

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY

INSTITUTE OF DISTANCE LEARNING

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THE IMPACT OF HUMAN RESOURCE MANAGEMENT PRACTICES ON
TEACHER RETENTION IN THE GHANA EDUCATION SERVICE: A CASE STUDY
OF SCHOOLS IN THE CAPE COAST METROPOLIS



YEBOAH STEPHEN

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**The Impact of Human Resource Management Practices on Teacher Retention in the
Ghana Education Service: A Case Study of Schools in the Cape Coast Metropolis**

by

KNUST
Yeboah Stephen

PG3106409

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ABSTRACT

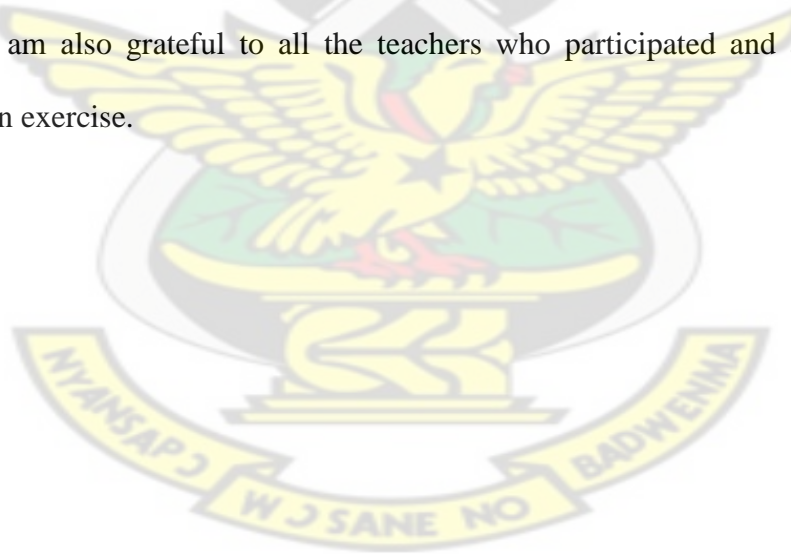
All educational policies by government over the years such as the Free Compulsory Universal Basic Education (FCUBE) for all school going-age children (Government of Ghana, 1992), the school feeding programme and recently the model secondary schools policy focus on expansion of physical infrastructure and enrollment and fails to recognize the essential role teacher attraction and retention play in any educational system. A total of sixty two (62) respondents were surveyed for this study. This comprises forty teachers, twenty head teachers and two unit heads. The purposive stratified sampling technique was adopted and data collected with a structured questionnaire. The data collected was analyzed with SPSS. The study revealed that schools within the Cape Coast Metropolis are having some degree of difficulty in attracting new teachers. It also concluded that teaching even though is experiencing a chronic prestige, it is still appealing to most young people and that the most significant factor that affected both teacher recruitment and retention was employee remuneration. Low or uncompetitive salary was clearly indicated as a factor that hindered teacher recruitment and retention. It is therefore recommended that the government, through The Ministry of Education takes a critical look at teacher remuneration and other incentive packages in order promote teacher recruitment and retention.

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DEDICATION

I dedicate this work to the Almighty God and my family for their support and encouragement throughout these years.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Human Resources Management (HRM) practices provide significant support and advice to line management. The attraction, retention and development of high caliber personnel are a source of competitive advantage for any business, and is the outcome of an effective human resource management policy. The role of human resource management has changed greatly since medieval times when the major motivational factors were basic human necessities and the role of human resources management was to arrange for these in proportion to the work done. Today's organizations consist of fast, flexible and dynamic teams of enthusiastic, motivated, creative people who can fully express themselves and the Ghana Education Service is no exception. Since the establishment of the castle schools in the 1600s and later as colonial schools in the 1800s till date, human resource development management and practices have been one of the most pivotal challenges facing education in the country.

All educational policies adopted by governments over the years such as the Free Compulsory Universal Basic Education (FCUBE) for all school going-age children (Government of Ghana, 1992), the school feeding programme and recently the model secondary schools policy focus on expansion of physical infrastructure and enrollment and fails to recognize the essential roles teacher attraction and retention play in any educational system. The results of these measures are increased enrolments in schools,

which call for an adequate number of well-qualified, highly competent, stable and dedicated teacher workforce (Cobbold, 2007). Studies by Quansah (2003), indicates shortage of 40,000 trained teachers in basic schools, with sixty percent of these vacancies filled by untrained personnel. This can only be addressed through an efficient and effective human resource management policy.

Human resources management policies such as study leave policy had enable most teachers to upgrade their academic qualifications to diploma and degree levels in the universities through full-time study whiles on full salary (Cobbold, 2007). But the great majority (about 70%) of such teachers do not return to the classroom after their studies (Quansah, 2003), making an otherwise good policy counterproductive.

Previous studies investigating why Ghanaian teachers leave the profession cited inadequate salary, chronic prestige deprivation for teachers and lack of opportunities for promotion as the major factors (Bame, 1991; Godwyll & Ablenyie, 1996; Wyllie, 1964; Cobbold, 2007). Some recent studies have found poor or non-implementation of conditions of service, and deplorable socio-economic conditions in rural areas where most teachers work, as additional factors. Moreover, many first time teachers think they are neglected by the system once they are posted to schools (Cobbold, 2006; Hedges, 2002). In particular, isolation from professional colleagues and from the District Office, and a perceived hostile attitude on the part community members are cited as key demotivating factors. These latter findings raise challenges, which could be addressed through an effective and efficient human resource development and management programs.

The recent uproar and demonstration by teacher in the country over the single spine salary structure is a clear indication that other than the intrinsic rewards for teaching, there exists little or no incentive for teachers to do a good job (Figlio and Kenny, 2007). It is very difficult to fire a poorly performing teacher after that teacher has been in a typical public school for a brief probationary period. And most public school teachers are paid on a low salary scale (that is uniform pay for teachers of similar educational and experience levels). Studies conducted by Ladd (1999) indicated that paying teachers based on their performance had a positive effect on students academic performance. However, implementing such a policy in Ghana would require a human resource policy that demands and rewards teachers based on their students performance, and that provides growth opportunities for teachers in order to attract sufficient number of highly skilled individuals to the teaching profession.

It is time for policymakers to realize that the status quo methods of improving teacher quality simply do not work. Many of the old solutions favored by education groups to improve teacher quality such as raising teacher salaries across the board, improving training, and requiring certification have not fixed the problem. Indeed, one of the most popular education policy proposals of recent years, cutting class sizes, risks unintentionally lowering teacher quality even further, as affluent districts make up their numbers by poaching the most capable teachers from poorer areas (Leigh and Mead, 2005).

There is therefore the need for a comprehensive and systematic evaluation of current Human resource management practices to identify both where improvement is required and which policies and initiatives are working well.

1.2 Statement of the Problem

The role of the Human Resource Management is evolving with the change in competitive market environment and the realization that Human Resource Management must play a more strategic role in the success of an organization. Organizations that do not put their emphasis on attracting and retaining talents may find themselves in dire consequences, as their competitors may be outplaying them in the strategic employment of their human resources.

The future success of any educational policy relies on the ability to manage a diverse body of talented teachers that can bring innovative ideas, perspectives and views to their work. The challenge and problems faced at the workplace can be turned into a strategic organizational asset if an organization is able to capitalize on this melting pot of diverse talents (Chan, 2011). With the mixture of talents of diverse cultural backgrounds, genders, ages and lifestyles, an organization can respond to business opportunities more rapidly and creatively, especially in the global arena (Cox, 1993), which must be one of the important organizational goals to be attained. More importantly, if the organizational environment does not support diversity broadly, one risks losing talents to competitors.

Ghana has recently gone through a tremendous reform in education such as the extension of the duration of senior high school education, introduction of the capitation

grant and school feeding programmes in the basic school. These measures have led to an ever dying need for more teachers with its intrinsic challenges. A very serious challenge what to do to retain teachers where many teachers leave the classroom for new jobs. The teacher training colleges (TTCs), which produce the bulk of basic schoolteachers, do not have the facilities to admit and turn out enough teachers despite yearly increase in admission of teacher trainees. Added to this problem is the fact that many basic schoolteachers teach for only three years after graduating from the TTCs (Cobbold, 2007). Research has shown that an enormous number of teachers are leaving their jobs and or moving to other jobs (Samah and Aisha, 2008).

In this study, the researcher would try to collect as much data as possible to identify the main reasons behind the problem of low teacher retention and the human resources practices within the Ghana Education Services that promote or decrease teacher retention.

1.3 Purpose of the study

The purpose of this thesis research is to find out human resources practices in the Ghana Education Service; specifically, the research seeks to find out the academic, career and personal-social aspirations of teachers within the Ghana Education Service and how Human resource management practices within the service affect these aspirations of teachers.

1.4 Research Questions

This research would seek to find answers to the following questions:

1. What is the Impact of Human resource management practice on teacher recruitment in the Cape Coast Metropolis?
2. What Impact does Human resource management practice have on teacher retention in the Cape Coast Metropolis?
3. What Impact does Human resource management practice have on teacher development in the Cape Coast Metropolis?

1.5 Significance of the study

The research into human resource practices in the Ghana education relation to teacher retention is very significant. A time has come when teacher retention and human resource practices that affect teacher retention are looked at critically, if Ghana will actually attain the millennium development goal of education for all.

The study will assist school leaders in defining what causes teachers to leave their job and may help them in identifying strategies to help retain teachers and encourage them to become valuable contributors in the school. A school culture that involves teachers as part of the school leadership team is the kind of culture that promotes higher student achievement.

Maintaining teachers who are capable in their positions builds sustainability in a school. Such sustainability will most likely, as research has shown, lead to a safer and more secure student environment which helps raise student achievement.

1.6 Limitations

The study is confined to human resources practices in the Ghana education service that promotes teacher retention. However for the purpose of this study research, the study is delimited to the Cape Coast Metropolis. There are several factors that can be dealt with, when considering factors that affect teacher retention. However, this study is confined to three factors namely; teacher retention, educational attainment and promotion.

One of the major limitations of this study is that, the human resource personnel within the education service may not be willing to cooperate by releasing the accurate information, for the fear that information gathered will be used against them in future. Furthermore, since most of the data was collected through questionnaires, the mood of the respondents as well as how they understand the items on the questionnaires and circumstances surrounding the time they fill the questionnaire are likely to affect the responses they will give. These phenomena in the researcher's view could affect the findings and validity of the results.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

A modern business's most prized possession is its human resources. Organizations fuel a continuous search for ideal employees who sell themselves to the highest bidder and promise impeccable performance. Public and private organizational entities thrive on the dividends such performance delivers, dividends that have propelled organizations to the very stratosphere of financial success. The same is true for school systems and the employees they recruit (Charlton & Kritsonis, 2010, p46-61).

The task of transformation of the education system emerges from the need to improve quality of the system, from a lax and unproductive structure to a more productive one. This task requires a fundamental shift not only in attitudes, relationships and the environment, but also in the way resources are deployed and retained to achieve the society's goals (Department of Education, 1996:11). Consequently, transformation requires review of retention practices in education human resources management (Maile, 2020).

The quality of students educational experience is an important factor in developing student's potential (Bowman, 1992) and quality is affected by staffing levels (MCYS, 2009). Studies by Kofler and Stoll (2009) suggest that teachers with high-level competencies positively impact on the quality of early childhood care and education. Therefore, it is important to reduce the turnover rate and increase the retention rate of

qualified teachers. The main reasons for teachers leaving the profession have been found as stated by Tong, (2007) cited by Tin and Ngee (2010) to be inadequate training; insufficient career progression and meager salary increments (Tong, 2007). However, performance incentives have been suggested to mitigate job turnover and job tensions among employees (Zuraidah & Takiah, 2007). Given that staff turnover tends to be a problem in the early childhood industry, it is vital to understand how effective human resource management practices can reduce staff turnover and increase staff retention (Tong, 2007).

Educational reforms in Ghana since 1974 has increased the number of people who pursue formal educational (from the basic level to the tertiary level) and the overall acceptance of the importance of education among the general public. An educational system should not only form the bases of training and providing qualified talents, but also provide the platform to pool and use them effectively for national development. A growing body of research shows that student achievement is more heavily influenced by teacher quality and quality of teaching than by students' race, class, prior academic record, or school a student attends. With the acceleration of the popularization of formal education, the continuous years of enrollment expansion causes a lot of changes in the quantity, quality and structure of teachers. All these bring many new situations and new problems to human resource management of teachers within the educational system. How to accommodate the development of the times and realize the transition from traditional teacher personnel management to a modern one, then allocate and utilize teachers resources in a reasonable and effective way to exploit the potential of teachers has become urgent. This chapter is aimed at reviewing literature on human resources practices that

promote teacher retention.

2.2 The Teacher Tenure Process

Tenure is defined as permanent job status granted to teachers following successful completion of a probationary period. It refers to the status of school employment in which a teacher, by having served a probationary period of a specified number of years, has his/her job security protected by law (Maile, 2002). Its primary purpose is to protect competent teachers from arbitrary non-renewal of contract for reasons unrelated to the educational process such as personal beliefs, personality conflicts with administrators or school board members, and the like (Scott,1986). In simple terms, tenure establishes an orderly procedure to be followed before services are terminated (Castetter, 1981).

The type and amount of protection tenure provides seems to suggest that the terms and conditions of service cannot be altered except through legally specified procedures. This is true for professional and excellent teachers who continue to offer quality education. However, it cannot be the same with regard to unprofessional and incompetent teachers (Maile, 2002). In such cases, due process usually requires that the school board hold a hearing at which the administration presents its arguments in favor of dismissing the teacher or not renewing the teacher's contract, and the teacher is allowed to present his or her side. As in a criminal court, the teacher is presumed innocent until proven guilty: the administration must prove that the teacher has failed to measure up to some clearly defined standard; the teacher need not prove that he or she has measured up to it (Scott,1986). It is important to note that even thou tenure is important to give teachers a sense of job security, it is also unfair to parents or guardians, students and the educational

service itself to give tenure to all teachers including those who; dodge lessons, abscond from classes, are absent from school without any valid reason, engage in abuses, do shoddy work, neglect children in classrooms and give up teaching responsibilities. There is therefore the need to take a critical look at the tenure process in the Ghana educational service and ensure that even though previous studies by Cobbold (2007) and Samah and Aisha (2008) indicate that there is an enormous number of teachers leaving their jobs and or moving to other jobs, there is the need to ensure that the ones that remain offer quality service to the clients of the educational service.

In real terms, the tenure process should embody a system designed to provide teachers with continuing employment provided that they render efficient service. The tenure process should therefore be based on an assessment system that clearly outlines teachers job and put in place structures to measure teacher performance based on those standards. The traditional process whereby teachers are granted tenure after serving a probationary period without an assessment of their work (performance) cannot be acceptable in this era of ensuring quality education for all. It must be noted that, permanent tenure does not necessarily mean the employer (Ghana Education Service and the Ministry of Education, Youth and Sports) has no authority to make changes affecting teachers who gained tenure status. Tenure is not intended by the employer to establish an occupational haven for incompetent, unqualified and unscrupulous teachers (Maile, 2002) but professional and excellent teachers.

An efficient tenure system is designed to improve the quality of the public schooling system (Maile, 2000) and by this way, should ensure the protection of the interests of all the stakeholders in the educational system. Therefore, tenure should

commence with a consideration of academic and professional factors including contextual factors such as: curriculum assessment which embodies classroom performance and professional involvement, service matters embracing personal factors and commitment, administrative competence expressed in terms of planning, organization, control and leadership as well as discipline and a professional development plan (Maile, 2002).

These elements of tenure are invoked to provide equitable protection of all stakeholders of the educational system. Tenure should be viewed in the light of the need for accountability, for the education system cannot afford to remain static, sterile and unproductive (Malie, 2002). It is by ensuring that teachers demonstrate their required competences prior to receiving tenure, that teachers with the right attitude and potential for growth in the profession can be retained for the attainment of the overall aspirations of quality education for all.

2.3 Human Resource Management Practices and Teacher Job Satisfaction

Teachers are always regarded as a powerful resource in any educational system; however, teacher job satisfaction is rarely considered (Garrett, 1999). Teacher job satisfaction is a key factor in teacher's quality, in terms of the stability of the teaching force (Klecker & Loadman, 1996) and the commitment to the teaching organization (Klecker & Loadman, 1996). Teacher job satisfaction contributes not only to teachers' motivation and improvement, but also to students' learning and development (Perie, Baker, & Whitener, 1997).

Various theories of job satisfaction have been developed by psychologists and management scholars. They tend to assign different degrees of importance to sources of

satisfaction. Greenberg and Baron (1997) define job satisfaction as an individual's cognitive, affective, and evaluative reactions towards his or her job. Employees tend to compare what they want from their job circumstances with their real experience. If employees receive more positive reactions than they expect, they will experience higher job satisfaction (Daft, 2003).

Research on teacher job satisfaction has gained in popularity in the past decade, but few of them have linked it with in human resource practices within the educational system. With the spread of globalization, educators and researchers are calling for more comparative studies across the world. Studies by Cobbold (2007) and Ouyang and Paprock (2006) have indicated that more teachers are leaving the profession to take on new or practicing their profession outside their home countries. Ghana clearly is not immuned from this exodus of teachers.

Ouyang and Paprock (2006) clearly outline community, school and teacher characteristic as the factors that affect teacher job satisfaction. Studies by Reiner and Zhao (1999) and Ting (1997), indicate that individual characteristics such as race, gender, educational level and age has significant effects on job satisfaction. However, the work environment is stated in most studies as the primary predictor of employee job satisfaction (Mudor and Tooksoon, 2011).

Human resource management practices and job satisfaction are studied widely in different parts of the world. It is assumed that Human Recourse (HR) practices are closely associated with job satisfaction (Ting, 1997). Because many scholars and practitioners believe that sound HR practices result in better level of job satisfaction which ultimately improves organizational performance (Appelbaum, Bailey, Berg and Kalleberg, 2000).

Steijn (2002) found that HRM practices have positive effects on job satisfaction of the employees of the Dutch public sector employees whereas individual characteristics such as age, gender, and education had insignificant effect on job satisfaction. Gould-William (2003) showed that the use of specific HR practices in local government organizations in the United Kingdom (UK) was associated with a greater degree of job satisfaction, workplace trust, commitment, effort, and perceived organizational performance.

The recent strikes by teachers with regards to the single spine salary structure clearly shows that most teachers are not satisfied with their job. Pay structure and human resource management practice have been identified by most scholars as human resources management most important tool for ensuring employee job satisfaction. The pay has an important role in implementation strategies (Mudor and Tooksoon, 2011). First, a high level of pay and/or benefits relative to that of competitors can ensure that the company attracts and retains high quality employees, but this might have a negative impact on the company's overall labor costs. Second, by tying pay to performance, the company can elicit specific activities and level of performance from employee (Noe, Hollenbeck, Gerhart and Wright, 2006).

Studies by Ting (1997) and Katz (1987) assert that significant amount of cash remuneration can go a long way to improve job satisfaction and productivity. Therefore teachers in the country should be well remunerated so as motivate them give out their best and prevent them from moving on to other jobs or practice their profession elsewhere. For their rewards needs to be on earth where they render their services not in heaven.

2.4 Why Teachers Quit

New teachers in Ghana are exiting the classrooms in alarming numbers within their first three years of teaching after completion of the Teacher Training College (Cobbold, 2007). At the basic school level, the rate at which teachers leave the profession and the consequent demand for teachers continue to increase (Cobbold, 2007). A recent national study by Quansah (2003) reports a shortage of 40,000 trained teachers in basic schools, with 24,000 of these vacancies filled by untrained personnel. Statistics reported on new teacher attrition range from 20% leaving within the first three years of teaching to 60% leaving within the first five years (Darling-Hammond, 1999; Odell, 1990 and Pennington, 1998). The National Center for Education Statistics (NCES, 1998) states that the demand for new teachers comes about primarily because teachers choose to move from or leave the teaching profession at a much higher rate than do those professionals in other occupations.

During the past few decades or more, there has been a lot of research on how some teachers quit the profession. Majority of these studies have stated that teachers leave the teaching profession for things that are out of their control, such as low pay and the particular administrative practices at their school. Others state reasons such as the work environment and the work load of the teacher as factors contributing to why teachers leave the profession. Weston (1997) has all indicated that technology education has been and will continue experiencing a significant teacher shortage unless action is taken to reverse this problem.

Studies by Sclan (1993) cited by Palermo (2002) examines new teachers' work and

career commitment and retention in teaching, specifically determining what might strengthen these areas. The component of Sclan's (1993) study that is applicable to this paper is the focus on beginning teacher perceptions of school administrative practices.

The data for the 1993 study came from the 1987-88 Schools and Staffing Survey (SASS) database. Sclan (1993) opted to eliminate data for beginning teachers who overlapped or were assigned to more than one level in the elementary, middle, and high school levels in order to have mutually exclusive categories. The final population for her study consisted of 651 first year teachers.

In Sclan's (1993) study, three items from the 1987-88 SASS Teacher Survey were used to measure work commitment, career commitment, and retention. First, to measure work commitment was the item "I sometimes feel it is a waste of time to try to do my best as a teacher." The second item measuring career commitment was "If you could go back to your college days and start over again, would you become a teacher again." The third item, which was used to measure retention, was "How long do you plan to remain in teaching?"

Sclan (1993) utilized hierarchical linear regression in testing the variables in her study. She explained the approach "as a practical statistical control for the effects of antecedent variables" (p. 8). This approach facilitated examining the prediction of workplace and specialty field of work assignment variables on work commitment, career choice commitment, or planned retention over and above demographic or academic background. In this study, workplace variables were identified as perceived school administrative practices, perceived autonomy and discretion, and perceived social climate and student behaviour.

Scelan's (1993) findings indicated that "beginning teachers experience autonomy and discretion as a function of school administrative practices. Furthermore, they evaluate school leadership by how effectively it creates a school culture that is collaborative and supportive" (p. 28). She reported that her findings held major implications for school district and state policy. Beginning teachers placed great importance on the social organizational structure of teaching. "Beginning teachers' perceptions of school leadership and culture and teacher autonomy and discretion significantly shape the extent of their willingness to work, to commit to teaching as a career choice again, and to plan to stay in teaching" (p.26).

The manner in which new teachers and administrators interact has a role in determining career choice and commitment, both of which have been shown to influence a teacher's decision to stay or leave (Palermo, 2002). Greater leadership support and work involvement is associated with higher job satisfaction according to findings by Billingsley and Cross (1992) and is supported by Herzberg's (1966) theory.

2.5 Incentives for Teachers in Deprived Areas

Employee Incentive and Recognition Schemes have become significant elements in any human resource management policy. This is hardly surprising since competitive pressure and the pace of change have increased the demands on everyone at all levels of any company, and human performance has become notably more integral to the success of the company (Ghana Educational Service, 2000).

A substantial amount of the literature on incentives in firms has emphasized that the interests of workers (teachers) and their employers (Ghana Education Service) often

not aligned (Vegas and Umansky, 2005). Evidence suggests that changes in teacher incentive structures can affect who chooses to enter and remain in the teaching profession, as well as those teachers' daily work in the classroom. For example, in the United States, where there is growing concern about the declining quality of teachers, recent research shows that the increase in labor market opportunities for women led to a decrease in the pool of qualified applicants for teaching positions (Corcoran, Evans, and Schwab, 2004). At the same time, research conducted by Hoxby and Leigh (2004) suggests that teacher salary scales in the United States are so compressed that the best teachers are likely to leave the profession for higher-salaried jobs in other occupations.

Studies conducted by Glewwe, Ilias, and Kremer (2003) suggest that teachers in developing countries respond more positively to incentives. Their study evaluated the effect of a randomized teacher incentives program in Kenya and found that teachers increased their effort to raise student test scores by offering more test-preparation sessions. In this programme, a financial bonus was offered to teachers whose students achieved higher scores on a standardized examination. Although student test scores of teachers who were candidates for the bonus did increase in the year it was applied, the learning gains disappeared once the application of the financial bonus ended and teachers had no longer a chance of earning additional pay. More promising, a recent evaluation of a performance-based pay bonus for teachers in Israel concluded that the incentive led to increases in student achievement, primarily through changes in teaching methods, after-school teaching, and teachers' increased responsiveness to students' needs (Lavy 2004).

In Ghana, however teacher incentives programs such as the The Otumfuo's Teachers and Educational Workers Awards scheme and special package for teachers in

deprived areas policy of the Ghana Education Services were instituted to provide incentive packages to teachers who work in rural communities and have excelled in their responsibilities but studies on the impact of these policies on teacher wellness to be posted to deprived areas is yet to be conducted.

However previous literature have suggested that teachers respond to positively incentives and therefore education policymakers can improve the quality of teaching and learning in deprived schools by designing effective incentives that will attract, retain, and motivate highly qualified teachers to these areas. But how teacher incentives are designed and implemented also matters.

2.5 Teacher Award Schemes

Skilled teachers are perhaps the most important element in a child's educational experience. This is particularly important for students in deprived areas where the quality of teaching becomes even more significant because there may not be other adults with the time or inclination to help that child learn. Education is considered as the most valuable tool for human building (Nbina, 2010). Numerous research studies have proved that educators play a pivotal role in ensuring high-quality education for students, regardless of the country in which they are teaching (UNESCO 2005). It is recognized as the greatest investment that the nation can make in its attempt to bring about civilization, modernization, development, socio-economic progress and equity in the various sectors of our country.

Teachers are the fulcrum around which these visions and aspiration revolve. Teaching is the single most important profession in the world (Ukeje, 1991). Teachers

pass on knowledge and values to children, prepare them for further education and for working life and are main contributors to good education. This most important profession however does not get the recognition it deserves. In the developed world, young people don't want to become a primary school teacher anymore. In most developing countries the profession does not attract qualified and ambitious people because it is poorly remunerated. Gone are the days that a primary school teacher was a highly respected person. To attain the goal of universal and good primary school education, teaching has to become an attractive profession again.

Teacher award schemes have been a motivational and recognitional strategy employed by governments all over the world to retain old teachers and attract new ones and the Best Teacher Award Scheme instituted by the Government of Ghana to award teachers who excel at their work. Teacher motivation naturally has to do with teachers' attitude to work.

Award schemes has the potential to whip up teachers desire to participate in the pedagogical processes within the school environment. It can also increase teachers' interest in student discipline and control particularly in the classroom, in order to achieve results. Since these award schemes assess the overall impact of the teacher within the school environment, they have the potential to whip up teachers involvement in academic and non-academic activities, within the school setting.

The teacher is the one that translates educational philosophy and objective into knowledge and skill and transfers them to students in the classroom. Studies by Lash and Kirkpatrick (1990) and Maehr and Midgley (1991) concluded that in the absence of school programmes the major responsibility of working with children in the school rests with the

teacher and that what takes place in the classroom, even though the classroom itself is not an island, is critical. Therefore it is important for the teacher who is the manager and administrator of the classroom environment to be motivated in enough to maintain orderliness, discipline and control. However, it must be noted that teacher award schemes along cannot help improve teacher motivation. Classroom climate is important in teacher motivation. If a teacher experiences the classroom as a safe, healthy, happy place with supportive resources and facilities for teaching for optimal learning, he/she tends to participate more than expected in the process of management, administration, and the overall improvement of the school (Ofoegbu, 2004).

2.7 Study Leave with Pay and Career Progression

Ghana over the years have gone through a lot of educational reforms but all these reforms failed to recognize the pivotal role teachers play in any efficient and effective educational system. Numerous studies have suggested that teachers leave the profession to new careers because of inadequate training and insufficient career progression (Tong, 2007 and Tin el (2010).

Current teacher education policy in Ghana provides for pre-service preparation of teaching candidates and in-service training for practicing teachers. Pre-service preparation is located in the universities and teacher training colleges, which offer fulltime diploma and degree level courses in Education for prospective teachers. In-service training takes place in two ways. One mode provides for knowledge and skills upgrading through further study in the universities, and leads to higher qualifications. Many teachers who upgrade their qualifications this way will normally be granted study leave with pay, meaning they

are paid their full salary during the period of study (Cobbold, 2007). The other mode is non-qualification updating of knowledge and skills through periodic workshops and seminars (GES, 2000), which has been implemented on an ad hoc basis (Cobbold, 2007).

However, it must be noted that the number of teacher granted study leave is migal comparing the number of teacher in the country. It is therefore paramount that the Ghana Educational Service recognizes the valuable contribution of each staff member within its workforce and acknowledges that a key factor in the delivery of high quality education is the commitment to the education, training, and development of its entire staff (teachers).

It is not easy to define “career progression” or “career success.” Blau and Duncan (1967) define this idea as “the outcome of the lifelong process in which ascribed status at birth, intervening circumstances and earlier attainments determine the level of ultimate achievement.” Most definitions refer to a measure of salary or levels of “job responsibility” (Gregg and Wadsworth, 2002), promotions (Seibert et al., 2001), career satisfaction (Wayne et al., 1999), and professional development (Greenhaus et al., 1990). However you chose to define it, lack of career progression is found to be the main reason people decide to change jobs, followed by a lack of new challenges, dissatisfaction with pay levels and not enough training or development opportunities (Donaldson, 2005) and teachers are no exception. The motivating factor for most teachers in this era of low salaries and decreasing prestige of the profession is the opportunity to improve upon themselves academically and their subsequent career progression.

According to Arnold and Davey (1999), work characteristics have strong correlation with organizational commitment, and career development is the most powerful predictor in anticipating organizational commitment. Aryee and Tan (1992) confirmed that

organizational opportunity for development is one of the major antecedents of career commitment, and this career commitment is in turn correlated with skill development. Fenton-O’Creevy et al. (1997) also reported that perceptions of good career opportunities within an organization are one of the most important predictors of college graduates’ organization commitment. It is therefore important that more teachers are given the opportunity to career progression and development in order to improve teacher retention.

2.8 Teacher Exchange Programs

Teacher exchange programs provide the opportunities for teachers to participate in direct exchanges of positions with colleagues from other countries or regions of the same country. By living and working abroad or outside their vicinities, exchange teachers gain an understanding and appreciation of different educational systems and cultures, and enrich their schools and communities by providing students with new perspectives about the world in which they live. This offers a unique professional learning opportunity for an experienced teacher to further develop teaching skills by teaching interstate or overseas in a new environment. Many exchange teachers find that a year in another system is an enormous boost to their effectiveness and enthusiasm as a teacher (McGregor, 2005).

Teacher exchange programs are creative efforts that sought to promote continuity of education for the teacher and to foster the teacher’s cultural understanding. Teacher exchange programs enable students from deprived areas to have access to qualified and highly professional teachers, given the influence teachers can have on these populations in classrooms. Studies have shown that the quality of students educational experience is an important factor in developing student’s potential (Bowman, 1992) and quality is affected

by staffing levels (MCYS, 2009). Studies by Kofler and Stoll (2009) suggest that teachers with high-level competencies positively impact on the quality of early childhood care and education.

Research shows that the bar on teacher education programs in Ghana is being raised. With teacher training colleges which were previously running certificate programs now offering diploma programs and the universities running various distance degrees in education. One is tempted to believe that the Ghana Educational Services is striving to embarking on a higher teacher certification policy. All teachers are expected to take their education to the next level in order to better their students' educational experiences (Kanak, 2011).

Today's education systems are going through a technological and cultural transformation as the world now becomes a global village. The importance of relevance in secondary education curriculum and lessons is also emphasized throughout the teacher's education and should continue when the teacher is in the classroom with their own students (Kanak, 2011). The preparation of teachers is no longer only a question of quantity but also in the quality of the education teachers possess before they start teaching in schools (Kanak, 2011). Teachers benefit immensely from student teaching abroad and participating in exchange programmes. As society changes and grows even more diverse, the teacher's cultural understanding and diversity becomes even more crucial and an exchange program provides the platform for the teacher to grasp these skills. Through exchange programs teacher, pre-service teachers can explore the differences and similarities between homebound and international schools, which will in turn broaden their experiences as people and as teachers (Kanak, 2011).

Studies by Cwick and Benton (2009), has shown that international student teaching experiences increase both personal and professional competence in the form of instructional pedagogy, self-learning, and genuine multiculturalism. The key factors to any effective teacher education programme are subject knowledge, field experience, effectiveness and certification. Even though teacher education programs emphasize on the importance of student off campus teaching practices, there is little research on the quantity of experience gained from these teaching practices. There will always be the argument for or against more or less experience, but in reality the teachers of tomorrow need as much experience as they can acquire (Kanak, 2011). High-quality field experience, when linked to teacher effectiveness, has two common characteristics. The first characteristic is strong supervision by well-trained teachers and university faculty” (Allen, 2003), meaning high quality teachers should, logically, learn more and are more effective if they are taught by better teachers themselves. The second characteristic is “prospective teachers’ solid grasp of subject matter and basic understanding of pedagogy prior to student teaching” (Allen, 2003), meaning teachers need to be well-educated in what they want to teach as well as how to teach.

There are also movements to make sure teachers are trained effectively in low-performing or struggling schools. Three strategies that are often associated with teacher exchange programs include: field placement in low performing schools, training in multicultural awareness, and effective recruitment and screening of teacher candidates (Allen, 2003). Through a coordinated and efficient exchange program teachers are distributed to these high-need schools after many years of preparation, class experience, and professional development. Thereby enriching the whole educational process and

students' educational experience.

2.9 Teacher Internship Programs

The Queensland board of teacher registration defines internship as an extended field based and context responsive professional learning experiences negotiated collaboratively by stakeholders in the culminating phase of preservice teacher preparation. The intern is mentored and immersed in a broad range of teachers' professional work activities. It involves a shift in status for the preservice teacher with increased opportunities for autonomy, responsibility and accountability but with a safety net. The classroom teacher's relationship with the intern moves from evaluative to collegial. The internship program is the most important and most practical part of your college degree, since the actual experiences that the student teacher have in a classroom cannot be completely addressed in a textbook or by a single person. There are just so many spontaneous, unique situations that a trainee teacher will have to deal with as a teacher; hands on is the best way to get exposure.

Internship programs exist as a part of the educational requirements in many fields, including teaching, medicine, and psychology. Basically speaking, internship programs provide exposure to actual situations which the individual will encounter during their career. Whereas school provides academic background, internship programs are where students learn to apply academic information to real-life situations. For example, an internship program in teaching may provide an intern with the opportunity to actually teach students in a safe atmosphere and under the supervision of an experienced teacher who can monitor and correct any problem areas that may arise. By the time an internship

program is completed, a student should have not only academic knowledge of a subject but also real-life "hands on" experience. In many career fields an internship is necessary before licensure or accreditation is allowed.

A successful internship provides an opportunity for developing a three-way partnership between the university, school and trainee teacher through the incorporation of classroom learning, teaching theory with real-world experience (Lorelei and Bette, 2005). Cole, Tomlin & Renick (1999) suggest that no partnership can exist where only one partner benefits. Therefore a successful intern partnership requires a partnership that is collaborative, mutually advantageous and shares governance and evaluation of the program. An intern partnership such as this has the opportunity to provide a number of benefits for the teacher trainee, the supervisor/mentor, the practicum school, the university and teacher employers (Lorelei and Bette, 2005).

Through an effective internship program the teacher trainee gain real world experience through their immersion in a sustained practical work experience within a school culture where they can develop a range of personal and professional attributes. They are able to work in a classroom setting in which they have the opportunity to put theory into practice. Frequently the sustained period of teaching during the internship provides the connection between university course work and classroom teaching that has not often become evident in prior practicum experiences. As well they develop an awareness of a workplace culture and can appreciate the fluidity of the rapidly changing world of work. In short they learn how to be flexible. Finally they become aware of opportunities to build a strong network of collegial support that can be drawn on in the future (Lorelei and Bette, 2005).

Classroom teachers have the opportunity to develop professionally by giving back to their profession through mentoring. They also benefit from an injection of new ideas that enhances their own professional growth and development. In addition teachers have time to initiate new projects that will be of benefit to the school community. As well they become an extension of the university teacher education program through their role as mentor to the trainee teacher and they participate in the management of the internship program thus entering into a three-way relationship alongside the trainee teacher and university. The reputation of a university's academic program can be strengthened and the academic reputation of the university increases (Lorelei and Bette, 2005). Academics have the opportunity to see their students develop and mature as they put subject theory into practice.

Finally, teacher employers benefit from having a pool of talented graduate teachers eligible for employment. Here, the added benefit of an internship to employers is that the extended period of practice in schools can provide important information related to the teaching attributes of graduate teachers that will contribute to employers making informed decisions regarding staffing needs (Lorelei and Bette, 2005).

2.10 Teacher Scholarship Scheme

Teacher scholarship schemes offer financial incentives to final year student teachers and new graduates to take up employment in hard-to-staff teaching vacancies. It also serves as a recruitment initiative aimed at assisting schools who have had difficulty in attracting high quality graduate teachers. The scholarship scheme provides an opportunity for teachers to investigate new approaches to teaching and how they impact on pupils'

learning. Studies by Frame et al (2006) showed that scholarship schemes have both positive and negative impacts on both awardees and their students. Since the schemes usual targets final year student teachers and new graduates who lack initial classroom experience, the impact of scheme is therefore questioned by most scholars. However, studies by Kanak, (2011) indicate that teachers of tomorrow need as much experience as they can acquire for them to be able to meet the challenges of the classroom.

Teacher scholarship schemes also serve a tool for recruiting new teachers. As many more people who desire to be teacher cannot afford the cost involved in teacher education programs. Through are effective teacher scholarship scheme outstanding, diverse individuals who have the talent and desire to teach are attracted to the profession. We specialize in attracting new teachers for shortage-area subjects such as math, science and special education, and for high-need schools that are struggling to raise student achievement. The development of teacher candidates and credentialed teachers is an important focus of raising student achievement in schools (Darling-Hammond, 2005). Quality instruction, the center-piece for student achievement, is complex and multi-dimensional. Seidel and Shavelson (2007), in a meta analysis of teaching effectiveness studies, describe learning as having the following components: constructive (building learning alone or in groups), domain-specific to content, social in nature, goal directed, evaluative of the achievement of learning goals, and student-regulative (stimulating, monitoring and regulating) learning and therefore through an efficient scholarship schmme many non-professional teacher would be offered the opportunity to develop and perfect their teaching skills.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter discusses the population, the sample size as well as the sampling procedure. It also deals with the research instruments used in the data collection and the research design. It gives brief exposition on the procedures for data collection and the pretesting of the research instruments.

3.2 Research Design

Research design, according to Worgu (1991), is a plan outlining how information is to be gathered for an assessment or evaluation that includes identifying the data gathering method(s), the instruments to be used, how the instruments will be administered, and how the information will be organized and analyzed. . Research design provides the glue that holds the research project together (Trochim, 2006). A design is used to structure the research, to show how all of the major parts of the research project work together to try to address the central research questions.

In this study the descriptive survey design method was used. Descriptive research design is a scientific method which involves observing and describing the behavior of a subject without influencing it in any way. This method was adopted because of the ability

of a careful probability sampling to provide a group of respondents whose characteristics reflect that of the target population. Another advantage that made the researcher opt to use the descriptive survey design is that the subject is being observed in a completely natural and unchanged natural environment. This enabled the researcher provide a meaningful picture of events and explain people's perceptions and behavior. This method can also be used with greater confidence with regards to particular questions of special interest or values to the researcher. According to Gay (1987), the descriptive survey design is an attempt to collect data from every member of a population with respect to one or more variables.

However, the researcher is aware of the limitations of the descriptive survey design. A methodology relying on standardization forces the researcher to develop questions general enough to be minimally appropriate for all respondents, possibly missing what is most appropriate to many respondents. It may be hard for participants to recall information or to tell the truth about a controversial question and as such give careless responses that are sometimes at variance with the more serious opinions that are expressed as actual decision. Since the study is intended to collect data from members of a population in order to determine current status of the population with respect to one or more variables, the descriptive survey method was used.

3.3 Target Population

The target population is the entire group a researcher is interested in; the group about which the researcher wishes to draw conclusions. Jaeger (1988), defines the target population as “the group of persons, objects or institutions that define the objects of the

investigation”. As defined by Sanrantakos (1997), a research population is also known as a well-defined collection of individuals or objects known to have similar characteristics. All individuals or objects within a certain population usually have a common, binding characteristic or trait.

In this study, the target population comprised of teachers, headmasters/headmistresses and officials of education service within the Cape Coast Metropolis.

KNUST

3.4 Sample Size

A sample is a finite part of a statistical population whose properties are studied to gain information about the whole (Webster, 1985). It is vital that the study has an adequate sample size. This is necessary to ensure that the study has a good chance of detecting a statistically significant result if this is the true effect and also to ensure that adequate resources are allocated. A study that has an inadequate sample size will have a low probability of detecting a statistically significant result and therefore represents a waste of valuable resources.

All the ten senior secondary schools within the Cape Coast Metropolis were selected for the study. In general, the sample refers to a selected subset of the accessible population which is a representative of the whole population. In this regard the researcher selected two head teachers and four teachers from each school and two unit heads making a total of sixty two respondents (2 unit heads, 20 head teachers and 40 teachers). The simple random sampling technique was used to select the respondents because of its ability to produce a fair distribution of the members of the sample.

Personnel of the Municipal Education Office such as the Metropolitan Director of Education, the Head of the Inspectorate Division Office, Director of Human Resource and Circuit supervisors were all included in the study.

3.5 Research Instruments

Questionnaires were developed for this study. Questionnaires are an inexpensive way to gather data from a potentially large number of respondents. Often they are the only feasible way to reach a number of reviewers large enough to allow statistical analysis of the results. A well-designed questionnaire that is used effectively can gather information on both the overall performance of the test system as well as information on specific components of the system. They offer greater assurance of anonymity. Questionnaires are stable, consistent and uniform measure without variation. They offer a considerable and objective view on the issue, since many respondents prefer to write rather than talk about issues.

However questionnaires have some weaknesses. Questionnaires, like many evaluation methods occur after the event, so participants may forget important issues. Questionnaires are standardized so it is not possible to explain any points in the questions that participants might misinterpret. However, this could be partially solved by piloting of the instrument. Open-ended questions can generate large amounts of data that can take a long time to process and analyze. One way of limiting this would be to limit the space available to the respondents so that their responses are concise. Respondents may answer superficially especially if the questionnaire takes a long time to complete. Therefore the researcher tried as much as possible to avoid asking too many questions.

3.6 Data Collection Procedure

Preliminary contacts with the Metropolitan Director of Education, the Head of the Inspectorate Division Office, Director of Human Resource, Head and Circuit supervisors were made by delivering letters of introduction from the head, Department of Distance Education, Kwame Nkrumah University of Science and Technology, seeking permission to include their views and opinions in the study. In the selected schools, the headmasters/mistresses were served with introductory letters that sought permission to include their staffs in the study.

Meetings were organized in the schools for the participants of the study to explain to them the rationale behind the study. This was to elicit the appropriate responses. The respondents were assured of the anonymity and confidentiality of their responses.

The respondents were made aware that research is for academic purpose only and that the researcher is doing the research as part of his academic work. This enabled the researcher to establish a good rapport with all the selected respondents and also ensured that all the targeted respondents are reached.

3.7 Pre- testing of Instruments

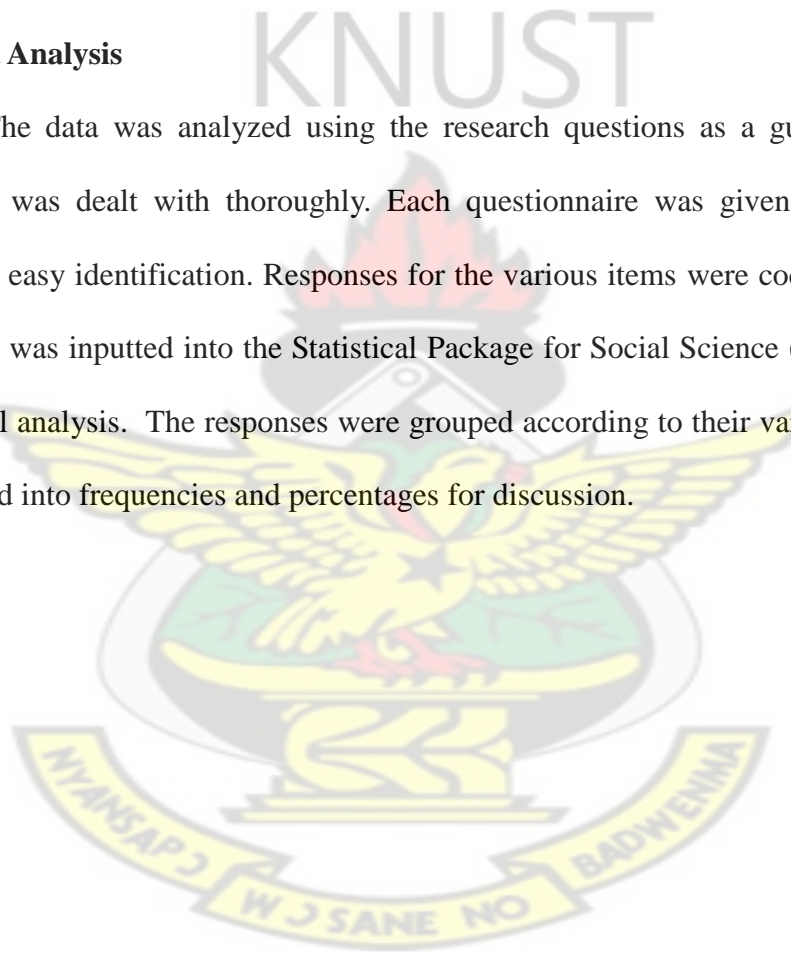
A very important part of the questionnaire construction process is its piloting, or pretesting. A pilot study was conducted on the sample similar to the ones in which the study would be carried out. It was conducted in Mfantsipim Senior High School in the Central Region of Ghana. Six teachers, the headmaster and his two assistant headmasters

and a circuit supervisor were selected for the pilot study. The pilot study was conducted between 5th May, 2011 and 20th May, 2011.

The objective of the pilot study was to check for glitches in wording of questions, lack of clarity of instructions. This enabled the researcher correct any flaws in the questionnaires before the main study.

3.8 Data Analysis

The data was analyzed using the research questions as a guide. Each research question was dealt with thoroughly. Each questionnaire was given a code number to facilitate easy identification. Responses for the various items were coded using numerals. The data was inputted into the Statistical Package for Social Science (SPSS) software for statistical analysis. The responses were grouped according to their various categories and computed into frequencies and percentages for discussion.



CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter of the research focuses on the results from data collected from teachers and unit heads in the Cape Coast Metropolis. The results are thus discussed in relation to the research questions. The characteristics of respondents are discussed as preliminary data followed by the results for research questions.

4.1 Characteristics of Respondents

The research focused on Unit Heads, Head teachers and teachers of Senior High Schools within the Cape Coast Metropolis. In all forty teachers, twenty head teachers and two unit heads were selected for the study. The characteristics of the respondents are given in detail in Tables 1 to 4.

Table 1

Gender of Respondents

Gender	Response	%
Male	53	85.0
Female	9	15.0
Total	62	100

Field data, 2011

Data in Table 5 indicates that most (85%) of the respondents were males, while about 15% of them were females.

Table 2
Age Distribution of Respondents

Age (Years)	Response	%
20-30	33	53.0
31-40	17	27.0
41-50	12	20.0
Total	62	100

Field data, 2011

Data from the table indicate that most of the respondents (53%) were within the age range of 20-30 years while 20% were within the age range of 31-40 years. This result indicates that most of the respondents used in the research were beginning teachers.

Table 3
Educational background

Level	Response	%
First Degree	51	82.0
Masters	11	18.0
Total	62	100

Field data, 2011

It is indicated in Table 7 that the majority of the respondents (82%) had their first degree while the remaining 18% had their masters' degree. It is however important to

note that the first degree holders were all teachers while the unit heads were masters' degree holders.

Table 4
Years of service

Years	Response	%
1-5	40	64.0
6-10	11	18.0
11 and above	11	18.0
Total	62	100

Field data, 2011

Table 4 indicates that the majority of the respondents (64%) had served for 1-5 years while 18% had been in the teaching profession for eleven years and above.

4.2 Main Results and Discussions

This section of the chapter takes a critical look at the main research questions schematically. These are presented with regards to the results generated from the data collected from respondents.

4.2.1 Research Question One: Impact of Human Resource Practices on Teacher Recruitment?

This research question sought to find out the impact of human resource practice of teacher recruitment. Table 5 shows that the majority (64%) of school/district has some

level of difficulty in recruiting new teachers while 18% of them had no problem in recruiting new teachers.

Table 5
Degree of difficulty in attracting new teachers

Item	Response	%
Not at all	11	18.0
Somewhat difficult	40	64.0
A great deal	11	18.0
Total	62	100

Field data, 2011

Table 6 indicates that a low/uncompetitive salary was a major hindrance to the recruitment of teachers.

Table 6
Factors hindering teacher recruitment

Item	Not at all	Some what	A great deal	Total
A. Low/Uncompetitive salaries	-	40	22	62
B. Geographic location	31	17	14	62
C. Social Isolation	22	22	18	62
D. School environment and culture	25	17	20	62
E. Working condition (eg. Teach many subject, large class size)	22	26	14	62
Total	100	122	88	310

Field data, 2011

Table 7 shows that most widely used method for teacher were recruited by school/district was through local advertisement, their relationship with the college or

personal contact or networking while others were recruited through GES postings.

Table 7
Modes of recruiting teachers

Item	Not at all	Some what	A great deal	Total
A. Local advertisement	20	28	14	62
B. GES postings	28	12	22	62
C. Relationship with colleges/universities	20	12	30	62
D. Personal contacts or networking	31	12	19	62
Total	99	64	85	248

Field data, 2011

Table 8 indicates that the most (45%) successful mode of recruitment was GES postings, followed by Personal contacts or networking (27%) and Relationship with colleges/universities (23%).

Table 8
Most successful means of recruitment

Item	Response	%
A. Local advertisement	3	5.0
B. GES postings	28	45.0
C. Relationship with colleges/universities	14	23.0
D. Personal contacts or networking	17	27.0
Total	62	100

Field data, 2011

4.2.1.1 DISCUSSION

The role of the Human Resource Management is evolving with the change in competitive market environment and the realization that Human Resource Management must play a more strategic role in attracting talented employees is becoming ever more relevant to the success of any organization. Teachers are always regarded as a powerful resource in any educational system (Garrett, 1999) and therefore any successful educational system must be able to attract talented and skilled teachers.

Studies by Cobbold (2007) have shown that teachers leave the profession and the consequent demand for teachers continues to increase (Cobbold, 2007). Other studies by Quansah (2003) and recent national study by Quansah (2003) and Pennington (1998) reports a shortage in trained teachers with teacher attrition range from 20% leaving within the first three years of teaching to 60% leaving within the first five years. Therefore, it is paramount that teacher recruitment strategies in Ghana are looked at again.

Since the Ghana Educational Service postings is the most successful means of recruiting teacher even thou school/district employ other recruitment strategies. Its human resource department should be well resourced to be able to attract more teachers.

Ouyang and Paprock (2006) clearly outline community, school and teacher characteristic as the factors that affect teacher job satisfaction. Studies by Reiner and Zhao (1999) and Ting (1997), indicate that individual characteristics such as race, gender, educational level and age has significant effects on job satisfaction. However, the work environment is stated in most studies as the primary predictor of employee job satisfaction (Mudor and Tooksoon, 2011) which was in conformance with the findings of this study.

4.3.1 Research Question Two: Impact of Human resource practices on teacher retention?

Teachers are always regarded as a powerful resource in any educational system (Garrett, 1999). Teacher job satisfaction is a key factor in teacher's quality, in terms of the stability of the teaching force (Klecker & Loadman, 1996) and their commitment to teaching. This research question sought to find out the Impact of Human resource practices on teacher retention.

Table 9
Teacher retention strategies

Item	Not at all	Some what	A great deal	Total
A. Instituting formal induction programs for new teachers	17	28	17	62
B. Offering formal mentoring programs for new teachers	11	34	17	62
C. Offering support for teacher (eg. Administrative support, approach programs)	34	17	11	62
D. Offering incentives for staying at post	31	11	20	62
E. Creating positive school culture	11	34	17	62
F. Providing teacher professional development opportunities	8	20	12	62
G. Involving communities to offer support to new teachers	28	17	17	62
H. Offering tuition/other assistance in obtaining certification	17	31	14	62
I. Regular evaluation process regarding teacher retention	11	37	14	62
Total	168	229	161	558

Field data, 2011

Table 10
Most successful retention strategy

Item	Response	%
Incentives for staying at post	25	40.0
Community support for teachers	25	40.0
Positive school culture	12	20.0
Total	62	100

Field data, 2011

Majority of the respondent (40.0%) indicated that providing incentives for teachers who remain at post and community support for teachers were the most successful retention strategy while 20.0% were of the view that positive school culture was the most successful retention strategy as indicated in table 10.

Table 11
Reasons Teachers stay

Item	Response	%
Geographic location	31	50.0
School culture and environment	16	26.0
Teacher accommodation	15	24.0
Total	22	100

Field data, 2011

Table 11 indicated that the majority (50%) of the teachers stayed because of their geographic location while 24.0% of the teachers stayed because the school provided

accommodation for them.

Table 12

Policies that encourage Teacher retention

Item	Response	%
Control of large class size	9	10.0
Special incentives packages	33	36.0
Teacher involvement in decision making	9	10.0
Provision of accommodation facilities	16	18.0
Encouragement for further studies	18	20.0
In-service training	5	6.0
Total	90	100

Field data, 2011

Majority of the respondent (36.0%) indicated that providing incentives for teachers who remain at post and community support for teachers were the reasons why they stayed at post retention strategy while 6.0% were of the view that provision of in-service training programmes would promote teacher retention as indicated in table 12.

Table 13
Policies that encourage Teacher Promotion

Item	<i>Not at all</i>	<i>Some what</i>	<i>A great deal</i>	<i>Total</i>
A. Investing in “grow your own” initiatives (eg. Helping non professional gain certification)	22	22	18	62
B. Offering targeted incentives for hard to staff school or subject areas	23	18	20	62
C. Offering housing or relocation assistance	11	31	20	62
D. Regular evaluation of recruitment initiatives	20	25	18	62
Total	76	96	76	248

Field data, 2011

Table 14
Most successful Teacher Promotion strategy

Item	Response	%
A. Investing in “grow your own” initiatives (eg. Helping non professional gain certification)	14	22.6
B. Offering targeted incentives for hard to staff school or subject areas	14	22.6
C. Offering housing or relocation assistance	20	32.2
D. Regular evaluation of recruitment initiatives	14	22.6
Total	62	100

Field data, 2011

4.3.1.1 DISCUSSION

Employee Incentive and Recognition Schemes have become significant elements in any human resource management policy. This is hardly surprising since competitive pressure and the pace of change have increased the demands on everyone at all levels of any company, and human performance has become notably more integral to the success of the company (Ghana Educational Service).

Evidence suggests that changes in teacher incentive structures can affect who chooses to remain in the teaching profession, as well as those teachers’ daily work in the classroom. Studies by Hoxby and Leigh (2004) suggests that teacher salary scales in the

United States are so compressed that the best teachers are likely to leave the profession for higher-salaried jobs in other occupations. This was in accordance with the findings of the study as all the teachers interviewed indicated that low or uncompetitive salaries affected their decision to stay a great deal.

Studies conducted by Glewwe, Ilias, and Kremer (2003) suggest that teachers in developing countries respond more positively to incentives. Their study evaluated the effect of a randomized teacher incentives program in Kenya and found that teachers increased their effort to raise student test scores by offering more test-preparation sessions. A more promising study by Lavy (2004) concluded that the incentive led to increases in student achievement, primarily through changes in teaching methods, after-school teaching, and teachers' increased responsiveness to students' needs (Lavy, 2004). This was in accordance with the findings of the study as all the teachers interviewed indicated that providing incentives for teachers who stay at post or accepts posting to rural communities would help promote teacher retention.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter of the research report focuses on the overview of the study, summary of major findings, the conclusions drawn from the study and the recommendations. It also looks at the suggestions for further studies.

5.1 Overview of the Study

The research which is a descriptive study was purposively to find out the impact of human resource practices in the Ghana Education Service on teacher retention and recruitment in the Central Region of Ghana. Specifically, the study sought to find out the human resource practices that head teachers and unit heads within the Cape Coast Metropolis employ in order to recruit new teachers and retain old ones. This led to the formulation of two research questions to guide the study.

Sixty two respondents were used for this study. The population for the study included twenty head teacher and two unit heads. The researcher used a questionnaire to collect data for the study. This questionnaire included the Likert scale (rating) type of items for the respondents to respond to. Aside these, close ended items were also included to collect information on the gender, age and respondents' educational background. The questionnaire was administered by the researcher with an introductory letter from the head, Department of Distance Education, Kwame Nkrumah University of Science and Technology, seeking permission to include their views and opinions in the study.

The questionnaires were pre-tested in a pilot study at Mfantshipim Senior High School in Cape Coast. The pilot study helped the researcher to revise and edit the questionnaires used in the main study making it specific and effective in eliciting the

needed responses. The coefficient of reliability showing consistencies of the items was computed to be 0.74. The questionnaires were hand delivered and the return rate was 100%. The data collected from respondents were analyzed with the help of data analysis software, SPSS. Simple frequencies and percentages of responses were used to analyze the data.

5.2 Limitation

The study involved samples from 3 categories of respondents that are unit heads, head teachers and teachers. It therefore becomes very difficult to involve large sample sizes from each category. The small nature of sample size might therefore impede generalization to the whole country.

The study was confined to three factors namely; teacher retention, educational attainment and promotion. The human resource personnel within the education service might not be willing to cooperate by releasing the accurate information, for the fear that information gathered will be used against them in future.

Furthermore, since most of the data was collected through questionnaires, the mood of the respondents as well as how they understand the items on the questionnaires and circumstances surrounding the time they fill the questionnaire are likely to affect the responses they will give. These phenomena in the researcher's view could affect the findings and validity of the results.

And as elaborated by Leedy (1985), the fairness of the human mind, the sensitivity of instrumentation and the failure to use language to communicate thought exactly serves as obstacles to any process. This study is no exception.

5.3 Summary of Major Findings

1. From the analysis, it was found that schools in the Metropolis had some level of difficulty in attracting new teachers. Factors such as geographical location, accommodation, work load, Low/Uncompetitive salaries, school culture and environment were stated as factors that inhibit teacher recruitment.
2. Again, analyses of data collected indicated that the most successful recruitment strategy used by head teacher and unit heads in the Cape Coast Metropolis was on the provision of relocation assistance.
3. The most successful means of teacher recruitment with the Metropolis was through the Ghana Education Service postings.
4. Results from the study revealed that formal induction programmes for teachers, offering formal mentoring programmes for new teachers, creating positive school culture and creating avenues for teacher professional development were the strategies employed by most head teacher and unit heads to ensure that teachers stayed at post.
5. A good salary structure or service condition was indicated by most head teachers and unit heads as a motivating factor that would help increase teacher retention immensely.

5.4 Conclusions

Based on the findings of the study above, it can be concluded that schools within the Cape Coast Metropolis are having some degree of difficulty in attracting new teachers

and that human resource practices and policies have a direct effect on teacher recruitment and retention.

Most of the teachers interviewed were within the youthful age. It is therefore concluded that teaching, even though its experiencing a chronic prestige deprivation is still appealing to most young people. The most significant factor that affected both teacher recruitment and retention was the human resource practice of employee remuneration. Low or uncompetitive salary structure or remuneration was clearly indicated as a factor that hindered teacher recruitment and retention.

It can also be concluded from the study that putting in place incentives packages for teachers who accept posting to ‘hard to staff’ school or remain at post for a certain period of time would help promote teacher retention or recruitment and that incentives packages have a positive effect on teacher job satisfaction.

5.5 Recommendations

Teaching human resource is the core resource in any educational system. An effective teacher human resource management system should be able to harness the full potential of its teachers as well as ensure the full professional development of its teachers. Based on the findings of the study conducted, the following recommendations are made:

1. It is suggested that The Ministry of Education considers the establishment of teachers’ bungalows within hard to staff schools. This would serve as source of motivation for most teachers who find relocation very difficult. This to a very large extent would help improve student performance in these schools as more and more talented teacher would be attracted to this areas.

2. There should be incentive packages for teachers who stay at post for a considerable number of years or accepts posting to rural areas. Numerous studies reviewed by this study indicated that there is a positive linked between teacher performance and incentive packages. This was also revealed in this study.
3. Teacher salary structure and professional development should be looked at critically by the Ministry of education and the Ghana Education Service as they were the two main factors that affected teacher recruitment and retention within the Metropolis.
4. Head teachers and unit heads should endeavor to create a positive school culture and provide formal induction and mentoring programs for new teachers.

5.6 Suggestions for Further Studies

A critical insight into the impact of Human Resources practices on teacher promotion and retention within the Ghana Educational Service countrywide would be interesting.

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APPENDIX A

KWAME NRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY

Questionnaire for the assessment of the impact of human resource practices management in the Ghana Education Service on teacher retention

The researcher is pleased that you have been selected for this study and hopes that interacting with you will yield useful results. Your willingness to respond to these questionnaire and the genuineness and accuracy of your responses will be very much appreciated. You are assured of the confidentiality of your responses.

INSTRUCTIONS: *Please read the items carefully and tick the appropriate option*

1. What is your current designation?

2. How long have you been working in this establishment?

1-5 years

6-10 years

11-15 years

16 years and above

3. Highest Level of education?

Certificate A'

Diploma

First Degree

Masters Degree

PHD

4. Age?

20-30 years

31-40 years

41-50years

50-60years

5. Gender?

Male

Female

RECRUITMENT

6. What problems does your school/district face in attracting new teachers?

- Not at all
- Some what difficult
- A great deal

7. Please rate the extent to which each of the following factors is a challenge for recruiting teachers to your school/district.

	<i>Not at all</i>	<i>Some what</i>	<i>A great deal</i>
A. Low/Uncompetitive salaries	1	2	3
B. Geographic location	1	2	3
C. Social Isolation	1	2	3
D. School environment and culture	1	2	3
E. Working condition (eg. Teach many subject, large class size)	1	2	3
F. Other specify.....	1	2	3

8. How do you find recruits for teaching positions in your school/district?

	<i>Not at all</i>	<i>Some what</i>	<i>A great deal</i>
A. Local advertisement	1	2	3
B. GES postings	1	2	3
C. Relationship with colleges/universities	1	2	3

D. Personal contacts or networking	1	2	3
F. Other, specify.....	1	2	3

9. Which of these contact strategies have been most successful?

.....
.....

10. Please rate the extent to which your district/school relies on each of the following strategies in teacher recruitment efforts.

	<i>Not at all</i>	<i>Some what</i>	<i>A great deal</i>
A. Investing in “grow your own” initiatives (eg. Helping non professional gain certification)	1	2	3
B. Offering targeted incentives for hard to staff school or subject areas	1	2	3
C. Offering housing or relocation assistance	1	2	3
D. Regular evaluation of recruitment initiatives	1	2	3
F. Other, specify.....	1	2	3

11. Which of these recruitment strategies have been most successful?

.....

.....

12. When there are vacancies in your school/district at the beginning of the school year, which of the following actions would rely upon?

	<i>Not at all</i>	<i>Some what</i>	<i>A great deal</i>
A. Increase class size	1	2	3
B. Hire retired teachers	1	2	3
C. Reduce the number of courses offered	1	2	3
D. Assign administrators to teach	1	2	3
E. Hire substitute teachers	1	2	3
F. Other specify.....	1	2	3

RETENTION

13. Please rate the extent to which your school/district relies on each of the following strategies for retaining teachers.

	<i>Not at all</i>	<i>Some what</i>	<i>A great deal</i>
A. Instituting formal induction programs for new teachers	1	2	3
B. Offering formal mentoring programs for new teachers	1	2	3

C. Offering support for teacher (eg. Administrative support, approach programs)	1	2	3
D. Offering incentives for staying at post	1	2	3
E. Creating positive school culture	1	2	3
F. Providing teacher professional development opportunities	1	2	3
G. Involving communities to offer support to new teachers	1	2	3
H. Offering tuition/other assistance in obtaining certification	1	2	3
I. Regular evaluation process regarding teacher retention	1	2	3
F. Other, specify.....	1	2	3

14. Which of these retention strategies have been most successful?

.....
.....

15. Thinking about teachers who stay in your district/school, what are their typical reasons for doing so?

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

...

16. What policy(s) do you think when put in place would encourage teachers in your school/district to stay?

- a.
- b.
- c.
- d.
- e.

KNUST

