling bored or unchallenged by repetitive tasks,
- ❖ Lack of job security,
- ❖ Lack of learning opportunities,
- ❖ Concerns about the future of the firm.

Some of these de-nominators can occur at the best of organizations, or can be the result of forces that originate beyond the organization itself. Nevertheless, there are companies that manage to thrive and keep their workers under these types of constraints. Often, attentiveness, responsiveness and openness of communication on the part of management are elements of the business vision that sustain high retention, even under difficult circumstances (Whitaker, 2000).

2.2 Workplace Culture

Studies have shown that there is a strong relationship between workplace culture and commitment, and turnover. Indeed, there exists a keen interest in the concept of workplace culture and its connection with an employee's sense of commitment to his or her employer. Meyer (2003) writes extensively on the need for organization to ensure retention by nurturing effective commitment or an employee's desire to remain

a member of a particular organization for motives beyond turnover. According to Meyer (2003), a culture of commitment is more than just the sum of a particular set of policies or retention initiatives. Rather, it is related to the overall organizational culture and not just particular programmes but rather how such programmes fall into a company's overall values, how it communicates with its employees on those values and how employees perceive their own roles within the company and the value that the company attaches to their individual contributions. Consequently, because workplace culture depends a lot on how individual perceptions and feelings hold together, it can of course be difficult to say exactly what decisively makes up a particular company's culture. Withers (2001) also stress on the importance of building trust around such values, which is particularly true for companies that are undergoing major changes. Nevertheless, literature strongly supports the notion that people will stay with their employers if the culture of commitment is strong. However, it is so clear that people are more likely to stay if they perceived the workplace culture to be good and fit with their individual interests, orientation and attitudes (Harries and Brannick, 1999).

2.3 Labour Turnover

Labour turnover is the rate at which an employer gains and losses employees (Westling and Whitten, 1996). In other words, it refers to the movement of employees in and out of an organization. This concept focuses on how long employees intend to stay in an organization. Turnover is measured for individual organization and industry as a whole. The level of labour turnover

varies between different groups of employees and its measurement is more useful when viewed from the length of service, age or occupation (Carroll, Reichardt,

Guarino, and Mejia, 2000). There is therefore, no predefined level of employee turnover that determines when turnover starts to have negative impact on an organization's performance. Everything depends on the type of labour markets. Where it is relatively easy to find and train new employees quickly and at relatively little cost, it is possible to sustain high quality levels of service provision despite having high turnover rate.

By contrast, where skills are relatively scarce and recruitment is costly, turnover is likely to be problematic for the organization (Carroll, Reichardt, Guarino, and Mejia, 2000). This is especially true of situations in which an organization is losing staff to direct competitors or where customers have developed relationships with individual employees.

2.3.1 Costing Employee Turnover

The problem for organization arises when departing employees take their valuable knowledge and expertise gained through experience with them. Close relationships established with clients are not that easy to rebuild. Even worse are the costs directly related to the turnover that organization face. This turnover inflicts numerous costs for the company, such as exit interview time and administrative requirements, payout of unused vacation time, cost of temporary workers, overtime for co-workers asked to fill in, formal and informal training cost as well as replacement costs (Scafidi, Sjoquist and Stinebrickner, 2005). Many of these costs consist of indirect cost such as management time, but direct costs can also be substantial where advertisements, assessment centers are used in the recruitment process. There are not just some types of companies that need to engage in struggle to retain talents. Organizations of all sizes need to actively work on these issues (Hanushek, Kainand Rivkin, 2004 ;).

2.3.2 Understanding Staff Turnover

Turnover occurs when employees leave an organization and have to be replaced. Many organizations have found that turnover is a costly problem as documented by (Buckley, Schneider and Shang, 2005). According to (Hirsh and Emerick, 2006) turnover can be classified in a number of different ways. Each of the classifications can be used and are not mutually exclusive. These classifications are illustrated below;

❖ Involuntary turnover   – termination for poor performance or work rule violation

❖ Voluntary turnover   - employees leave by choice

❖ Functional turnover   -   lower performing or disruptive employees leave

❖ Dysfunctional turnover – key individual and high performers leave at critical times

Involuntary turnover is triggered by organizational policies, work rules and performance standards that are met by the employees. Voluntary turnover can be caused by many factors including career opportunity, pay, supervision and geography, personal and family reasons. Voluntary turnover also appears to increase with the size of the organization most likely due to the larger firms having more employees who are interested in the impersonal nature and bureaucracy that exist in the organizations (Hirsh and Emerick, 2006).

According to Loquercio et al (2006), not all turnovers are negative for organizations because some workforce losses are desirable, especially if those workers who leave are lower performers or less reliable individuals. Unfortunately, dysfunctional turnover occurs when key individuals leave at crucial times. Functional turnover on

the other hand includes all resignations which are welcomed by both the employer and the employee alike. The major examples are those which stem from an individual's poor work performance or failure to fit in comfortably with an organizational culture. Many reasons such as geographical relocation, family reasons and transferable of spouse employees that determine employee quit rate cannot be controlled by the organization. Turnover can be controlled if it can be addressed. Organizations are better able to retain its employees if they deal with their concerns. Even though some turnover is inevitable, many employers today recognize that reduction of turnover is crucial. The cost of turnover, including diminished organizational productivity, has led employers to direct considerable effort on employee's retention (Ladd, 2009).

2.4. Factors Influencing the Rate of Staff Turnover

In recent years there has been a mismatch between the rhetoric about job tenure and reality. Much mileage has been made by some consultants, academics and management experts out of the claims that there are no longer any jobs for life. Staff turnover rises when the economy is strong and jobs are plentiful because there are no more opportunities available for people to change employers. Conversely, during recessions staff turnover falls because relatively few attractive permanent employment positions are advertised. It is easy for an organization to get itself into a vicious cycle of turnover if it does not act to stem its retention problems. Modest turnover rates can rapidly increase as the pressure on retaining staff become greater hence operational difficulties (IDS study, 2000).

2.4.1 Push factor

Push factors are aspects that drive employees to the exit door of an organization. They make the person want to leave, make them start thinking about options, about talking to recruiters, looking at a job advertisement in the papers among other (Ladd, 2009). In some instances, employees will even go as far as to leave without a new job. Push factors are with respect to dissatisfaction with work or organizations, leading to unwanted turnover push factors are more prevalent than pull factors in establishing voluntary resignation. Very few people appear to leave jobs in which they are broadly happy and search for something better. Instead the picture is overwhelming on which dissatisfy employees seek alternative because they no longer enjoy working with their current employer. Taykir el at (2002). A wide range of issues can be cited to explain such push factors. These may include:

2.4.1.1 Organizational commitment:

Studies such as (Lum et al., 1998) have reported a significant association between organizational commitment and turnover intentions. Tang et al, (2000) study confirmed the link between commitment and actual turnover. Griffeth et al (2000) emphasized that organizational commitment was a better predictor of turnover than overall job satisfaction. A recent study of turnover by Boxall et al (2003) in New Zealand confirmed the view that motivation for job change is multidimensional and that no one factor will explain it. However, overtime there have been a number of factors that appear to be consistently linked to turnover. An early review article of studies on turnover by Mobley et al (1979) revealed that age, tenure, overall satisfaction, job content intentions to remain on the job, and commitment were all negatively related to turnover (Hom and Griffeth, 1995; Griffith et al, 2000).

2.4.1 Intentions to quit

Apart from the practical difficulty in conducting turnover research among people who have left an organization, some researchers suggest that there is a strong link between intentions to quit and actual turnover. Mobley et al (1979) noted that the relationship between intentions and turnover is consistent and generally stronger than the satisfaction-turnover relationship, although it still accounted for less than a quarter of the variability in turnover.

Allen and Meyer (1990) investigated the nature of the link between turnover and the three component of attitudinal commitment: affective commitment refers to employee's emotional attachment to, identification with and involvement in the organization; continuance commitment refers to commitment base on costs that employees' associate with leaving the organization; and normative commitment refers to employees' feelings of obligation to remain with an organization. Put simply, employees with strong affective commitment stay with an organization because they need to, and those with strong normative commitment stay because they fell they ought to. Allen and Meyer's study indicated that all three component of commitment were a negative indicator of turnover. In general, most research has found affective commitment to be the most decisive variable linked to turnover (Waters, Marzano, and McNulty, 2003).

2.4.1.3 Job satisfaction

The relationship between satisfaction and turnover has been consistently found in many turnover studies (Lum et al, 1998). Mobley et al 1979 indicated that overall job satisfaction is negatively linked to turnover but explained little on the variability in turnover. Griffith et al (2000) found that overall job satisfaction modestly predicted

turnover. Box et al (2003) examine that the main reasons why people leave their employer was for more interesting work elsewhere. It is generally accepted that the effect of job satisfaction on turnover is less than the organizational commitment.

2.4.1.4 Environmental factors:

According to Loqurercio, Hammersley and Emmens(2006), the nature and context of emergency work give rise to a wide range of potentially stressful environmental factors.

The situation may differ drastically from one country to another. In a survey for the International Committee of the Red Cross (I.C.R.C), 2004, two thirds of the respondents reported that quality of life had a strong or moderate influence on an employee's decision to leave the organization. Overall I.C.R.C concluded that, while stress did not appear to be the main reasons for staff leaving, it had an influence on the decision on significant number of employees.

Personal factors:

Outside factors influencing staff turnover relates to situations in which someone leaves for reasons that are largely not work related. Among the most important personal factors influencing people's work decision are desires to start a family or existing family commitment. The most common instance involves people moving away when the spouse or partner is relocated. Others include the wish to fulfill a long term ambition to travel, family and illness. To an extent such turnover is unavoidable, although it is possible to reduce it somewhat through the provision of career breaks, forms of flexible working facilities.

2.4.2 Pull Factors

Pull factors are those reasons that attract a person to a new place of work. Thus the attraction of rival employers, salary levels is often a factor here. Employees leave in order to improve their living standard. There is also the border notion of career development. A wide range of issues can be cited to explain such push factors. These may include:

2.4.2.1 Good Human Resource (HR) practice:

Good HR practice is a broad concept, it involves adequate terms and conditions of service, policies ensuring the appropriate selection of management and development of staff among others. If the conditions of service of an organization with regards to the provision of loan facilities, medical, rent and the general welfare of officers are the priority of management, employees will gravitate towards that organization. Again, policies of an organization in these areas of in-service training, better promotional package, career progression which is comparatively better than an individual existing organizations, can influence an individual to change job.

2.4.2.2 External factors:

External factors are in relation to better professional opportunities elsewhere in terms of salary, benefits of promotion among other. Generally any organizations that project the image of employees, recognizing the fact that they are not machines meant for only problem but their general well-being is of great importance to the organization; employees are attracted to the place. They stay committed and loyal to that organization. If employees feel challenged engaged and appreciated they mostly stay in the organization.

2.4.2.3 Compensation

Recognizing that salary disparities do exist, some companies have initiated salary studies to identify such disparities. Compensation has a strong influence on retention especially at the early stages of an individual career. There is evidence to show that, on average, employers who offer the most attractive reward packages have lower attrition rates than those who pay poorly (Gomez-Mejia and Balkin, 1992), an assumption which leads many organization to use pay rates as their prime weapon in retaining staff (Cappelli, 2000).

Career development programs:

Companies have aggressively begun to provide incentives for their employees to remain in the organization. One of such incentives is the career development programs. An active career development program whether targeted for specialized people or employees in general are of great importance to the organization as a whole. These programmes enable employees to acquire knowledge and to take up more challenging roles to enhance their output and the productivity of the organization as a whole.

2.4.2.3 Motivation for work:

Before making attempts at employee retention strategies, there is the need to know what makes individual want to work. Abraham Maslow's hierarchy of needs show that people have different needs. Therefore money may not be the main reason why people work. The motivations to work, to different people, are diverse. Hewlett et al in the Harvard Business Review (2009) explain that although the basic aim for working is to earn salary, employees have moved from that point with time and are

craving for other intangible satisfaction. This Dessler (2005) explains as the law of individual differences, which explains people differing in personalities, need and values. It is therefore important that organizations get to understand these dynamics, to help with employee retention.

2.5 Why the need for Formal Retention Strategies

Many companies with fully fledged HR departments, engage in elaborate planning exercises in order to develop a cohesive and unitary strategy to deal with employee retention or more generally, human capital management, and roll out interventions with explicit reference to an overall organizational principle. Many experts' including Wager (2003) have emphasized that good retention is best assured when companies take a strategic approach towards such strategies. They suggest that certain types of HR practices contribute to good retention. Going through the literature, one finds evidence of strong correlation between implementations of certain types of practices and indicators of good retention such as reduced turnover, quit rates, job tenure and higher employee satisfaction. A survey of 1000 employees conducted by Wager (2003) concluded that better business performance was observed among employers that emphasized employee responsibility for reducing costs and accountability for developing improvements. The study also confirmed that, the adoption of high involvement work practices was strongly associated with better economic performance and employee satisfaction, and lower levels of conflict in the workplace. According to Meyer et al (2003), the presence of practices related to internal career development is often the best predictor of an employee's affective commitment. Such plans include advancement plans, internal promotion and accurate career previews at the time of hiring.

2.6.1 Compensation and Benefits: Compensation level

Competitive and fair compensation is a fundamental beginning in most strategies required to attract and retain employees. However, there is a general agreement that compensation levels alone do not guarantee employee retention. Most literature on this subject matter, stresses the importance of compensation in attracting and keeping good employees, particularly for workers whose skills and responsibilities are indispensable to the organization, or for those workers in whom the company has invested considerable resources in training. Conversely, Lawler (1990) argues that low wage strategies may be appropriate if work is simple and repetitive and requires little training. These distinctions are very general in nature and do not necessarily provide a clear rule of application to actual organization. Additionally, some studies hold the view that compensation packages can signal a strong commitment on the part of the company and can therefore build a strong reciprocal commitment on the part of workers, to the extent that it contributes in employee retention.

Competitive compensation is also likely to offset both desirable and undesirable turnover. That is to say, it will help to retain workers, irrespective of the quality of their contribution to the company. According to Lawler (1990), the key issue in labour retention is the amount of total compensation relative to the levels offered by other organizations. Lawler postulates that companies that have high levels of compensation also have lower turnover rates and larger numbers of individuals applying to work for them. He further argued that high wage workplaces tend to create culture of excellence. Lawler's view however, contradict what Meyer et al (2003), said earlier regarding affective commitment. To him affective commitment involves much more than just paying well and that retention based on the principle of

compensation-based commitment will always be vulnerable to the possibility that competitors will be able to offer better wages and thus lure away their best employees. Smith (2001), on the other hand, argues that money only gets employees to the door, but it does not keep them there at all. Ashby and Pell classify money as a satisfier, meaning that it is a necessary but insufficient factor in employee's retention (Harris and Brannick, 1999). Clearly, the existence of other HR practices is also a key to retention, and there is a great deal of interdependence between compensation and these other practices.

2.6.2 Benefits

A benefit may refer to something that a party or an individual was not previously entitled to receive. Benefits could be in kind or in cash. Companies that rely heavily on benefits are always at the top of the list for reasons why employees choose to stay or join an organization. Flexibility in benefits can enhance retention, as it creates responsiveness to the specific needs and circumstances of individual employees (Dibble, 1999; Tompkins and Beech, 2002; Tillman, 2001). However, Meyer (2003) believes that many employees neither realize the true value of the benefits they receive nor are they always sure of what motivate the employer to provide these benefits. Tillman (2001) believes that employee benefit is constantly evolving as the workforce itself evolves and people identify new priorities as being important. It is important to note that the relative importance of benefits will vary according to the specific needs of each individual. According to Tompkins and Beech (2002), the importance of a benefit plan to an employee with dependents may assume greater importance particularly in an environment where benefits costs are increasing rapidly.

The introduction of flexibility in benefit packages can be a key ingredient in ensuring good retention, particularly since it affords greater responsiveness to the specific needs and circumstance of individuals (Smith, 2001)

2.6.3 Retention through competitive Remuneration

Basically the employee offers his knowledge, skills, abilities and time in exchange to earn income at the end of an agreed period. In Ghana every worker looks forward to his/her salary at the end of the month for efforts put in his/her employment during that month. Monetary benefits from work come as compensations, salaries, allowances, monetary incentives and other benefits.

Compensation becomes an important factor that determines how people choose to work for one organization instead of the other (Mathis and Jackson, 2004). The burden lies on the organizations to provide fair and competitive compensation and benefit packages that will satisfy employees. One of the key objectives of putting attractive pay and benefits systems, according to Hallinger (2005), is to increase the commitment of employees to the organization. Dessler (2005) argues that it is the employer's duty to put together a compensation package that elicits employee behaviour that will benefit the organization in the short and long term. Wage or salary requirements are usually agreed on upon the start of the employment contract, and become the foundation for the compensation package. The details of wage or salary may include guarantee of increase from time to time, based on either the cost of living or the job performance of the individual. Such packages may include some aspects of health insurance. This may be a benefit extended to the employee's family and is paid for by the company. A compensation package may also include guarantee for reimbursement of, out-of-pocket costs an employee may incur while performing a

work related responsibility. Some employers provide for continuing education, assisting employees who wish to pursue degrees in fields that are relevant to their employment (Grissom, 2008). It is however important to note that monetary rewards from work may not be the only factor that retain people in organization.

To Mullins (2005), money to a large extend explains the reason people work, however, the extent of its influence depends on individual situation and other satisfaction they derive from work.

2.7 The Entry Period - Recruitment and Orientation

Recruitment forms a basic part in the retention process. Retention of best employees starts with recruiting, staffing and hiring strategies, policies and procedures. Sometimes when organizations have difficulties competing for talents on the labour market they succumb to the temptation to over sell the job (Boxal and Percel, 2003). Expectations are often raised too high during the recruitment process, leading people to compete for and subsequently to accept jobs for which they are not suited for. Although, organizations do this in order to ensure that they fill vacancies with sufficient number of well-qualified people, this does not go well for employee retention. According to Steward and Brown (2009), one way to curb turnover is to ensure that employees have a realistic job preview at the time of employment. This provides potential employees with both positive and negative sides of the job and those who have a more realistic job expectation are less likely to quit. It is imperative that organization recruit the right attitude that will not infest other employee negatively.

CHAPTER THREE

METHODOLOGY AND ORGANISATIONAL PROFILE

3.0. Introduction

The methodology of this work is based on both quantitative and qualitative data collected from the chosen study area. The purpose of this chapter is to describe and explain the methodology which was used to carry out the research. The chapter basically highlights the two main questions of how the data was collected and analyzed in addition to the study areas. The chapter presents the framework used in achieving the research objectives. The chapter discusses the research design, source of data, population and sampling technique or procedure employed, sample size, data collection tools, data analysis as well as the validity and reliability of the research.

3.1. Research Design

The researcher selected two major high schools (Effiduasi Senior High School and T.I. Ahmadiyya Girls Senior High School) in the Sekyere East District. The study adopted multiple sampling procedures as means of collecting primary data. Some of these techniques include simple random sampling and purposive sampling. The two schools were selected from the numerous secondary schools using purposive sampling technique. However, the individual sampling units were selected using simple random sampling method.

A structured questionnaire comprises of only closed ended questions which was personally administered and used for collection of data.

3.2. Primary Data

Primary data is collected using structured questionnaires with the sample respondents. The questionnaire used in the study covered 40 teachers from Effiduasi Senior High School and 20 from T.I. Ahmadiyya Girls Senior High School, 2 management staff members from each school and their respective head masters.

3.3. Secondary Data

Compared to primary data, secondary data is usually easy to collect, but must be treated with caution. For the study purpose, secondary data was collected from different sources such as books, journals, internet sources and previous studies and company records.

3.4 Population of the study

In every research, it is imperative that the targeted population is clearly defined. The target population is the precise group of people or objects that possesses the characteristics that is questioned in a study. To be able to clearly define the target population, the researcher must identify all the specific qualities that are common to all the people or object in focus. With respect to this study, the targeted population includes the teachers and heads of both Effiduasi Senior High School and T.I. Ahmadiyya Girls Senior High School in the Sekyere East District.

3.5. Sample and sample size

The use of appropriate sampling methods and an adequate response rate are necessary for a representative sample, but not sufficient. In addition, the sample size must be evaluated.

All other things being equal, smaller samples (e.g. those with fewer than 1,000 respondents) have greater sampling error than larger samples (Saunders et al, 2007). The sampling error is a number that describes the precision of an estimate from any one of those samples. It is usually expressed as a margin of error associated with a statistical level of confidence. The margin of error due to sampling deceases as sample size increases, to a point.

The sample size for the study includes 40 teaching staff of Effiduasi Senior High School and 20 teaching staff of T.I. Ahmadiyya Girls Senior High School and the respective headmasters and their assistance of the two schools. Therefore, the entire sample size was 64. The sampling units considered were individual teachers and the headmasters.

3.6. Sampling Technique

A sample is deliberate choice of a number of people in a given population. There was the need to sample because of time and resource constraints. The probability sampling techniques was used to draw a sample from the population. The sampling technique used was the simple random. The sample size for the entire study was 64 consisting of 40 (forty) out of 119 teachers of Effiduasi Senior High School, 20 (twenty) out of 76 teachers of T.I. Ahmadiyya Girls Senior High School and the (2) two respective heads and their assistance. Different questionnaires for these different bodies were

developed to include both open-ended questions with the desire to capture the various objectives of the study. In addition, for receiving information about the specific case or target organization, a social survey was conducted.

3.7. Data collection instruments

A structured questionnaire is major data collection wich was personally administered as a means of obtaining the required information for achieving the research objectives. Three sets of questionnaires were developed for the three major sampling groups. These are; personal data push and pull factors and organizational culture

3.8. Method of Data Analysis

According to Saunders et al (2007), the validity and understanding that you will gain from your data will be more to do with data collection and analysis than with the size of your sample. Based on the nature of data collected, the Statistical Package for Social Science (SPSS) was used in processing primary data gathered through questionnaires from the case study. Descriptive statistics including frequency tables, charts, and graphs were used to show some of the results from field work. The compilation, editing and computation of the responses from the questionnaire for management; and customers enabled the researcher to comment objectively on the outcome. This proved crucial in making appropriate and objective recommendations by the researcher on the findings.

3.9. Validity and Reliability

When collecting data it has to be both valid and reliable. Validity refers to the empirical data collection that measures what is supposed to measure and its applicability to a major population.

Validity can be both internal and external. The internal validity can be threatening by measuring of wrong which eventually lead to incorrect interpretation. On the other hand, the external validity is about being able to transmit information to other context. There are different ways of testing the validity of a result such as going back to the respondents to test their agreement level of the result. Another way to test the validity is to compare the result with other theories and empirical result. If other surveys of the study are done with other kinds of methods and have the same result, it strengthens the validity and other demand empirics that it has to be reliable and believable. The critical question to ask therefore is 'If the survey conducted the same way ones more, would it come up with the same result? If not, there is a low reliability is all about trust and there must not be any errors in the measurement (Djurfeldt et al, 2003; Jacobsen, 2002).

3.10. Brief Profile of Effiduasi Senior High School.

The name of the school is Effiduasi Senior High School formally known as Effiduasi Senior High Commercial School, Effiduasi, and it is known by the acronym, EFFISCO. It is situated in the suburb called 'Oseikurom' It was established in April 1943 Present and past students of the school use the slogan, 'Mpanimfo' with the response, 'yewonimde' to greet one another. Mr. Eugene Renolds Addow started the Effiduasi Commercial Senior High School (EFFISCO) with only 3 students on May

12, 1943. These three students are made up of this man's son a friend's son as his maiden students. The school was purely a commercial school called modern school of commerce (MODESCO). In 1st September 1965, the school was absorbed into the public system and it became community school for the chief and people of Effiduasi and hence the name Effiduasi Commercial Senior High School was born and the curriculum expanded. After 1965, others like Messrs Duku Kaakyire, T.A.A Owusu, Acolor Adjei, Thomas Y Mensah, Osei Asibey, Obeng Boateng, Opuni Boachie and the current Headmaster of the school Amoako Amoantwi and their associates have braved all the add to make things happen. The school is now boasts of 119 teaching staff and 127 non-teaching staff with 2779 students and an impressive academic performance. Out of the 119 teachers only 19 have accommodation on the school premises plus these (5) non-teaching staff. The school is noted for its discipline, right from the headmaster through the teaching and non-teaching staff and the entire student body. Severe punishments are meted out to students who disobey school rules and regulations EFFISCO won the most discipline school in 2012, then Ashanti regional inter-school and college athletics competition held in Kumasi sports stadium. In academic field, the school achieved an enviable record of 100 percent in the Senior High School Certificate Examination WASSE for 3 successive years 2011, 2012 and 2013, currently the top school out of 4 senior high schools in the said examination in the district.

Vision of the school

The school's main vision is to achieve academic excellence through discipline. It also aims at molding the character, conduct and behavior of students so as to make them useful and upright citizens of the country.

Mission Statement of EFFISCO

To ensure compliance with school rules and regulations by students and the provision of relevant inputs that will enhance teaching and learning. In this way the vision of the school will be realized.

Programmes

The school is currently offering courses like Science, General Arts, Business, Home Economics and Visual Arts

Population

Student's population at the end of 2013/2014 academic year was 2779, while the teaching staff strength was 119. The number of non- teaching personnel was 127.

T. I. AHMADIYYA SENIOR HIGH SCHOOL

T.I. Ahmadiyya senior high school started as a middle school in 1968 and later transformed to a secondary school in 1969 with Mr. Antwi Boasiako acting as the head. However, Mr. Mubarak Ahmed, A Pakistani was appointed the first substantive Head-master of the school later in September 1973. In 1973, it was registered by the Ghana Education Service. Mr. M.A Morgan became the first Ghanaian Headmaster after the school had been absorbed into the public on1stOctober 1990.It was converted to a Girls school in the 2008/2009 academic year by the Ahmadiyya Muslim under the administration of Mr. Collins Yeboah Druye In the year2009, the current Head Mad. Aisha Boakye was the first Headmistress of the school when it became girl's school.

Mr. Mohammed Asharf Chowdhry   8th January, 1974

Mr. Rafiq Ahmed   6th August, 1974

Mr. M.A Shams   10th August, 1977

Mr. M.A. Latif   13th October, 1979

Mr. Neum Ahmed Shaheen   1986-89

Mr. Sam   He came as the acting Headmaster

Mr. Musyh-ud-Deen Khadium,   The last Pakistani headmaster

Mr. M.A morgan   October1990-January1997

Mr. Yeboah Druye   January 1997- September 2009

Mad. Aisha Boakye   September 2009- To date

Currently, the school has a teaching staff population of 76 supported by 84 non-teaching staff.

The students' population for 2013/2014 academic year was 1,220 in five programmes. Academic Performance has been stable over the past 3 years.

CHAPTER FOUR

DATA PRESENTATION ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter deals with the presentation and analysis of data collected and the interpretation of information gathered by the researcher through questionnaires administered to the various respondents.

4.1 Background Information on Respondents

This section presents data on the background of the respondents. Frequency tables are used in analyzing the data.

4.1.1 Gender

The results in Figure 4.1.1below illustrate the gender distribution of the respondents. From the Figure 4.1.1it can be observed that majority of the respondents representing 66% were male whiles females constituted 34% of the sample respondents. This shows that the views of the respondents were from both genders of the teachers in the schools. It further indicates that in terms of staffing in the school, there are more males than the females.
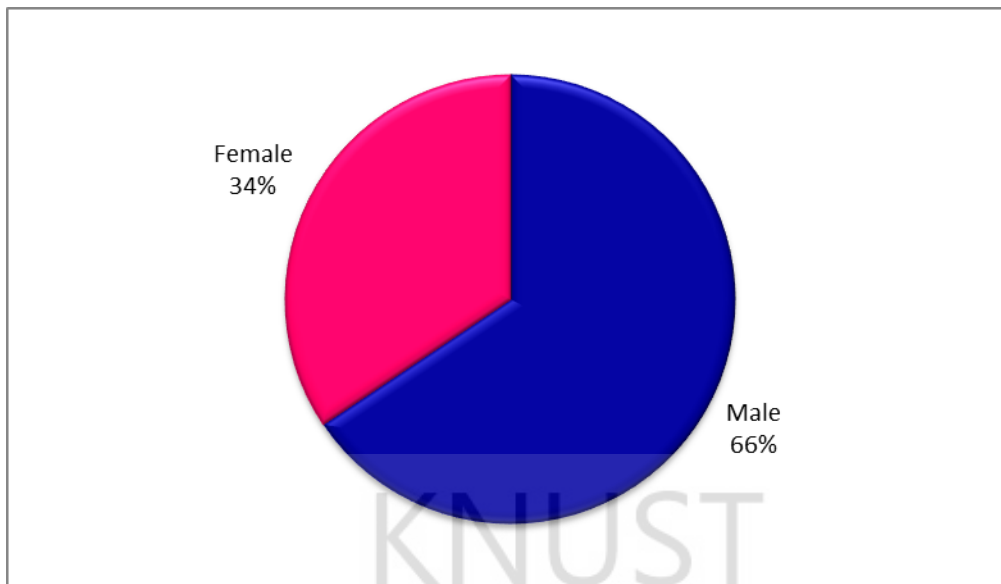
Figure 4.1 Gender of the Distribution of the respondents

Source: Field survey, 2014

4.1.2 Age of respondents

Results in figure 4.1.2 illustrate the age distribution of the respondents. From the table 4.1.2 it can be seen that 28.1% of the respondents falls within 20-30 age bracket. The figure further reveals that majority of the respondents representing 34.4% are within an age bracket 30 and 40. Those between 40-50, and 50 years and above respectively were 20.3% and 17.2%. This results indicates that chunk of the teachers are in the age bracket 20 years to 40 and can therefore be described as young staff.

	20-30 years	30-40 years	40-50 year	50+year
Percent %	28.1	34.4	20.3	17.2
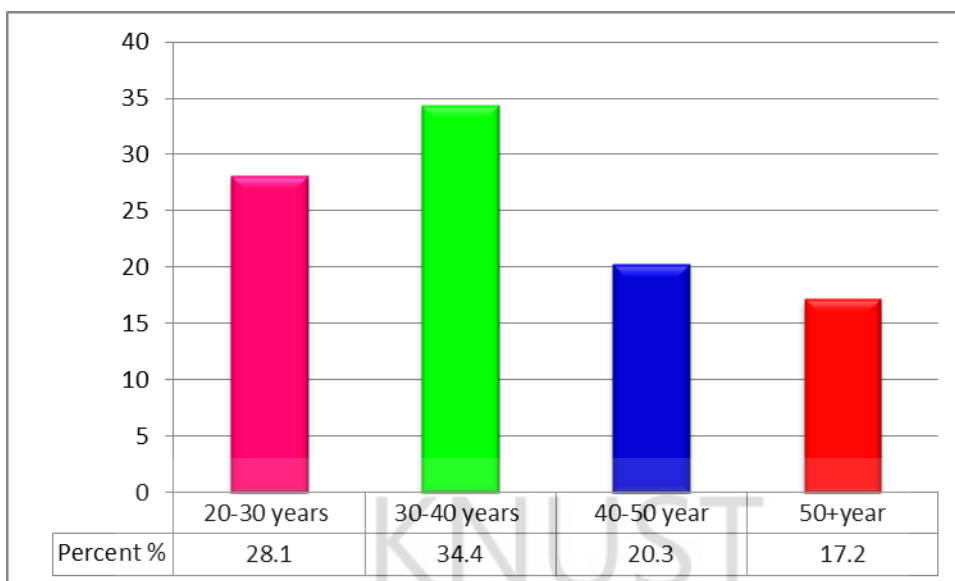
Figure 4.2 Distribution showing the Age bracket of the respondents

Source: Field survey 2014

4.1.3 Respondents' Qualification

From the figure 4.13 below, with respect to level qualification, 19 respondent forming 29.7% holds Post graduate and 45 respondents constituting 70.3% were Bachelors' Degree holders. This means that the staff strength at the school were competent to carry out their roles and responsibilities
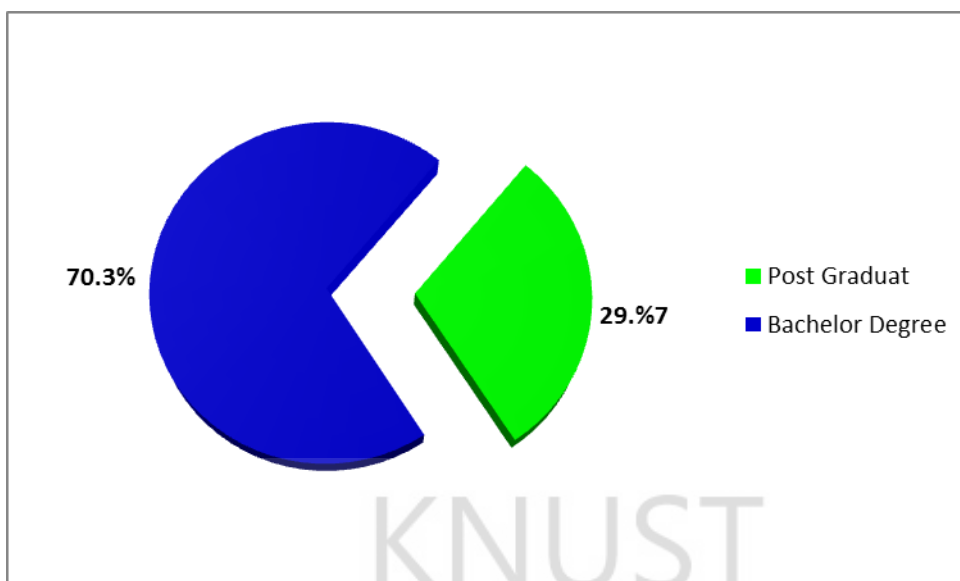
Figure 4.3 Distribution Showing Respondents Qualification

Source: Field survey 2014

4.1.4 Department of respondents

From Table 4.1.5 below, majority of the respondents representing 43.8% were from the General Arts department, 23.4% from Science Department, 21.9% from Business Department and 10.9% sampled from Visual Arts department. This put forward that respondents were sampled cross all the departments in the school.

Table 4.1: Department of respondents

	Frequency	Percentage %
Business	14	21.9
Science	15	23.4
Visual Arts	7	10.9
General Arts	28	43.8
Total	60	100

Source: Field survey 2014

4.2.0 Descriptive statistics of the study variables

This aspect of the study identifies and describes the various variables used in the questionnaire.

4.2.1 Organisational culture

To assess the organisational culture of the two schools, various dimensions of culture was assessed in the questionnaire. The various dimensions were: what teachers' are expected to give their first priority to in the school, how teachers are treated in the schools, the decision making processes in the schools and the intergroup and interpersonal conflicts in the schools. These dimensions are discussed in details in the subsequent sub headings.

4.2.1.1 Teachers' First Priority

Table 4.1.4 below assesses the expectation of the employees as to what they will give first priority to. As seen from the table 2 respondents consider co-operating with the people with whom they work, to solve organizational problems (support culture) as the next most dominate

view followed by Meeting the challenges of the task, findings a better way to do things (Achievement culture) and Meeting the needs and demands of their supervisors and high-level people in the organization (power culture) being the least next most dominate view of the employee. This finding suggests that, employees in an organisation consider support as the first priority and achievement the least priority.

Table 4.2 Descriptive Statistics for teachers' first priority

	Min	Max	Mean	Std. Deviation
Co-operating with the people with whom they work, to solve organizational problems	1	4	3.00	.946
Meeting the challenges of the task, findings a better way to do things	1	4	2.45	1.038
Carrying out the duties of their own jobs; staying within the policies and procedures related to their jobs	1	4	2.42	.973
Meeting the needs and demands of their supervisors and high-level people in the organization	1	4	2.22	.899
1= the least dominate view, 2 = the next most dominate view 3 = the next most dominate view 4= the dominate view				

Source: Field survey 2014

4.2 How teachers are treated in schools

Table 4.2 below illustrates how the organization affects individuals in an organisation with respect to power culture, role culture, achievement culture and support culture. Support culture was ranked the as the most dominating view among the respondents thus organizations should treat individuals as "family" of friends who like being together and who care about and support another followed by role culture that organisation should treat individual in an organisation as employees' whose time and energy are purchased through a contract, with right and obligations for both sides with power culture being the most last dominating view that the organisation should treat employees as hands whose time and energy are at the disposal of persons at higher levels in the hierarchy.

Table 4.2.2: Descriptive Statistics showing how teachers are treated in schools

	Min	Max.	Mean	Std. Deviation
As "family" of friends who like being together and who care about and support another	1	4	2.63	1.120
As "employees" whose time and energy are purchased through a contract, with right and obligations for both sides	1	4	2.52	.976
As "associates" or peers who are mutually committed to the achievement of common purpose	1	4	2.45	1.022
As "hands" whose time and energy are at the disposal of persons at higher levels in the hierarchy	1	4	2.17	1.047
1= the least dominate view, 2 = the next most dominate view 3 = the next most dominate view 4= the dominate view				

Source: Field Survey 2014

4.2.3: Decision Making Process in schools

Table 4.1.4below shows respondents views on how decision-making processes are characterized by the employees in an organisation. Interestingly, respondents perceived all the decision-making processes as being the next most dominating views (mean almost 2). However, support culture in the form of the use of consensus decision-making methods to design acceptance and support decisions was ranked first followed by adherence to formal channels and reliance on policies and procedures for making decision being the role culture and power culture being the directive orders and instructions that come down from higher level ranked last. It can therefore be

inferred from this findings that decision-making process in the sample organizations are characterized by support culture.

Table 4.2.3: Descriptive Statistics showing how decision-making processes are characterized

N= 64	Min	Max	Mean	Std. Deviation
The use of consensus decision-making methods to design acceptance and support decisions	1	4	2.48	.992
The adherence to formal channels and reliance on policies and procedures for making decision	1	4	2.44	.871
Decisions being made close to the point of action by the people on the sport	1	4	2.41	1.003
Directive orders and instructions that come down from higher level	1	4	2.39	1.002
1= the least dominate view, 2 = the next most dominate view 3 = the next most dominate view 4= the dominate view				

Source: Field survey 2014

Table 4.2.4 below shows how inter group and interpersonal conflicts are managed. The mean measure is within 2 and 3 indicating that respondents view all the variables assessed as being the next most dominate view. Meanwhile managing conflict in a manner that maintains good

4.2.4 Intergroup and interpersonal conflicts in schools

Working relationships and minimizes the chances of people being hurt in the form of support culture was considered to be the first followed by resolving conflict through discussions aimed at getting the best outcomes possible for the work issues involved as an achievement culture and resolving conflict through competitive with both

looking out for their own interests and helping each other only when they can see some advantage for themselves by doing so being the last.

Table 4.2.4: Descriptive Statistics showing how inter group and interpersonal conflicts are managed

N= 64	Min	Max	Mean	Std. Deviation
Dealt with in a manner that maintains good working relationships and minimizes the chances of people being hurt	1	4	2.55	1.097
Resolved through discussions aimed at getting the best outcomes possible for the work issues involved.	1	4	2.52	.854
Avoided by reference to rules, procedures and formal definitions of authority and responsibility	1	4	2.52	.976
Competitive with both looking out for their own interests and helping each other only when they can see some advantage for themselves by doing so	1	4	2.39	1.002
1= the least dominate view, 2 = the next most dominate view 3 = the next most dominate view 4= the dominate view				

Source: Field survey, 2014

Table 4.2.5 below shows how inter group and interpersonal conflicts are managed. The mean measure is within 2 indicating that respondents view all the variables assessed as being the next most dominate view.

Table 4.2.5 Descriptive showing the influence of External environment on Schools

	Min.	Max.	Mean	Std. Deviation
A community of independent parts in which the common interest are the most important	1	4	2.70	1.079
A competition for excellence in which productivity, quality and innovation bring success	1	4	2.67	1.009
An orderly system in which relationships are determined by structures and procedures and where everyone is expected to abide by the rules	1	4	2.44	1.082
Jungle, where the organization is in completion for survival with others	1	4	2.41	.971
1= the least dominate view, 2 = the next most dominate view 3 = the next most dominate view 4= the dominate view				

Source: Field survey 2014

4.2.6 Pull Factors of Teachers

Table 4.2.6 below illustrates employees' perception on how the pull factors can affect the employee retention. It can be observed from the table 4.2.6 that employees cannot decide whether to agree or disagree with the pull factors assessed (mean

approximately 3). However, the absence of schools offering the employee course of specialization can influence employee retention in a particular school was considered the first factor and respondents' almost disagree that they will be off at another school probably due he fact equal salaries are given to teachers with equal rank irrespective with your school.

Table 4.2.6: Descriptive Statistics of pull factors

	Min.	Max.	Mean	Std. Deviation
No school offers the course I teach apart from this school	1	5	3.31	1.246
My services are needed in many schools per the course I teach.	1	5	3.17	1.254
Compensation and other incentives teachers receive are the same irrespective of the size of the school.	1	5	3.13	1.315
Big and renowned schools pay more than the less endowed schools.	1	5	3.08	1.289
There are other employment avenues demanding my services at a higher compensation.	1	5	3.05	1.396
I am just using teaching as a stepping-stone for other profession.	1	5	3.00	1.414
I will be well-off if I were to teach my course in different school.	1	5	2.51	1.294
1= Strongly Disagree 2 = Disagree 3 = undecided 4 = Agree 5 = Strongly Agree				

Source: Field survey 2014

4.2.7 Push Factors for Teachers

Respondents' level of agreement or disagreement on how pull factors can also affect the retention of a teacher in a school was assessed and the results displayed in the

table 8 below. From the table respondents somehow agree (mean above 3) that, inadequate teaching and learning, working conditions and environment and opportunities for one to develop skills can influence employees' retention in a particular school. However, respondents somehow disagreed that, alternative employment and salary can affect employee retention.

Table 4.2.7: Descriptive Statistics of Push Factors

	Min.	Max.	Mean	Std. Deviation
There are less teaching and learning aids to facilitate my work	1	5	3.44	1.271
The working conditions and environment of my job is not one of the best.	1	5	3.19	1.283
There are few opportunities for me to develop skills and move up in this school	1	5	3.06	1.180
There is no alternative employment available as per my qualification.	1	5	2.89	1.143
My salary is not comparatively good with respect to my qualification.	1	5	2.73	1.336
1= Strongly Disagree 2 = Disagree 3 = undecided 4 = Agree 5 = Strongly Agree				

Source: Field survey 2014

Human Resource Practices in Schools

Table 4.2.8 below illustrates the respondents' perception on how HR practices in the organization. Respondents are of some level of agreement (mean above 4) that board

treat all teachers equally, communication channel in the school allow free flow of information and the relationship between the staff and the management is cordial. However the respondents are in some level disagreement (mean below 3) that, salary, retention premium, and other motivation packages has kept them in the school and effective communication, timely promotion.

Table 4.2.8: Descriptive Statistics of HR Practices

	Min	Max.	Mean	Std. Deviation
The board of directors of the school treats all teachers equally irrespective of social, religion and ethnic affiliations.	1	5	3.42	3.732
Communication channels allow free flow of information in the school.	1	5	3.14	1.332
There is cordial relationship between staff and management	1	5	3.13	1.175
The Parents Teacher Association always charge on teachers whenever there is a problem between student and teacher.	1	5	3.05	1.278
The service provide me with the required training to enhance performance	1	5	3.05	1.290
Promotion is based on qualification and long service.	1	5	3.05	1.441
My salary, allowances, motivation packages and other incentives have kept me in the school.	1	5	2.98	1.279
I am timely promoted and coupled with deserving remuneration.	1	5	2.92	1.360

There is effective communication between management and teachers.	1	5	2.91	1.400
Teacher can access information as and when it is needed.	1	5	2.91	1.306
Retention premium being paid by the government is sufficient enough to keep me in the service.	1	5	2.89	1.299
There are departmental disputes which affect the entire staffing of the school.	1	5	2.89	1.236
Staff and management members are sanctioned accordingly when they flout rules and regulations.	1	5	2.88	1.266
The facilities that I am enjoying make me feel more ok in the school.	1	5	2.88	1.189
There is an orientation programmes for newly posted teachers in the school.	1	5	2.86	1.283
Decisions are made collectively and not controlled by one dominant individual.	1	5	2.84	1.237
There are frequent in-service and training workshop to abreast teachers with current issues and policies	1	5	2.81	1.283
1= Strongly Disagree 2 = Disagree 3 = undecided 4 = Agree 5 = Strongly Agree				

Source: Field survey 2014

4.2.9 Organisational Culture and its influence on Teacher Retention

As a matter of facts, the culture of every organization one way or the other has a significant influence on its employees whether positive or negative. Multiple correlations were used to assess the relationship between the types of culture and employee retention and the correlation matrix displayed in Table 4.2.2. From the table 4.2.2 it can be seen that with the exception of achievement all the variables are significantly associated with employee retention positively, indicating that improvement in the power, role and super culture in an organisation will improvement employee retention in an organisation.

Table 4.2.9 Measure of association between type of culture and retention

		Retention	Power	Role	support	Achievement
Retention	Correlation Coefficient	1				
	Sig. (2-tailed)	.				
Power	Correlation Coefficient	0.462**	1			
	Sig. (2-tailed)	0.000	.			
Role	Correlation Coefficient	0.300*	.477**	1		
	Sig. (2-tailed)	0.016	.000	.		
Support	Correlation Coefficient	0.413**	.504**	.311*	1	
	Sig. (2-tailed)	0.001	.000	.012	.	
Achievement	Correlation Coefficient	0.075	.452**	.343**	.230	1
	Sig. (2-tailed)	0.556	.000	.006	.067	.

**. Correlation is significant at the 0.01 level (2-tailed) *. Correlation is significant at the 0.05 level (2-tailed).

4.2.10 Linear Regression Analysis on the effect of Type of Culture and Retention

Table 4.2.10 below assesses whether type of culture can predict employee retention in an organization. The R = 0.538 which indicates that, there is a considerable weak relationship between that type of culture and employee retention. Also the R square of 0. 29 indicate that 29 per cent of the variations in the teacher retention in a particular school can be explained by the type of culture in the school.

Table 4.2.10 predictive power of culture and retention

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig
1	.538[a]	.290	.241	.70765	0.538	0.000

A. Predictors: (Constant), Achievement, Support Culture, Role Culture, Power Culture

The table 4.2.11 below illustrates how an individual cultural factor can significantly influence teacher retention in a particular a school. The standardized coefficient Beta column explains the impact of each culture type on the retention. Clearly, it can be seen that all the culture types in the regression model relate positively with the teacher retention excerpt achievement culture which have a negative impact on the retention. Though it is not significant at 95% confidence level $\beta= -0.101$, $t=-0.749$, $p>0.50$. However, power culture is seem to have significant relationship with retention ($\beta=0.346$, $t=2.063$, $p<0.50$) whiles the remaining factors relate positively to retention but not significant.

Table 4.2.11 regression coefficients of the culture on teachers retention

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	.980	.565		1.733	.088
Power Culture	.490	.238	.346	2.063	.044
Role Culture	.177	.207	.118	.853	.397
Support culture	.332	.197	.226	1.685	.097
Achievement Culture	-.162	.217	-.101	-.749	.457

A. Dependent Variable retention   source: field survey 2014

4.2.12 Potential push and pull factors that influence Teacher Retention

In order to identify the potential pull and push factors that influence retention, a regression analysis was carried out to ascertain the predictive power and the individual impact of push and pull factors on retention and the results displayed in table 4.3.2 below. From the table 4.3.1 below the regression (R) is 0.548 indicating that, there is weak association between the pull and push factors on teacher retention. Also the R square of 0. 300 indicate that 30 per cent of the variations in the level of at which employees are retained can be explained by push and pull factors. The $F_{(2, 61)} = 13.064$; $p < 0.05$] indicates that the pull and push factors can significantly predict the level of employee retention.

Table 4.2.12 Level of influence between push and pull factor on retention

R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
.548[a]	.300	.277	.69088	13.064	.000

A. A. Predictors: (Constant), Push Factor, Pull Factor F (2, 61) = 13.064; p < 0.05].

Source: Field survey 2014

4.2.13 the Measure of the Regression Co-efficient of the Regression Model

Table 4.2.13 below illustrate the regression coefficient distribution of the individual contribution and relationship of the pull and push on the employee retention. The results in the table implies that the two factors Pull factor seems have significant (p < 0.05) relationship and impact on the employee retention. However, the pull factor has more influence on retention than the push factor.

The above finding suggests that, an organization to increase teacher retention they should try reduced the push factor and increase the pull factors. This finding is contrary to the studies conducted by Taykir el at (2002), who claimed that push factors are more prevalent than pull factors in establishing voluntary resignation. They added that few people appear to leave jobs in which they are broadly happy and search for something better.

Table 4.2.13 Regression coefficient of the pull and push factors

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	.646	.471		1.370	.176
Pull Factor	.419	.121	.379	3.451	.001
Push Factor	.349	.119	.323	2.940	.005

A. Dependent Variable: Retention

Source: Field survey 2014

4.2.14 Comparism of retention rate among the two schools

The differences between the rate at which employees are retained among the two groups of schools samples for the study was also assessed and the results displayed in Table 8 below. The Levene's Test for equality of variance of the two group population indicates that the population variance of the two groups is not different thus F-test is significant F = 4.414, $p < 0.05$ (equal variance assumed). The t-test results in the table 4.3.2.below indicates that there is no statistical significant difference between employee retention in AMGISS and AFFISCO at 95% confidence level thus $t (62) = -3.66$, p< 0.05

Table 4.2.14 Differences in the Retention Rate among the Two Schools

Independent Samples Test		Levine's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
RETENTION	Equal variances assumed	4.414	.040	-3.66	62	.001	-.71614	.19542
	Equal variances not assumed			-3.34	33.59	.002	-.71614	.21394

Source: field survey 2014

From the above table, it can be concluded that the schools attitudes to retention are almost the same EFFISCO recorded -3.66 and AMGISS -3.34. The possible reason could be the fact that both schools are found in the same environment with same culture, but it still be concluded that retention in AMGISS is lower that of EFFISCO.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUTIONS AND RECOMMENDATIONS

5.0. Introduction

Retention of employees is a major challenge for the teaching sector in Ghana. Success at retaining teachers requires an organizational culture that inspires loyalty and commitment. Researchers, policy makers, and university faculties continue to debate reasons for attrition. By looking at dispositions and teachers' feelings of efficacy, insight can be gained into the teacher shortage issue. This chapter mainly discusses the findings of the study, the various conclusions and the various suitable recommendations.

5.1. Summary of Findings

To identify potential push and pull factors that influence retention of teachers

The results of the study postulate that teachers in the sampled schools are willing and ready to stay if the school environment suit teaching and learning processes. Thus providing the appropriate teaching aids and conducive classroom environment will be a retention factor for teachers. Respondents were in somehow disagreement that salary differentials and availability of alternative employment are will not push or pull them from their initial working environment.

Meanwhile the respondent agrees that the demand for once teaching may affect an individual teacher to move towards that direction. Among the two factors pull factor was seem to greater influence than that of push factor although the two factors were found to be positively related to employee retention.

5.1.2 To identify the measures undertaken to improve staff retention in both schools

From the study results it can also be inferred that the two schools did not have any identify measure in improving their staff retention. It became clear from the view of the respondents that the apple mixture of approaches as at when they become deemed necessary to manage their employee retention. This was reveal through low rating of the study variables which shows no clear direction.

5.1.3 Organizational culture that influences the state of retention of EFFISCO and AMGISS

The results from the study also postulate that among the culture types that power culture type has a significant relationship with employee retention.

5.2 Conclusion

At the end of the study, one of the pull factors discovered was that, the absence of schools offering the employee course of specialization can influence employee retention in a particular school. The push factors discovered was that inadequate teaching and learning, working conditions and environment and opportunities for one to develop skills can influence employees' retention in a particular school.

The research discovered that the two Schools thus AMGISS and EFFISCO do not have a clear cut measure to improve staff retention in operation. Also it was identified that, there is no significant differences in the staff retention among the schools.

Finally, the survey revealed that, apart from power culture which is significantly related employee retention none of the other culture types (support, role and

achievement) relate significantly with employee retention in both schools (AMGISS and EFFISCO).

5.3. Recommendations

The purpose of this study is to analyze factors that influence the retention of teachers in both EFFISCO and AMGIS. School administrators are perplexed by the large number of teachers who decide to leave the field of education after some years. The retention rates of teachers require school administrators to focus on developing a qualified workforce and policies to maintain them. Careful attention to the working conditions and the induction of early career teachers is needed if we are to build a committed and qualified teaching force (Billingsley, 2004). The Government of Ghana, in keeping with its commitment to attract and retain more teachers to the teaching profession, agreed to institute a new ''Teachers Retention Premium'' for teachers. Government has agreed to give all teachers of the Ghana Education Service (GES) a ''Teachers Retention Premium'' of Fifteen percent (15%). These attempts are yet to suffice the needs and desire of the teaching force and therefore the need for certain policies to be instituted. The researcher therefore recommends the following:

5.3.1. Remuneration as a Motivation Factor

According to Herzberg (1968), administrators must make sure that employee salaries and other maintenance factors are sufficient. If not, then employees will leave the organization. Satisfying employee maintenance factors will enable them to develop motivation via their position.

It came out of the study that salaries of teachers are relatively lower compared to salaries of other competitive working fields. Based on this, there is the likelihood of movement.

The researcher therefore recommends that the state should identify truly needy students and institute scholarship scheme for them. Students from good homes and backgrounds then made to pay full cost recovery for their schooling. Also, students who attend grade 'A' SHS with full facilities and other conveniences provided them must be made to pay fees as twice as much of those who attend less endowed schools, since they enjoy more luxury. The monies accrued from these charges should be used to increase salaries of teachers. Furthermore, the authorities of various SHS should look for viable programmes such as; organisations of remedial classes for students who have already completed secondary school and are ready to engage the services of teachers. Monies from such internally generated fund (IGF) should be used to supplement what teachers receive.

5.3.2. A Better Work Life Balance

Teaching staff may decrease the number of hours they work by placing more emphasis on programme planning and evaluation, rather than focusing primarily on delivery. The study revealed that management of both school have instituted certain measures to improve on the work life balance of teachers. This is a healthy development that needs to be encouraged to improve the quality of life of teachers.

It is recommended here that maternity leave for female teachers should be extended from three months to about six months. This is to enable them have more time for lactation. Male teachers on the other hand should equally be giving a paternity leave of three months so as to acquaint themselves with their new babies. In their absence,

schools should solicit for help from supplied teachers who will fill the vacuum and be paid from IGF.

5.3.3. Strengthening and Rejuvenation of the Various Teachers Associations

The teaching staff has professional associations for its programmatic areas. These associations offer professional development opportunities, mentoring, recognition, and awards for their members. Those new to the job may find it easier to ask questions or discuss concerns with their peers (association members) versus their immediate supervisor. This is a laudable idea initiated by various teachers' associations. It is recommended that policy makers, non-governmental organizations (NGOs), Parents Teachers Associations (PTA), donor partners and all other stakeholders of education, support these associations with their finances and encourage the leadership of these associations to boost their morale.

5.3.4. Development Interest in the Personal Development of Teachers

The study found out that service provision of required training to enhance work was very minimal. School management has some interest in the personal development of teachers, but not so much of a priority. It is recommended that dispositional issues, especially opportunity for developing skills in communication and problem solving and any upgrading that is job related, should be giving much attention. Certificates acquired from further courses should be accepted and recognized by Wages and Salaries Commission and salaries of such teachers be adjusted upwards.

5.3.5. Improvement in the Relationship between Leadership and Teaching Staff

The relationship between the teaching staff should be improved by organizations of social events among the two groups to erase any divide. The study also came up with the fact that the relationship between school management and teachers could be rated ranging from a little good to a greater average. There is therefore a strange relationship between leadership of schools and the teaching staff in the various schools within the Sekyere East District. This is very unhealthy development. It is against the GES rule that operations either by teachers or administration be shrouded in secrecy. The researcher therefore recommended that there should be transparency on income and expenditure of monies that come to the school in the form of grants or IGF. A committee should be set up in the various schools to audit the accounts of school and also to ensure check and balance of accounts books. Also, as much as schedules will permit, schools should organize social events such as end of year party, excursions etc. for school administration and teachers. This kind of socialization will help to erase any form of divisive tendencies.

5.3.6. Strengthening Incentives and Motivation

The salary differentials between attractive foreign countries, such as the USA and South Africa, and Ghana cannot be easily bridge because of the current economic performance. Substantial non-monetary influences exist. Incentive and motivation remain major influence on the management and retention of human resources. However, they are shortcomings of teachers' satisfaction package in Ghana. It is recommended that substantial non-monetary influence can help do the trick. These include increasing local opportunities for teachers and postgraduate training, rewarding staff according to differential workloads, especially for those working in

locations that are considered unpopular, and also improving the efficiency with which personnel actions are handled. All these recommended policies if taken into consideration by the various schools administrators and government in the institution of major educational policies in Ghana could help raise the level of teacher retention all over the country.

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APPENDICES

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY

SCHOOL OF BUSINESS (KSB)

I am a researcher pursuing Post Graduate Program (**MASTERS OF BUSINESS ADMINISTRATION, MBA**) at the above-named institution undertaking a research on "the effects of organizational culture on the retention of teachers in second cycle school" Your candid opinions and views on the subject matter would be very essential. However, you are assured that, your information gathered would be treated with utmost confidentiality.

A. PERSONAL DATA

1. Sex: Male [   ]   Female [   ]

2. Age bracket   20─29 [   ]   30─39 [   ]   40─49 [   ]   50 or more [   ]

3. Which Department do you belong?

Business [   ]   Science [   ]   Visual Arts [   ]   General Arts [   ]

4. What is your highest level of academic qualification?

HND [   ]   Diploma [   ]   Postgraduate Degree [   ]   Bachelor's Degree [   ]

Post-Diploma [   ]   Others [   ]

5. Duration of employment with the School.

0 - 5 years [ ]   6 – 10 years [ ]   11-15 years [ ]   above 16 years [ ]

Please, tick in the appropriate box against the statements as defined below;

Ranking keys:

1= the least dominate view   **2 = the next most dominate view**

3 = the next most dominate view   **4= the dominate view**

ORGANIZATIONAL CULTURE	1	2	3	4
Members of the organization are expected to give first priority to:				
meeting the needs and demands of their supervisors and high-level people in the organization				
carrying out the duties of their own jobs; staying within the policies and procedures related to their jobs				
meeting the challenges of the task, findings a better way to do things				
co-operating with the people with whom they work, to solve organizational problems				
The organization treat individuals:				
as "hands" whose time and energy are at the disposal of persons at higher levels in the hierarchy				
. as "employees" whose time and energy are purchased through a contract, with right and obligations for both sides				
as "associates" or peers who are mutually committed to the achievement of common purpose				

as "family" of friends who like being together and who care about and support another				
Decision-making processes are characterized by:				
directive orders and instructions that come down from higher level				
the adherence to formal channels and reliance on policies and procedures for making decision				
decisions being made close to the point of action by the people on the sport				
the use of consensus decision-making methods to design acceptance and support decisions				
Inter group and interpersonal conflicts are usually:				
competitive with both looking out for their own interests and helping each other only when they can see some advantage for themselves by doing so				
avoided by reference to rules, procedures and formal definitions of authority and responsibility				
resolved through discussions aimed at getting the best outcomes possible for the work issues involved.				
dealt with in a manner that maintains good working relationships and minimizes the chances of people being hurt				
jungle, where the organization is in completion for survival with others				
an orderly system in which relationships are determined by structures and procedures and where everyone is expected to abide by the rules				
a competition for excellence in which productivity, quality and innovation bring success				

a community of independent parts in which the common interest are the most important				

Please use the following scale for the rest of the questionnaire:

1= Strongly Disagree2 = Disagree   3 = undecided4 = Agree   5   =   Strongly Agree

PULL FACTORS	1	2	3	4	5
There are other employment avenues demanding my services at a higher compensation.					
Compensation and other incentives teachers receive are the same irrespective of the size of the school.					
Big and renowned schools pay more than the less endowed schools.					
I will be well-off if I were to teach my course in different school.					
No school offers the course I teach apart from this school					
My services are needed in many schools per the course I teach.					
I am just using teaching as a stepping-stone for other profession.					

PUSH FACTORS					
My salary is not comparatively good with respect to my qualification.					
There is no alternative employment available as per my qualification.					
The working conditions and environment of my job is not one of the best.					
There are few opportunities for me to develop skills and move up in in this school					
There are less teaching and learning aids to facilitate my work					
HR PRACTICES					
My salary, allowances, motivation packages and other incentives have kept me in the school.					
I am timely promoted and coupled with deserving remuneration.					
Retention premium being paid by the government is sufficient enough to keep me in the service.					
The facilities that I am enjoying make me feel more ok in the school.					

PUSH FACTORS

The service provide me with the required training to enhance performance					
Decisions are made collectively and not controlled by one dominant individual.					
Staff and management members are sanctioned accordingly when they flout rules and regulations.					
The board of directors of the school treats all teachers equally irrespective of social, religion and ethnic affiliations.					
There is cordial relationship between staff and management					
The Parents Teacher Association always charge on teachers whenever there is a problem between student and teacher.(R)					
There are departmental disputes which affect the entire staffing of the school. (R)					
There are frequent in-service and training workshop to abreast teachers with current issues and policies					
There is an orientation programmes for newly posted teachers in the school.					
Communication channels allow free flow of information in the school.					
There is effective communication between management and					

teachers.					
Teacher can access information as and when it is needed.					
Promotion is based on qualification and long service.					

Employee Retention

I would prefer another school to the one I am in now					
I have seriously thought about leaving this school					
I think often about quitting my job in this school					
If I have my way, I would not be working for this school a year from now.					
I don't plan to work here much longer					
I see a future for myself within this school					
If I could start over again, I would choose to teach in another school					

Thank you