

UNIVERSITY OF CAPE COAST

RECRUITMENT AND RETENTION OF PUBLIC SENIOR HIGH SCHOOL TEACHERS  
IN THE SEKONDI-TAKORADI METROPOLIS

JOSEPH ADAMS

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BY

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DISSERTATION SUBMITTED TO THE INSTITUTE FOR DEVELOPMENT STUDIES,  
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## DECLARATION

### Candidate's Declaration

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

Candidate's Name.....

Signature..... Date.....

### Supervisor's Declaration

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

Supervisor's Name.....

Signature..... Date .....

## ABSTRACT

The study was conducted to find out the factors that affected the recruitment and retention of public senior high school (SHS) teachers in the Sekondi-Takoradi Metropolis. The designs used were the descriptive and non-interventional research designs. Four public senior high schools were involved in the study. The simple random sampling was used to select 112 teachers from the population of teachers in the four schools for the study. The data collection instrument used was the questionnaire. Statistical Product and Service Solution (SPSS), (version 16) software was used to analyze the data, and the results were presented in frequency tables and percentages.

The study mainly revealed the following factors as affecting recruitment and retention of teachers: lack of an effective teacher recruitment and selection process in the Ghana Education Service (GES); poor teacher perception of the teaching profession; low teacher motivation; and teacher dissatisfaction with salary levels and other conditions of service in the GES. Most SHS teachers, therefore, left the service for other organizations.

The study, therefore, recommends that government, Ministry of Education, GES, and other stakeholders of education must take concrete steps to improve on the mechanisms for recruiting and selecting teachers. Also, the salary levels and other conditions of service of public SHS teachers must be improved in order to motivate the teachers, enhance their level of satisfaction and retain them in the service.

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## **DEDICATION**

This work is dedicated to my wife, Dora Adams, for all the support she wholeheartedly gave me.

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## LIST OF ACRONYMS

FCUBE	Free Compulsory Universal Basic Education
GES	Ghana Education Service
GETFund	Ghana Education Trust Fund
GNAT	Ghana National Association of Teachers
HND	Higher National Diploma
HR	Human Resource
HRM	Human Resource Management
JIT	Job Instruction Training
MDGs	Millennium Development Goals
NAGRAT	National Association of Graduate Teachers
OJT	On-the-job Training
SEIA	Secondary Education in Africa
SHS	Senior High School
SPSS	Statistical Product and Service Solutions
SSA	Sub-Saharan Africa
STMA	Sekondi-Takoradi Metropolitan Assembly
UNESCO	United Nations Educational Scientific and Cultural Organization
UPE	Universal Primary Enrollment

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background to the study**

Organizations are managed and staffed by people. People are the most vital of all resources in work settings. Without people, organizations cannot function. Even, for highly automated plants to run smoothly, people are required to coordinate and control the plant's operations. The caliber of people working in an organization is a key determinant of its success or failure. In the educational sector, the role played by the teacher towards the achievement of educational objectives cannot be overemphasized. According to Drayer (1970), teachers are the key to the success of any educational system and the individual teacher's level of motivation goes a long way in determining his/her output. Research has also shown that obtaining the right caliber of employees and managing them effectively can make an important practical difference in terms of three key organizational outcomes: productivity, quality of work life and profit (Cascio, 1992).

Education is the cornerstone and agent for improving the productive capacity of economic, social, scientific and political institutions of any nation. The educational sector is, therefore, one that every nation needs to devote critical attention to, if it wants to develop. In Sub-Saharan Africa (SSA), the increasing

numbers of students flowing from expanded primary education and the need to improve the educational levels of labour force to benefit from the globalizing economy make it inevitable that governments turn their attention to expanding and improving secondary education. Pressure on governments in the sub region to expand secondary education is, therefore, growing (Mulkeen, Chapman, DeJaeghere, Leu, &, Bryner, 2005; World Bank, 2007). Secondary education, which was long neglected, is now the fastest growing segment of the educational sector (World Bank, 2007). Many countries have moved away from seeing primary education as the terminal level of education towards policies that envision widespread completion of junior secondary and senior secondary. However, this development has only recently begun in Sub-Saharan Africa (De Ferranti, et al. 2003; World Bank, 2005).

According to SEIA (2001), participation rates for secondary education in Sub-Saharan Africa are biased in favour of the wealthier population. The lack of access to secondary education is increasingly seen to constrain countries' abilities to pursue effective economic growth and development strategies, which is leading governments and funding community to place increased emphasis on the expansion of secondary education (SEIA, 2001; UNESCO, 2001; World bank. 2005). Governments in the sub-region and their financial partners are, therefore, increasingly looking to make secondary education more widely accessible, more relevant, and of higher quality. For now, only a handful of countries in the region- Botswana, Cape Verde, Mauritius and South Africa, for example – have achieved secondary access rates as high as 80% for junior secondary. Some countries, such as Burundi, Burkina Faso, and Rwanda, have not even achieved rates of 20%

(SEIA, 2007). Ghana's average gross enrolment rates for primary and secondary schools are 88% and 44% respectively (SEIA, 2007; World Bank, 2005).

The educational sector in Ghana has seen a number of reforms, all geared towards improving access and quality of education as a means of ensuring the development of the nation. Mention can be made of Dr. Nkrumah's Accelerated Development Plan of Education of 1951, the Kwapong Review Committee of 1966, the Dzobo Review Committee of 1974, the Educational Reforms of 1987, the Free Compulsory Universal Basic Education (FCUBE) Programme of 1996, as well as the Jophus Anamuah-Mensah's Review of 2002 and the 2007 reforms. The 1987 Educational Reforms for example, saw the need to increase the number of senior secondary schools along side the number of basic schools. This gave the opportunity to all junior secondary school leavers to enter second cycle institutions. Currently, with the help of the Ghana Education Trust Fund (GETFund), infrastructural development is vigorously ongoing in senior high schools throughout the country.

At a millennium summit in September, 2000, leaders from countries all over the world, including Ghana, agreed on a vision for the future – a world with less poverty, hunger, disease, greater survival prospects for mothers and their infants, better educated children, equal opportunities for women and a healthier environment, a world in which developed and developing countries worked in partnership for the betterment of all. The vision took the form of millennium development goals (MDGs) which are providing countries around the world a framework for development and time-bound targets by which progress can be measured. The time-bound targets had their deadline as 2015. Ghana's 2007



Educational Reforms is one of the strategies of the government geared towards national development and the attainment of the international millennium development goals. The government, with the help of GETFund, is also putting in a lot of effort to enhance access to SHS education through the provision of infrastructural facilities throughout the country.

Despite all these efforts, one thing that seems to be eluding everybody is the role of the teacher. The contribution of the teacher at this level of education cannot be downplayed if Ghana is to achieve her MDGs. It would require the availability of well-qualified and motivated teachers to realize that dream because education is the bedrock of development, and it is teachers who drive it. Unfortunately, throughout the number of educational reforms that Ghana has witnessed to date and other efforts by government at the educational front, not much emphasis in terms of policy is placed on the recruitment and retention of qualified teachers as an essential competitive requirement that needs careful planning, hard work and evaluation.

In Ghana, SHS teachers are required to complete a four-year Bachelor of Education degree. This means that, to become a SHS teacher, you must meet the entry requirement of the university, successfully complete your degree, and then accept a teaching job. As a result of their high academic qualifications, SHS teachers who are currently on the job are easily lured into other attractive organizations. On the other hand, governments are now placing emphasis on increasing access to and quality of secondary education. This obviously implies that the number of teachers required at the SHS level in Ghana as a whole and the Sekondi-Takoradi Metropolis in particular will also increase. There is, therefore,

the urgent need for measures to be put in place by the government and other stakeholders to ensure the recruitment and retention of teachers at this level of the educational system. This is what prompted the researcher to investigate the issue.

### **Statement of the problem**

Teacher recruitment and retention is an issue which requires very calculated attention if a nation is serious about attaining its development goals or targets. Notwithstanding efforts put in education by governments in terms of finance, curriculum, text books, infrastructure and supervision, among others, achievement of desired outcomes would be a mirage if qualified, motivated and committed teachers, who are willing to perform their duties with diligence, are not available. This is because the teacher indisputably serves as a fulcrum around which the entire educational system revolves.

In Africa, governments and their financial partners are now working in the direction of making secondary education increasingly more widely accessible, more relevant and of higher quality. Specifically, in Sub-Saharan Africa, participation rates in secondary education have increased from 19 percent in 1999 to 30 percent in 2004 (SEIA, 2007), but the question that comes to mind is: where are the teachers? As pointed out by Lewin and Cailloids (2001), to achieve even the goals of universal primary enrollment (UPE) requires increasing the teacher supply by up to four times the current levels. This is corroborated by a World Bank simulation based on UNESCO statistics which indicates that Sub-Saharan Africa will need more than 1,361,000 new teachers between 2000 and 2005 to meet the demands of primary education (Schwille, 2007). Since more developing

countries now feel they are reaching their UPE goals and are beginning to expand secondary education, the issue of getting the required number of teachers and retaining them at the secondary level becomes more paramount. It will demand a lot of effort on the part of government to retain teachers at the secondary education level due to their higher educational qualification and the attractiveness of other professions.

According to the World Bank (2006), the projected demand for teachers in SSA, as well as in developing countries in other regions, exceeds the projected supply needed for expanding secondary education. Recruitment and retention of teachers is thus one of the most critical factors to ensure that students have access to secondary education. In most developing countries, and particularly in Africa, the teacher shortage – especially in the areas of Mathematics, Science, and technology will compromise the concomitant goals of expanding and enhancing the quality of secondary education to meet the goal of economic development (World Bank, 2005). Recent publications and studies point out the following challenges facing teacher recruitment and retention in secondary education across developing countries (Lewin & Cailloids, 2001; SEIA, 2007; Word Bank, 2007):

- High Attrition: Low salary and poor teaching conditions cause teachers to leave the field within one to three years of entering the service. Those teachers posted to rural areas often seek immediate transfer back to urban areas or fail to show-up to teach on a consistent basis;
- Difficulties attracting teachers to hard-to-reach areas: These difficulties arise because of low compensation for teachers as compared to other professions requiring similar qualification; poor working conditions: lack of professional

development opportunities; little mobility to better positions; inadequate professional support and supervision; unprofessional treatment of teachers; and lack of an incentive system to stimulate and motivate teachers to remain in the teaching field; and

- Lack of teachers in specific subject areas, such as mathematics and science: Secondary education teachers require more subject-specific knowledge and few choose or are able to successfully specialize in science and mathematics.

In Ghana, a number of steps have been taken to help motivate teachers and ensure their retention. Mention can be made of the institution of the Best Teacher Award in 1995 by the Ghana National Association of Teachers (GNAT) to honour teachers for their hard work, commitment and dedicated service. The award scheme has received the support of government, the GETFund and other stakeholders over the years. In the 14<sup>th</sup> edition of the award ceremony held in October, 2008, for example, 52 teachers, selected from 12 categories as well as other workers in education, were honoured. The overall national best teacher received a cheque for sixty thousand Ghana cedis (GH¢60,000) to be used for putting up a building at a place of his choice; the 1<sup>st</sup> runner-up received a Nissan pick-up vehicle valued at \$22,000, as well as a computer and its accessories, while the 2<sup>nd</sup> runner-up was presented with a Nissan Sunny Saloon car valued at \$18,009 as well as a computer and its accessories (Ampratwum-Mensah & Duodu, 2008). Also, the issue of the teacher's professional development is being addressed through the study leave with pay system, upgrading of teacher training colleges to diploma awarding status, top-ups, sandwich and distance learning programmes. More so, as a result of the effort of the National Association of Graduate Teachers

(NAGRAT), graduate teachers, most of whom are in the senior high schools, are now properly placed at the principal superintendent level upon completion of their degree programmes. Unfortunately, in spite of these developments all seem not to be well at the teachers' front, with particular reference to teachers at the SHS level.

On 1<sup>st</sup> October, 1998, the Ghana National Association of Graduate Teachers was formed with virtually all its members from the senior high schools to fight for better conditions of service since they realized that their mother association (GNAT) was not doing enough for them. In an interview with the western regional vice-chairman of NAGRAT, it became clear that the association was formed specifically: to address the issue of unfair treatment of graduate teachers in salary dispensations as compared to graduates in other departments; to fight for the recognition of graduate teachers with regard to salary and allowances; and to address the issue of dominance of GNAT by non-graduate teachers through the sidelining of graduate teachers in positions of the association. Since its formation, teachers at the SHS level have been agitating for better conditions of service, resorting to strike actions on a number of occasions to press home their demand. The association, for example, went on strike in April, 2003; April, 2005 and September / October, 2006 with the ultimate motive of fighting for better conditions of service.

Preliminary interviews, conducted by the researcher in the Sekondi-Takoradi Metropolis, and the researcher's personal experience of teaching at the SHS level in the metropolis, indicate that the level of satisfaction of SHS teachers is very low. They are more often seen looking through the dailies for vacancies and writing applications to organizations where, they think, conditions are better.

Those who get the opportunity quickly leave, while a greater number of those at post use the teaching profession as a stepping stone. Most of the national service personnel posted to teach at this level leave to join other organizations immediately they complete their service, even if they are offered the opportunity to remain. This explains the reason why, even though every year a chunk of the national service personnel are posted to the teaching field, the service still complains of shortage of teachers. In 2008, for example, as a result of the government's policy of providing quality education, 60 to 70 percent of the national service personnel were posted to the education sector to meet the shortfall (Bonney, 2008). As corroborated by Antwi (1992), it is known that about 70 percent of new graduates from the universities undertake their national service as teachers in senior high schools but over 90 percent of this number opt out of the teaching field after the completion of their year's national service. Antwi (1992) further pointed out that a survey conducted by the Ghana National Association of Teachers (GNAT) indicated that between 1966 and 1975, 600 graduate teachers left the service. The survey also estimated that between 1978 and 1980, over 1000 graduate teachers left the service. It is important to note that, though the statistics may not be current, they point to the fact that there is graduate teacher attrition.

Teachers at the senior high schools, as compared to their counterparts in the primary and junior high schools, are peculiar because they are graduates with first or second degrees and can compete favourably in the job market with their counterparts in other organizations. Even though a number of steps have been taken to motivate and help retain them, the situation has not seen much

improvement. This study is, therefore, to investigate the factors that affect the recruitment and retention of public SHS teachers in Ghana.

### **Objectives of the study**

The main objective of the study was to examine the factors that affect the recruitment and retention of public senior high school teachers in the Sekondi-Takoradi Metropolis.

Specifically, the objectives of the study were to:

1. Find out how public SHS teachers are recruited and selected by the Ghana Education Service (GES);
2. Identify the staff training and development opportunities available in the Ghana Education Service for public SHS teachers;
3. Examine the motivational facilities that are available in the Ghana Education Service for public SHS teachers;
4. Assess the level of satisfaction of public SHS teachers with their conditions of service;
5. Ascertain how public SHS teachers perceive the teaching profession;
6. Determine the factors that cause public SHS teachers to leave the service for other organizations; and
7. Make recommendations for effective recruitment and retention of public SHS teachers in Ghana.

### **Research questions**

The study attempted to answer the following research questions:

1. How are public SHS teachers recruited and selected by the Ghana Education Service?
2. What staff training and development opportunities are available in the GES for public SHS teachers?
3. In what ways are public SHS teachers motivated in the Ghana Education service?
4. What is the level of satisfaction of public SHS teachers with their conditions of service?
5. How do public SHS teachers perceive the teaching profession?
6. What factors cause public SHS teachers to leave the service for other organizations?

### **Scope of the study**

The scope of the study was limited to only the factors that affected the recruitment and retention of public SHS teachers in the Sekondi-Takoradi Metropolis. More so, the study covered only four senior high schools in the metropolis. The four schools were Fijai Senior High School, Methodist Senior High School, St. John's Senior High School and Takoradi Senior High School.

### **Significance of the study**

Quality teachers in both the developed and developing world are quickly becoming the hardest segment of the teaching profession to attract and retain; and are the most expensive to educate (World Bank, 2005). This calls for some measures to be put in place to attract and retain them. The study, therefore, will



help the Ghana Education Service to develop appropriate mechanisms to recruit, select, and retain quality academic staff.

In addition, the study would inform government, the Ministry of Education and other policy makers on matters relating to the Ghana Education Service about the recruitment and retention of staff of Senior High Schools.

It is also the belief of the researcher that the findings of this study will help the Metropolitan, Municipal and District directors of Education to be informed on factors that affect the effective recruitment and retention of SHS teachers.

Furthermore, it will enable heads of public senior high schools to adopt appropriate motivational techniques necessary to enhance the recruitment and retention of quality staff.

More so, any organization which wants to achieve results through effective recruitment and retention of staff can take a cue from the findings of the study.

The study will, moreover, add to the stock of knowledge on recruitment and retention of employees as far as human resource management is concerned and also provide evidence that will stimulate interest for further research work.

### **Limitations of the study**

One limitation that the researcher encountered was time constraint in gathering data for the final analysis. This was due to the fact that the researcher had to combine his official duty with the research work.

In addition, there was the difficulty in having access to the heads of the institutions selected for the study due to their busy time schedule. Appointment time with them to seek permission for the administration of the questionnaires had

to be rescheduled over and over again until the researcher finally got the opportunity.

More so, the researcher did not have it easy, retrieving the answered questionnaire from the respondents. Much time was spent in this direction.

It is important, however, to note that the above limiting factors did not affect the research so much as to render it unreliable or unrepresentative since the main objective of the research was achieved.

### **Operational definition of concepts**

**Recruitment:** The process of searching for and obtaining potential teachers in sufficient numbers and quality so that the appropriate ones can be selected to fill existing vacancies.

**Selection:** The process of making a choice from a pool of qualified teachers to fill vacancies.

**Retention:** The continued use, existence or possession of teachers in the Ghana Education Service.

**Attrition:** A reduction or weakening in number of teachers.

**Motivation:** The level of effort a teacher is willing to apply toward the achievement of a particular goal or motive.

**Satisfaction:** The fulfillment or gratification of the needs of the teacher that are associated with his work.

## **Organization of the study**

The study is organized into five chapters. Chapter One covers the introductory part. It deals with the background to the study, statement of the problem, objectives of the study, research questions, scope of the study, significance of the study, limitations of the study, operational definition of concepts and the organization of the study.

Chapter Two covers the review of literature. It systematically reviews literature on recruitment, selection, training and development, motivation, job satisfaction, and staff retention

Chapter Three describes the methodology used to carry out the research. It specifically deals with the research design, the study area, the study population, sampling procedures, sources of data, data collection instruments, the fieldwork, and data processing and analysis.

Chapter Four focuses on the analysis of data. In this chapter, the results of the study are presented and analyzed.

Finally, Chapter Five is devoted to the summary, conclusions and recommendations of the study. It also indicates areas for further research.

## **CHAPTER TWO**

### **REVIEW OF LITERATURE**

#### **Introduction**

This chapter focuses on the review of related literature on recruitment and retention of staff. It systematically examines general information, research studies and data related to the recruitment and retention of staff and the relationship among them. The chapter looks at the various processes involved in the recruitment of staff as well as conditions under which staff may be retained in an organization.

#### **Recruitment**

Finding the right person for the job has always been important, and the decision to appoint an individual is one of the most crucial an employer will ever take. This is particularly true in the light of the Human Resource Management (HRM) notion of people being a source of competitive advantage (Beardwell & Holden, 1997).

Beardwell and Holden (1997) defined recruitment as the process of searching for and obtaining potential job candidates in sufficient numbers and quality so that the organization can select the most appropriate people to fill its job needs. Recruitment is a linking activity bringing together those with job vacancies to fill and those seeking jobs.

According to Sherman, Bohlander and Snell (1996), recruitment is the process of locating and encouraging potential applicants to apply for existing or anticipated job openings. During this process, efforts are made to inform the applicants fully about the qualifications required to perform the job and the career opportunities the organization can offer them. Whether or not a particular job vacancy will be filled by someone from within the organization or from outside will, of course, depend upon the availability of personnel, the organization's human resource (HR) policies and the requirements of the job to be staffed.

#### Sources of recruitment

Having defined the requirements of the job or vacancy, the next issue to deal with in the recruitment process is the attraction of applicants. This involves addressing the question of where to find the people that the organization wants (Asare-Bediako, 2002).

According to Bateman and Snell (2002), recruitment may be internal to the organization (considering current employees for promotion and transfers) or external (looking to fill vacancies from outside the organization). Each approach has its advantages and disadvantages.

#### Internal recruitment

The advantages of internal recruitment are that employers know their employees, and employees know their organization. External candidates who are unfamiliar with the organization may find that they don't like working there. Also, the opportunity to move up within the organization may encourage employees to

remain with the organization, work hard, and succeed. Recruitment from outside may be demoralizing to existing employees.

Internal staffing has some drawbacks. If existing employees lack skills or talents, internal recruitment yields a limited applicant pool, leading to poor selection decisions. Also, an internal recruitment policy can inhibit an organization that wants to change the nature or goals of the business by bringing outside candidates.

#### External recruitment

External recruitment brings in 'new blood' to an organization and can inspire innovation. It provides a large pool of applicants from which to find the best candidates. Moreover, the external source brings in people who have a wider range of experience. The process of recruiting from external source may however be longer and more expensive due to advertisements and interviews required. Also the selection process may not be effective enough to reveal the best candidates.

#### Recruitment methods

Methods of recruitment depend on the sources of recruitment. A criterion for adopting a particular method of recruitment depends on many factors. The most important of them are cost and effectiveness. The method adopted must be such that, it is capable of attracting maximum number of potential candidates. In addition, it must involve optimum cost (Mamoria, 2003). In the view of Mamoria (2003), the following are some of the popular methods of recruitment. They are

briefly explained under the broad classifications: external sources search and internal sources search.

External sources search:

The following methods are used to recruit people from outside the organization.

Scouting

This is one of the oldest methods. In this method, the personnel department sends representatives to potential places of recruitment and establishes contact with potential candidates seeking employment. Preliminary screening/interviews are arranged at selected places where the candidates present themselves. In this effort, local consultants/agents/institutions/colleges play the liaison role. Organizing conventions, indoctrination seminars, and fairs are other means in this method.

Campus recruitment

Recruitment from schools and colleges has become a popular and important method. The method is mutually beneficial to the employers and the educational institutions. In order to obtain maximum benefit, many educational institutions have opened up 'placement cells' in their institutions. Placement cells act as 'single window' for employment coordination between organizations seeking recruitment and institutions. Such cells collect data regarding potential vacancies and call for students who are interested in such positions. Thereafter,

placement cells do preliminary screening and recommend those candidates who have done well in their studies. Placement cells also approach potential employers and inform them of the availability of potential candidates who are likely to complete their courses shortly and invite them to their institutions to conduct recruitment. There are no charges/fees for such services in majority of institutions.

#### Advertisements

Advertisement is a very popular method. Various media are used for advertisement. They include newspapers, journals, radio, and television. Top management positions are largely filled up through advertisement when suitably experienced and qualified persons are not available for promotion. In addition, advertisement is very useful in locating suitable candidates in scientific, professional and technical vacancies. Proper design of advertisement materials will have the advantage of encouraging the right persons to apply and discouraging unsuitable persons from applying

#### Professional associations/clubs

Meetings, conferences, seminars, and other social professional associations/bodies of major professionals like doctors, engineers, auditors, chartered accountants and managers also provide ample opportunity to locate potential candidates for technical, scientific and managerial cadre vacancies.



### Reputed firms

Recruiting personnel from reputed firms is another popular practice. Certain companies and firms have built-up good reputation on efficiency, productivity and industrial peace. Many firms attempt to locate suitable candidates from such firms for filling up vacancies.

### Public employment agencies

These are agencies under the control of the state/central government. They are designed to help job seekers to find suitable employment. By and large, unskilled/semi-skilled workers are those attracted to these agencies, including retired hands. Many organizations view public employment agencies as having limited scope and confined to semi-skilled and unskilled job hence, seldom do they refer vacancies of higher skill to such agencies. Public employment agencies do not charge any fee from potential candidates or the organization notifying vacancies.

### Private employment agencies

Private employment agencies unlike the public employment agencies do charge fees either from potential employees, or from employers or from both for their services. Private agencies provide employment opportunities for all categories of employment including managers, top executives, professionals, and engineers in addition to skilled and unskilled labour. They also provide comprehensive services like advertisement, counselling, conducting of interviews, preliminary screening, short-listing of candidates among others. Some of such

agencies provide guaranteed performance by the candidate recommended by them for a period ranging from six months to a year. Recruitment through private agencies has become an important method in most countries including developing countries like India.

#### Employee referrals

Employee referrals means using personal contacts to locate job opportunities. It is a recommendation from a current employee regarding a job applicant. The logic behind employee referrals is that 'it takes one to know'. Employees working in the organization, in this case are encouraged to recommend the names of their friends working in other organization for a possible vacancy in the near future. In fact, this has become a popular way of recruiting people in the highly competitive information technology industry nowadays. Organizations offer rich rewards also to employees whose recommendations are accepted after the routine screening and examining process is over and job offers extended to the suggested candidates. As a goodwill measure, organizations also consider names recommended by unions from time to time.

#### Internal source search:

Although recruitment may immediately bring to mind the various methods enumerated above, current employees are often the organization's largest source of recruitment. Some surveys even indicated that up to 90% of all management positions are filled internally (Mamoria, 2003). The methods used in this direction include the following.

## Promotions and transfers

This is a method of filling vacancies from within. A transfer is a lateral movement within the same grade, from one job to another. It may lead to changes in duties, responsibilities, and working conditions among others but not necessarily salary. Promotion on the other hand, involves movement of an employee from a low-level position to a higher-level position which is accompanied usually by changes in duties, responsibilities, status and value. Organizations generally create a central pool of employees from which vacancies can be filled for manual jobs. Such persons are usually passed on to various departments, depending on internal requirements.

## Job postings

Job posting is another way of hiring people from within. In this method, the organization publicizes job openings on bulletin boards, electronic media and similar outlets. One of the advantages of this method is that it offers a chance to highly qualified applicants working within the organization to look for growth opportunities within the organization without looking for greener pastures outside.

## **Selection**

Having obtained a pool of applicants after recruitment, the next issue to address is selection. Selection is the process of gathering information and deciding on who should be hired, under legal guidelines, for the best interest of the individual and the organization. The selection process is an important element of

any human resource programme (Nickels, M. J. McHugh, & M. S. McHugh, 2002).

According to Cole (2004), in the overall process of tapping the labour market for suitable skills and experience, recruitment comes first and is followed by selection. Recruitment's task is to locate possible applicants and attract them to the organization. Selection's task is to cream off the most appropriate applicants, turn them into candidates and persuade them that it is in their interest to join the organization. Selection is very much a two-way process – the candidate is assessing the organization, just as much as the organization is assessing him. The main objective of selection is to be able to make an acceptable offer to the candidate who appears, from the evidence obtained, to be the most suitable for the job in question.

### **The selection process**

Selection builds on recruitment and involves decisions about whom to hire. As important as these decisions are, they are – unfortunately – at times made in very careless or cavalier ways (Bateman & Snell, 2002).

The selection process chooses from those available, the individuals most likely to succeed on the job. The process is dependent on proper human resource planning and recruitment. It is only when an adequate pool of qualified candidates is available that the selection process functions effectively. The ultimate objective of the selection process is to match the requirements of the job with the qualifications of the individual (Rue & Byars, 1995).

In the view of Rue and Byars (1995), the selection process consists of the steps outlined below: preliminary screening, preliminary interviews, testing, reference checking, employment interviews, physical examination and personal judgment.

#### Preliminary screening

The preliminary screening eliminates candidates who are obviously not qualified for the job. In the preliminary screening of applications, personal data sheets, school records, work records, and similar sources are reviewed to determine characteristics, abilities and the past performance of the individual.

#### Preliminary interview

Preliminary interview is also used to eliminate candidates who are not clearly qualified for the job. It is used to screen out unsuitable or unwanted applicants who passed the preliminary screening phase.

#### Testing

One of the most controversial areas of staffing is employment testing. Tests provide a sample of behaviour that is used to draw inference about the future behaviour or performance of an individual. Many tests are available to organizations for use in the selection process. Tests used by organizations can be grouped into general categories: aptitude, psychomotor, job knowledge and practicing, interests, psychological, and polygraphs.

## Reference checking

Many organizations realize the importance of reference checking and provide space on the application form for listing references. Most prospective employees contact individuals from one or more of the following three categories: personal, school or past employment references. For the most part, contacting individuals who are personal references has limited value because generally no applicant will list someone who will not give a positive recommendation. Contacting individuals who have taught the applicant in school, college or university is also of limited value for similar reasons. Previous employers are clearly the most used source and are in a position to supply the most objective information.

## Employment interview

The employment interview is used by virtually all organizations as an important step in the selection process. Its purpose is to supplement information gained in other steps in the selection process to determine the suitability of an applicant for a specific opening in the organization. It is important to remember that all questions asked during an interview must be job related.

## Physical examination

Many organizations require physical examination before an employee is hired. Its purpose is not only to determine whether the applicant is physically capable of performing the job but also to determine the applicant's eligibility for group life, health, and disability insurance. Many organizations require applicants

to complete a health questionnaire when they fill out their application. If no serious medical problems are indicated on the medical questionnaire, the applicant is not usually required to have a physical examination.

### Personal judgment

The final step in the selection process is the personal judgment required to select one individual for the job. A value judgment, using all of the data obtained in the previous steps of the selection process, must be made in selecting the best individual for the job. If previous steps have been performed correctly, the chances of success in this personal judgment are dramatically improved.

The individual making the personal judgment should also recognize that in some cases, none of the applicants would be found to be satisfactory. If this occurs, the job should be redesigned, more money should be offered to attract more qualified candidates or other actions should be taken. Caution should be taken against accepting the best individual that has been seen if the individual is not who is needed to do the job.

### **Employee orientation**

The painstaking and systematic process of recruitment and selection aims at ensuring that the right person is selected for the job. After the person who demonstrates the highest chance of fitting the job and the organization has been selected and appointed, he or she must be properly integrated into the organization. Orientation is thus the process by which a new employee is introduced to the organization, to the work group and to the job. The orientation process builds on

the initial information provided during the recruitment and selection phase, and is designed to reduce the anxiety individuals face when they begin a new job. It is thus a critical aspect of the management of people at work. Unfortunately, employee orientation has not received the very careful attention it truly requires by employing organizations (Asare-Bediako, 2002).

Carefully selecting employees doesn't guarantee they will perform effectively. Potential is one thing, performance is another. Even high-potential employees can't do their jobs if they don't know what to do or how to do it. Therefore, the next important step after selection and appointment is to ensure that your employees do know what to do or how to do it (Dessler, 2008).

In the view of Werner and Desimone (2006), commonly cited objectives of orientation programmes include the following:

- reduce newcomer stress and anxiety;
- reduce start-up costs;
- reduce turnover;
- reduce the time it takes for the new comer to reach proficiency (training and break-in-time) values, and expectations;
- assist the new comer in acquiring appropriate role behaviours;
- help the new comer adjust to work group and its norms;
- encourage the development of positive attitudes.

### **Employee training and development**

Immediately after orientation, training begins. Although training is often used in conjunction with development, the terms are not synonymous. Training



typically focuses on providing employees with specific skills or helping them correct deficiencies in their performance. For example, new equipment may require workers to learn new ways of doing the job or a worker may have a deficient understanding of a work process. In both cases, training can be used to correct the skill deficient. In contrast, development is an effort to provide employees with the abilities the organization will need in the future (Gomez-Mejia, Balkin, & Cardy, 2007).

In the view of Cole (2004), training usually implies preparation for an occupation or for specific skills; it is more narrow in conception than either education or development; it is job-oriented rather than personal. On the other hand, development usually suggests a broader view of knowledge and skills acquisition than training; it is job-oriented than careers-oriented; it is concerned more with employee potential than with immediate skills; it sees employees as adaptable resources.

#### Reasons for employee training and development

Training and development can be initiated for a variety of reasons. McNamara (2007) identifies the following as examples of the reasons for employee training and development:

- When a performance appraisal indicates performance improvement is needed.
- To 'benchmark' the status of improvement so far in a performance improvement effort.
- As part of an overall professional development programme

- As part of succession planning to help an employee be eligible for a planned change in role in the organization
- To ‘pilot’, or test, the operation of a new performance management system
- To train about a specific topic.

#### General benefits from employee training and development

According to McNamara (2007), the following are some of the benefits derived from employee training and development:

- Increased job satisfaction and moral among employees.
- Increased employee motivation.
- Increased efficiencies in processes, resulting in financial gain.
- Increased capacity to adopt new technologies and methods.
- Increased innovation in strategies and products.
- Reduced employee turnover.
- Enhanced company image, eg conducting ethics training.
- Risk management, eg training about sexual harassment, diversity training etc.

#### Training methods

Once you have decided to train employees and have identified their training needs and goals you have to design the training programme. This basically means deciding on the actual content (the causes and step-by-step instructions for

instance) as well as on how to deliver the training-on-the-job or via the web, for instance.

In any case, there are various methods employers use to actually deliver the training. They include the following, as pointed out by Dessler (2008):

- On-the-job training: On-the-job training (OJT) means having a person learn a job by actually doing it.
- Apprenticeship training: This is the process by which people become skilled workers, usually through a combination of formal learning and long-term on-the-job training. It traditionally involves having the learners/apprentice study under the tutelage of a master or craftsperson.
- Job instruction training: Many jobs consist of logical sequence of steps and are best taught step-by-step. This step-by-step process is called Job instruction training (JIT).
- Lectures: Lecturing has several advantages. It is a quick and simple way to present knowledge to large groups of trainees. For example, it is suitable when the sales force needs to learn a new product's features.
- Simulated training: Simulated training (occasionally called vestibule training) is a method in which trainees learn on the actual or simulated equipment they will use on the job, but are actually trained off the job (perhaps in a separate room or vestibule). Simulated training is necessary when it's too costly or dangerous to train employees on the job. Putting new assembly-line workers right to work could slow production for instance, and when safety is a concern – as with pilots – simulated training may be the only practical alternative.

- Distance and internet-based training: Firms today use various forms of distance learning methods for training. These range from paper-and-pencil correspondence courses, to teletraining, videoconferencing, and modern internet-based courses.

### **Staff motivation**

All organizations are concerned with what should be done to achieve sustained high levels of performance through people. This means giving close attention to how individuals can best be motivated.

Motivation is the ability to change behaviour. It is a drive that compels one to act because human behaviour is directed toward some goal. Motivation is intrinsic (internal); it comes from within, based on personal interests, desires, and need for fulfillment. However, extrinsic (external) factors such as rewards, praise and promotions also influence motivation (Encyclopedia of Business and Finance, 2001). As defined by Daft (1997, p.526), motivation refers to “the forces either within or external to a person that arouse enthusiasm and persistence to pursue a certain course of action”.

Motivating people is about getting them to move in the way you want them to go in order to achieve a result. Motivation can be described as goal-directed behaviour. People are motivated when they expect that a course of action is likely to lead to the attainment of a goal and a valued reward – one that satisfies their needs. Well-motivated people are those with clearly defined goals who take action that they expect will achieve those goals. Such people may be self-motivated, and as long as this means they are going in the right direction to achieve what they are

there to achieve, then this is the best form of motivation. Most people however, need to be motivated to a greater or lesser degree. The organization as a whole can provide the context within which high levels of motivation can be achieved by providing incentives and rewards, satisfying work and opportunities for learning and growth (Armstrong, 2003).

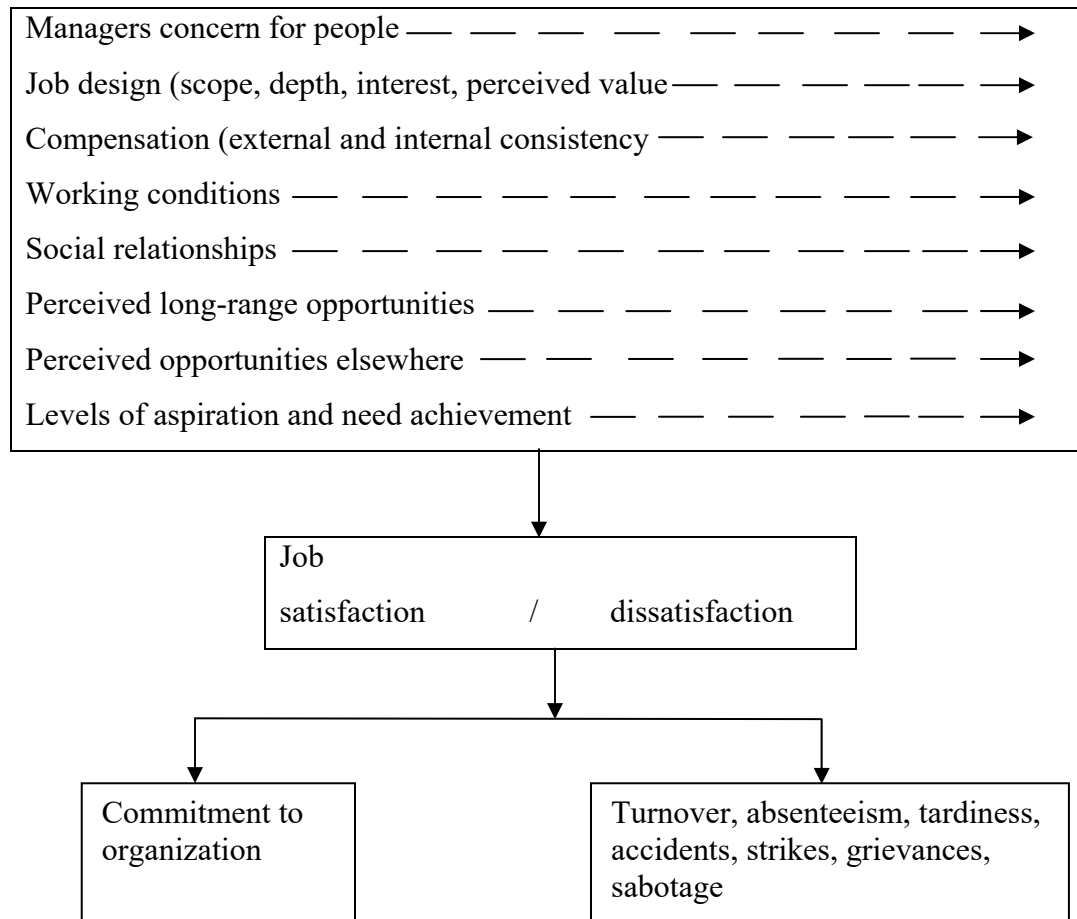
### **Job satisfaction**

Closely related to motivation is the concept of job satisfaction. The term 'job satisfaction' refers to the attitudes and feelings people have about their work. Positive and favourable attitudes towards the job indicate job satisfaction. Negative and unfavourable attitudes towards the job indicate job dissatisfaction (Armstrong, 2003).

According to Rue and Byars (1995), job satisfaction is an individual's general attitude about his or job. This attitude may be positive or negative, depending on the individual's mental set concerning the major components of job satisfaction. These components are: attitude toward their work group; general working conditions; attitude toward the company; monetary benefits; and attitude toward supervision. Other major components that should be added to these five are the individual's attitude toward the work itself and toward life in general. The individual's health, age, level of satisfaction, social status, and political and social activities can all contribute to job satisfaction. Therefore, job satisfaction is an attitude that results from other specific attitudes and factors (Rue & Byars, 1995).

## Factors affecting job satisfaction

A wide range of both internal and external factors affect an individual's level of satisfaction. Figure 1 summarizes these factors. The top portion summarizes the major factors that determine an individual's level of satisfaction (or dissatisfaction). The lower portion shows the organizational behaviours generally associated with satisfaction and dissatisfaction. Individual satisfaction leads to organizational commitment while dissatisfaction results in behaviour detrimental to the organization (turnover, absenteeism, tardiness and accident).



**Figure 1 Determinants of satisfaction and dissatisfaction**

Source: Rue & Byars, 1995

For example, employees who like their jobs, supervisors and other job-related factors will probably be very loyal and devoted employees. However, employees, who strongly dislike their jobs or any of the job-related factors often exhibit these feelings by being late, absent, or by taking more covert actions to disrupt the organization (Rue & Byars, 1995).

### **Staff retention**

Retention refers to the continued use, existence or possession of employees in an organization. This is clearly shown by the organization's labour turnover analysis. Labour turnover is the rate at which an employer gains or losses employees. If an employer is said to have a high turnover relative to its competitors, it means that employees of that organization have a shorter average tenure than those of other organizations. High turnover can be harmful to an organization's productivity but there is little that an organization can do to manage it unless there is an understanding of the reasons for it (Torrington, Hall & Taylor, 2005).

People leave jobs for a variety of reasons, many of which are wholly outside the power of the organization to influence. One very common reason for leaving for example is retirement. It can be brought forward or pushed back for a few years, but ultimately it affects everyone. In many cases people leave for a mixture of reasons, certain factors weighing more highly in their minds than others. In the view of Torrington, et al. (2005), the following is one approach to categorizing the main reasons people have for voluntarily leaving a job, each requiring different kind of response from the organization:

- Outside factors: Outside factors relate to situations in which someone leaves for reasons that are largely unrelated to their work. The most common instances involve people moving away when a spouse or partner is relocated. Others include the wish to fulfill a long-term ambition to travel, pressures associated with juggling the needs of work and 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 and/or childcare facilities.
- Functional turnover: The functional turnover category includes all resignations which are welcomed by both employer and employee alike. The major examples are those stemming from an individual's poor work performance or failure to fit in comfortably with an organizational or departmental culture. While such resignations are less damaging than others from an organizational point of view, they should still be regarded as lost opportunities and as an unnecessary cost. The main solution to the reduction of functional turnover lies in improving recruitment and selection procedures so that few in the category are appointed in the first place.
- Push factors: With push factors, the problem is dissatisfaction with work or the organization, leading to unwanted turnover. A wide range of issues can be cited to explain such resignations. Insufficient development opportunities, boredom, ineffective supervision, poor levels of employee involvement and straight forward personality clashes are most common precipitating factors. Organizations can readily address these issues. The main reason that so many fail to do so is the absence of mechanisms for



picking up signs of dissatisfaction. If there is no opportunity to voice out concerns, employees who are unhappy will inevitably start looking elsewhere.

- Pull factors: The opposite side of the coin is the attraction of rival employers. Salary levels are often a factor here. Some employees leave in order to improve their living standards. In addition, there are broader notions of career development, the wish to move into new areas of work for which there are better opportunities elsewhere, the chance to work with particular people, and more practical questions such as commuting time.

#### Staff retention strategies

In the view of Torrington, et al., the straight forward answer to the question of how best to retain staff is to provide them with a better deal, in the broadest sense, than they perceive they could get by working for alternative employer. Terms and conditions play a significant role, but other factors are often more important. For example, there is a need to provide jobs which are satisfying along with career development opportunities, as much as autonomy as is practical and above all, competent line management. Indeed, at one level, most of the practices of effective human resource management can play a part in reducing turnover.

According to Torrington et al., there are six measures that have been shown to have a positive effect on employee retention:

- Pay: There is some debate in the retention literature about the extent to which raising pay levels reduce staff turnover. On the other hand, there is evidence to show that, on the average, employers who offer the most

attractive reward packages have lower attrition rates than those who pay poorly; an assumption which leads many organizations to use pay rates as their prime weapon in retaining staff. On the other way there is questionnaire-based evidence which suggests that pay is a good deal less important than other factors in a decision to quit one's job. The consensus among researchers specializing in retention issues is that pay has a role to play as a satisfier, but that it will not usually have an effect when other factors are pushing an individual towards quitting. Raising pay levels may thus result in greater job satisfaction where people are already happy with their work, but it will not deter unhappy employees from leaving;

- **Managing expectations:** For some years, research evidence has strongly suggested that employers benefit from ensuring that potential employees gain a 'realistic job preview' before they take up a job offer. The purpose is to make sure that new staff enter an organization with their eyes wide open and do not find that the job fails to meet their expectations. A major cause of job dissatisfaction, and hence of high turnover, is the experience of having one's high hopes of new employment dashed by the realization that it is not going as enjoyable or stimulating as anticipated. The need is therefore to strike a balance at the recruitment stage between sending out messages which are entirely positive and sending out those which are realistic;
- **Induction:** Another process often credited with the reduction of turnover early in employment relationships is the presence of effective and timely induction. It is very easy to overlook in the rush to get people into key

posts quickly and it is often carried out badly, but it is essential if avoidable early turnover is to be avoided. Induction plays an important part in helping new starters to adjust emotionally to the new workplace. It provides a forum in which basic information about the organization can be transmitted. It thus, potentially forms an important stage in the establishment of the psychological contract, leaving new employees to be clear about what they need to do to advance their own prospects in the organization;

- Training and development: There are two widely expressed, but wholly opposed, perspectives on the link between training interventions and employee turnover. On the one hand is the argument that training opportunities enhance commitment to an employer on the part of individual employees, making them less likely to leave voluntarily than they would if no training were offered. The alternative view holds that training makes people more employable and hence more likely to leave in order to develop their careers elsewhere. The view is thus put that money spent on training is money wasted because it ultimately benefits other employers; and
- Improving the quality of line management: If it is the case that many, if not most voluntary resignations are explained by dissatisfaction on the part of employees with their supervisors, it follows that the most effective means of reducing staff turnover in organizations is to improve the performance of line managers. Too often, it appears, people are promoted into supervisory positions without adequate experience or training. Organizations seem to assume that their managers are capable supervisors without recognizing

that the role is difficult and does not usually come naturally to people. The solution is to select people for line management roles following assessment of their supervisory capabilities, ensure that all newly appointed line managers are trained in the art of effective supervision, and regularly appraising line managers on their supervisory skills.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **Introduction**

The chapter outlines the methodology used in the study. It covers the research design, study area, study population, sampling procedures, sources of data, data collection instruments, the fieldwork, and data processing and analysis.

#### **Research design**

The study used the descriptive and non-interventional research designs. The descriptive design was used because the main purpose of the study was to examine the factors that affected recruitment and retention of public SHS teachers and to report on them without looking for any specific relationships nor to correlate two or more of the variables. The descriptive design was also used because the factors affecting recruitment and retention of public SHS teachers already existed, and the researcher only selected relevant variables to analyze, describe and to report on them.

An advantage of the design was that it made it possible for the researcher to generalize from the sample to the population and to make inferences about some characteristics of the population. Also, the design made it possible for in-depth

follow-up questions to be asked by the respondents. In addition, it enabled items that were unclear to be explained by the researcher.

The design was also non-interventional because it analyzed and described the factors that affected recruitment and retention of public SHS teachers without manipulating or introducing any stimulus.

### **The study area**

The study area was the Sekondi-Takoradi Metropolis – a twin city and one of the seventeen districts in the Western Region of Ghana. It is the third largest city in Ghana and an industrial and commercial centre. It covers a land area of 385km<sup>2</sup>, with Sekondi as its administrative headquarters. The twin city doubles as regional and district capital. It is bordered to the west by Ahanta West District, to the north by Mpohor Wassa East, to the east by Komenda-Edina Eguafo-Abrem and to the south by the Gulf of Guinea. The metropolis is located on the west coast, about 280km west of Accra, the national capital, and 130km east of La Cote D'Ivoire. The Sekondi-Takoradi Metropolis is about an hour's drive from Cape Coast, the capital of the Central Region. As shown in Figure 2, communities in the study area include: Sekondi, Takoradi, Anaji, Kwesimintsim, Effia-Kuma, Adiembra, Esikado, Ketan, Essipon, Essaman, Aprembo, Airport Ridge, Windy Ridge, Kojokrom, Fijai, New Takoradi, Tanokrom and Nkotompo.

The population of the Sekondi-Takoradi Metropolis was 143,982 in 1970, 188,203 in 1984, and 289,593 in 2000 (Ghana Statistical Service, 2002), and that of the Western Region stood at 770,087 in 1970, 1,157,807 in 1984 and 1,924,577 in 2000. The 1984 – 2000 inter-censal growth rate (3.2%) of Western Region

was one of the highest in the country, after Greater Accra (4.4%) and Ashanti (3.4%). It is estimated that, with this growth rate, the region's population is likely to double by the year 2020 (Ghana Statistical Service, 2005).

Retail trade is the major occupation in the metropolis, employing more females than males. Retail trade is followed by primary occupations, such as agriculture, forestry and fishing. The manufacturing industry, especially processing of primary products, such as wood and food, is next in line. Many wood processing industries exist because of presence of the tropical rain forest and a variety of timber species in the Western Region. The nucleus of this thriving metropolis is a modern harbour from which Ghana's principal exports of cocoa, coffee, bauxite, manganese and timber are shipped to the world market.

Like other parts of southern Ghana, the metropolis experiences an equatorial type of climate with high temperatures ranging from 22<sup>0</sup>C to 33<sup>0</sup>C. The area has a double maxima rainfall pattern averaging 1,600mm per annum. The two rainfall peaks fall between May to June and September to October. In addition to the two major rainy seasons, the region also experiences intermittent minor rains all year round. The dry seasons are short, occurring from August to early September and December to February.

The topography of the metropolis varies from a sandy coastline in the south to low-lying areas interspersed with ridges and hills ranging from 30 to 60 feet, in the north. The coastline has many bays with serious erosion problems around

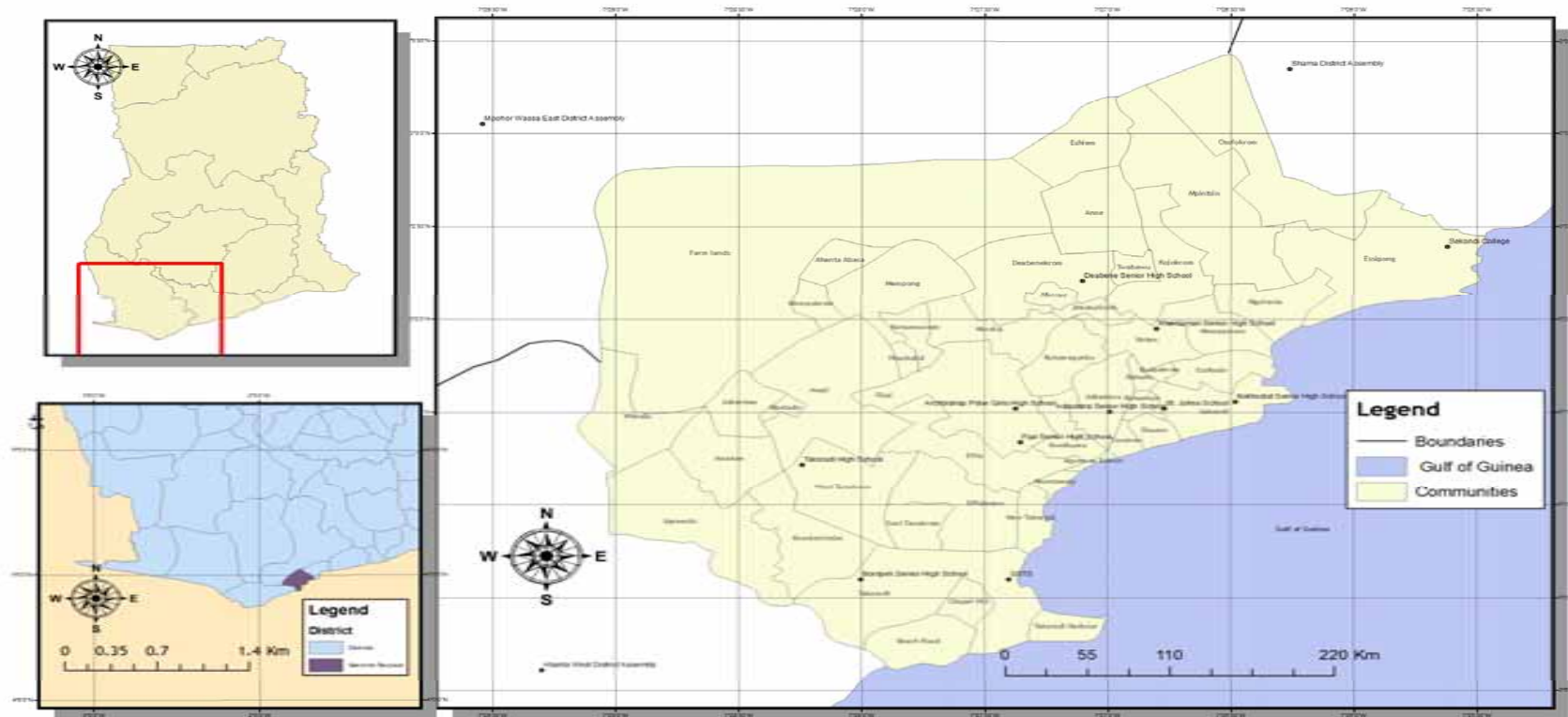


Figure 2 :Map of the Sekondi-Takoradi Metropolis showing communities and public senior high schools

Source: Metro Physical Planning Department - STMA, 2011



Essaman, Sekondi, Nkotompo and New Takoradi. Low-lying areas (altitude of around 4.5 meters) can be found in the central area of Takoradi. Owing to the undulating nature of the topography, a number of muddy lagoons and swampy marshlands are common features of the landscape.

### **The study population**

The study population was made up of teachers of public senior high schools in the Sekondi-Takoradi Metropolis. Table 1 which gives the distribution of the number of teachers in the public senior high schools in the Sekondi-Takoradi Metropolis shows that, the metropolis has eleven public senior high schools, with a total teacher population of 548. Out of this number, 174 were females, while 374 were males.

### **Sampling procedures**

Out of the eleven public senior high schools in the metropolis, five were boarding schools, while six were day schools. The boarding schools were: Archbishop Porter Girls'; Fijai Senior High School; Ghana Senior High/Technical; Sekondi College; and St. John's Senior High School, while Adiembra Senior High School; Ahantaman Senior High school; Bompeh Senior High School; Diabene Senior High School; Methodist Senior High School and Takoradi Senior High School were day schools.

**Table 1 Distribution of teachers in public senior high schools in the Sekondi-Takoradi Metropolis**

Name of school	Teachers					
	Male Number	%	Female Number	%	Total Number	%
Adiembra Senior High School	22	5.9	16	9.2	38	6.9
Ahantaman Senior High School	31	8.3	13	7.5	44	8.0
Archbishop Porter Girls'	25	6.7	16	9.2	41	7.5
Bompeh Senior High School	38	10.2	14	8.0	52	9.5
Daibene senior High School	22	5.9	13	7.5	35	6.4
Fijai Senior High School	40	10.7	12	6.9	52	9.5
Ghana Senior High/Technical	37	9.9	10	5.7	47	8.6
Methodist Senior High School	26	6.9	20	11.5	46	8.4
Sekondi College	48	12.8	21	12.1	69	12.6
St. John's Senior High School	50	13.4	9	5.2	59	10.8
Takoradi Senior High School	35	9.3	30	17.2	65	11.8
Total	374	100.0	174	100.0	548	100.0

Source: Sekondi-Takoradi Metropolitan Education Statistics Unit (2009)

The simple random sampling technique was used to select two boarding schools and two day schools. This was to give a balanced assessment of the problem since some conditions in the boarding schools and day schools differ.

In selecting the schools, the names of all the boarding schools were written on pieces of paper and folded. The folded papers were put in a container and shuffled well. One paper was picked from the container at a time without looking into it until two schools were obtained. The same technique was used to select two schools from the day schools. The boarding schools selected were: Fijai Senior High School and St. John's Senior High School, while Methodist Senior High School and Takoradi Senior High School were selected from the day schools. The simple random sampling was used because it gave all units of the target population an equal chance of being selected. More so, it was appropriate to use it because the individuals in the population had similar characteristics.

Since the four schools selected had different teacher population sizes, each school was considered as a stratum and 50% of the teacher population was chosen. The composition of the number of teachers chosen was made up of 50% of the

**Table 2 Sampling distribution of the respondents by sex and school**

School	Male		Female		Total	
	Number	%	Number	%	Number	%
Fijai Senior High School	20	26.3	6	16.7	26	23.2
Methodist Senior High School	13	17.1	10	27.7	23	20.5
St. John's Senior High School	25	32.9	5	13.9	30	26.8
Takoradi Senior High school	18	23.7	15	41.7	33	29.5
Total	76	100.0	36	100.0	112	100.0

Source: Fielddata, 2009

male population and 50% the female population from each school. This was intended to give a balanced representation of the population in terms of sex. A sample size of 112 was, thus, drawn, representing 50% of the accessible population. Out of this number, 76 were males, while 36 were females. Table 2 shows the sampling distribution of the respondents of the study.

### **Sources of data**

In gathering information for this study, both secondary and primary sources were used. Secondary data on staff population of the various schools in the metropolis was obtained from the Metropolitan Education Unit and used by the researcher. The secondary source also included textbooks and newspapers. The researcher further went to the field and obtained first-hand information from teachers in the four selected schools.

### **Data collection instruments**

Questionnaire was the main data collection instrument used in the study. The questionnaire was used because it enabled the researcher to collect data from all the respondents in the shortest possible time. The questionnaire was made up of both open-ended and close-ended items. The Likert scale was also used to rate the respondents' attitude on some items. Respondents were asked to rate the attitude object on each scale item of five point category, ranging from very satisfied to very dissatisfied, or strongly agree to strongly disagree. In all, the questionnaire was made up of 54 items.

The questionnaire had seven sections: Section A had six items which elicited information on the background characteristics of the respondents (demographic data). The six items covered: sex, age, marital status, highest academic qualification, present rank, and number of years of teaching experience.

Section B was used to measure information on recruitment and selection of teachers. Six items were used. These items covered: how teachers were recruited into the Ghana Education Service (GES); selection procedures involved; orientation of new employees; main issues addressed during orientation; and what informs the acceptance of offer of appointment into the teaching service.

Section C elicited information on staff training and development opportunities available in the GES for teachers. It had nine items. They included: means of receiving training to update professional skills while on the job, the regular nature of training provided, opportunities for upgrading oneself through further studies, policy on study leave with/without pay, level of satisfaction with opportunity to access the study leave policy, and changes needed to be effected about the policy, if any.

The extent of teacher motivation was measured under Section D by using ten items. The variables used included: incentives, present salary, present allowances, opportunity for advancement, relationship with head/superior, prestige (status) as a senior high school teacher in the society, teaching environment (structure and material), and relationship with colleagues. Item 31 asked respondents to indicate whether they saw the teaching service as equally rewarding

as other comparative jobs or not, while item 32 asked respondents if they had ever thought of leaving the service to look for better jobs.

Section E was used to measure the level of satisfaction of teachers with their conditions of service. It comprised eight variables. These were: promotion procedures, medical care, maternity leave, sick leave, travelling and transport claims, accommodation, end of service benefits, and posting and transfers.

On teachers' perception of the teaching profession, Section F covered seven statements. Respondents were to indicate the extent to which they agreed with each statement. These statements were: the teaching profession is a very noble one in Ghana; the teacher is well respected in the community; most people are proud to be teachers; the teaching service is equally attractive as other organizations; most teachers will immediately leave the service for a more rewarding one when the opportunity avails itself; teaching is used by many as a stepping stone; most teachers prefer to teach and retire in the service.

Finally, Section G was used to capture respondents' level of agreement with the following factors as reasons why teachers left the service. The section involved eight items. These were; low prestige/status in society; poor conditions of service; lack of teaching and learning materials; inadequate or poor salary; lack of opportunity for promotion and professional development; poor relationship with supervisors; lack of incentives; and inability on the teacher's part to teach well.

## **The fieldwork**

The data on recruitment and retention of public SHS teachers in the Sekondi-Takoradi Metropolis was obtained in the field by soliciting public SHS teachers' responses to the questionnaire. The questionnaires were administered to the respondents in the four schools by the researcher, after approval had been given by the supervisor and the heads of the four educational institutions. The researcher sought permission from the heads of the institutions by meeting them and explaining the purpose of the research. They all showed interest and accorded him the needed assistance.

The researcher met respondents in the staff Common Room of the schools, where he explained the purpose of the research and administered the questionnaires through hand-delivery. The procedure for completing the questionnaires was further explained, and clarification on some of the items was also made by the researcher. Some of the respondents were able to complete and return the questionnaire on the same day of meeting the researcher, while others requested for some time.

The questionnaires were administered during the period 21<sup>st</sup> September – 2<sup>nd</sup> October, 2009. The researcher completed retrieving them on 6<sup>th</sup> November, 2009. The fieldwork, therefore, lasted from 21<sup>st</sup> September to 6<sup>th</sup> of November, 2009: a period of seven weeks.

In all, 110 out of the total sample size of 112 respondents completed and returned their questionnaires, indicating a response rate of 98.2%. Two questionnaires could not be retrieved: one from Fijai Senior High and the other

from Takoradi Senior High. The impressive return rate recorded could be attributed to the fact that the researcher himself was a teacher who was well known to the respondents. Also, the researcher went to the schools to hand-deliver the questionnaires, and spent time with the respondents by further explaining issues that needed clarification.

### **Data processing and analysis**

The collected data were first edited for consistency. They were then organized according to the items under the various sections in the questionnaire. The responses were then tabulated item after item, using frequencies and percentages. Responses to Likert scale items were further grouped into three categories, instead of the five, for easy analysis. This means ‘very satisfied’ and ‘satisfied’ were collapsed into ‘satisfied’; ‘dissatisfied’ and ‘very dissatisfied’ were collapsed into ‘dissatisfied’: ‘strongly agree’ and ‘agree’ were collapsed into ‘agree’; ‘disagree’ and ‘strongly disagree’ were collapsed into ‘disagree’, while ‘uncertain’ was maintained.

The researcher used descriptive statistics in the analysis of the data. The statistical software that was used to do the analysis was Statistical Product and Service Solutions (SPSS), (Version 16). The results were presented in frequency tables and percentages.



## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **Introduction**

The chapter presents and discusses the results of the study. It covers the background characteristics of respondents, recruitment of teachers, staff training and development, teacher motivation, level of job satisfaction, teacher perception of the teaching profession, and teacher retention.

#### **Background characteristics of respondents**

The background characteristics of respondents in the study were: sex of respondents; age distribution; marital status; highest academic qualification; present rank; and number of years of teaching experience.

#### *Age-sex distribution of the respondents*

The 110 respondents were made up of 68.2% males and 31.8% females. This is shown in Table 3. The sex of the respondents was considered in the sampling process by selecting 50% of the male population and 50% of the female population from each school. The disparity is, therefore, attributed to the fact that there were more male teachers than female teachers in the public senior high schools in the metropolis.

The mean age of the respondents was 35 years, while that of the male and female respondents were 36 years and 34 years respectively. This shows that most teachers in the study were young and active and could, thus, be easily attracted to other organizations when they were not well motivated. Measures must therefore be put in place to motivate them in order not to loose them to other organizations.

**Table 3: Age-sex distribution of the respondents**

Age	Male		Female		Total	
	Frequency	%	Frequency	%	Frequency	%
21 – 30	12	16.0	13	37.1	25	22.7
31 – 40	50	66.7	14	40.0	64	58.2
41 – 50	11	14.7	7	20.0	18	16.4
51 – 60	2	2.6	1	2.9	3	2.7
Total	75	100.0	35	100.0	110	100.0

Source: Fielddata, 2009

#### Marital status

Another important item considered under background characteristics was marital status. The marital status of respondents was considered crucial for the study since marital issues might have influenced the factors that affected the recruitment and retention of public senior high school teachers.

Table 4 illustrates the marital status of the respondents. The statistics indicated that 68.2% of the respondents were married. This was followed by 27.3% of respondents who were single, 2.7% of respondents who were separated and 1.8% of respondents who were divorced. Generally speaking, married people are likely to have more economic and social responsibilities and would make every effort to secure jobs they perceive to be better than the teaching profession. This high percentage of married teachers, therefore, calls for better motivational packages in order to enhance their retention.

**Table 4: Marital status of respondents**

Marital Status	Frequency	Percentage
Single	30	27.3
Married	75	68.2
Separated	3	2.7
Divorced	2	1.8
Total	110	100.0

Source: Fielddata, 2009

#### Highest academic qualification

The academic qualification of an employee is likely to influence his level of expectation in terms of salary and other conditions of service. The study, therefore, analyzed the level of academic qualification of the respondents. This is illustrated in Table 5. From the table, majority (89.1%) of the respondents were first degree holders. Also, the statistics showed that 8.2% of them were second

degree holders. As a result of this high level of qualification of teachers at this level of education, it is important that their conditions of service are improved and made competitive in comparison with jobs requiring similar qualifications, so that they would be retained in the service.

**Table 5: Highest academic qualification of respondents**

Highest academic qualification	Frequency	Percentage
Second degree	9	8.2
First degree	98	89.1
HND	1	0.9
Others	2	1.8
Total	110	100.0

Source: Fielddata, 2009

#### Present rank of respondents

The present rank of respondents was also analysed. This is illustrated in Table 6. As seen in the table, 80% of the respondents were on the rank of principal superintendent. This high percentage may be attributed to the policy of the Ghana Education Service which places professional graduate teachers on the rank of principal superintendent and non-professional graduate teachers on the rank of senior superintendent immediately after completing their degree programmes. This is a way of motivating graduate teachers to remain in the service.

**Table 6: Present rank of respondents**

Rank	Frequency	Percentage (%)
Senior Superintendent II	7	6.4
Senior Superintendent I	6	5.4
Principal Superintendent	88	80.0
Assistant Director II	9	8.2
Total	110	100.0

Source: Fielddata, 2009

#### Teaching experience

The length of time an employee spends on the job may be attributed to his level of satisfaction with the conditions of service associated with the job. It may give an indication as to how well the individual is motivated or rewarded for his/her effort. It was, therefore, necessary for the study to look at the number of years of teaching experience of the respondents.

The results in Table 7 show that most (70.9%) of the respondents have not taught for more than ten years, and have therefore not had many years of teaching experience. This fact was also corroborated by data on age of respondents which indicated a mean age of 35 years; showing that most teachers under the study were young, an indication that they had not been in the service for long. This evidence might serve as an indicator that public SHS teachers were not motivated enough to stay in the teaching profession for long. This trend of teaching experience of public

SHS teachers calls for pragmatic measures to recruit and select teachers, and enhance their retention.

**Table 7: Years of teaching experience of respondents**

Years of experience	Frequency	Percentage
1 – 5	46	41.8
6 – 10	32	29.1
11 – 15	18	16.4
16 – 20	12	10.9
21 – 25	2	1.8
<b>Total</b>	<b>110</b>	<b>100.0</b>

Source: Fielddata, 2009

### **Recruitment of teachers**

Employee recruitment and retention are issues which are interrelated. A good recruitment process positively impacts on retention, and the reverse also holds. It was, therefore, necessary for the study to find out how public senior high school teachers were recruited. Respondents were requested to indicate how they were recruited to teach at the SHS level.

The results in Table 8 show that 52.7% of the respondents were posted to the various schools after their first degree. This was followed by 29.1% who formally applied, 15.5% who were retained after national service, and 2.7% who were recruited through other means. In other words, apart from teachers who were

posted after further studies, the majority of the newly recruited teachers formally applied for the job.

**Table 8: How respondents were recruited**

Method of recruitment	Frequency	Percentage (%)
Formally applied	32	29.1
Retained after national service	17	15.5
Postings after school	58	52.7
Others	3	2.7
<b>Total</b>	<b>110</b>	<b>100.0</b>

Source: Fielddata, 2009

The respondents were also asked whether they were taken through any selection procedure prior to their appointment as teachers. Out of the total number of respondents, only 36.4% answered in the affirmative. The implication here is that the majority (63.6%) of the teachers were appointed without going through any selection procedure. This, indeed, is a lapse which could negatively affect retention.

The study then tried to find out the selection processes that the 36.4% of the respondents went through. Interview is the only selection process that they all identified. This is contrary to the literature which specified in addition to interview, preliminary screening, testing, reference checking, physical

examination, and personal judgement as important components of the selection processes.

Respondents were further asked to indicate whether they were taken through orientation. Out of the 110 respondents, only 15.5% indicated that they were taken through orientation after the job offer. This implied that majority (84.5%) of the teachers were not taken through any orientation. It, therefore, confirmed what the review of literature established: that employee orientation had not received the very careful attention it truly requires by employing organizations (Asare-Bediako, 2002). The few, who answered in the affirmative, mentioned punctuality, effective teaching methods, good morals, teaching process, school rules and regulations as well as channels of communication as some of the issues discussed during the orientation process

**Table 9: Reasons for accepting the offer of appointment into the teaching service**

Reason for acceptance	Frequency	Percentage
Love for the job	20	18.2
Absence of better job opportunities	53	48.2
To use teaching as a stepping stone	37	33.6
Total	110	100.0

Source: Fielddata, 2009

Finally, the respondents were asked to state what informed their decision to accept the offer of appointment into the teaching service. The responses that cut



across the 110 responses were: absence of better job opportunities (48.2%); an intention to use teaching as a stepping stone (33.6%); and love for the job (18.2%). This results in Table 9 clearly show that the majority (81.8%) of the respondents were teachers but not committed to the job.

### **Staff training and development**

Staff training and development is a key requirement for every organization which wants to be successful. Among other things, it increases job satisfaction and morale of employees. It also increases employee motivation and reduces employee turnover. The study, therefore, tried to find out the prevailing situation regarding staff training and development in the GES.

Respondents were asked to indicate whether they had means of receiving training to update their professional skills while on the job. The majority (80.9%) responded in the affirmative, indicating that most of the teachers had access to training opportunities. Seminars, workshops, symposia, mentorship and training by coaching were mentioned as some of the means of receiving training on the job. However, 73.0% of the 80.9% who indicated that they had means of receiving training further stated that the training given them was not on a regular basis. Hence, even though training was provided, most teachers did not receive it regularly for the benefits outlined in the literature to be realized.

More so, respondents were asked whether there were opportunities in the service for them to upgrade themselves through further studies. They were required to choose 'yes' or 'no' in response. Out of the total number of 110 respondents, 90% responded in the affirmative, indicating that opportunities for

further studies were available. They further stated study leave, sandwich and distance learning as some of the opportunities available to them.

Furthermore, the study tried to find out whether the Ghana Education Service had a policy on study leave with or without pay. All the respondents indicated that there was a policy on study leave. However, when they were asked to indicate their level of satisfaction with the opportunity to have access to the policy on study leave with or without pay, only 25.4% of the respondents stated that they were satisfied with the policy (Table 10). This could be attributed to the introduction of the quota system, where some teachers who qualify to go for further studies, are denied because of a predetermined quota for the various regions, districts, and subject areas.

**Table 10: Level of satisfaction with opportunity to access the study leave policy**

Level of satisfaction	Frequency	Percentage
Very satisfied	5	4.5
Satisfied	23	20.9
Dissatisfied	50	45.5
Very dissatisfied	32	29.1
Total	110	100.0

Source: Fielddata, 2009

The study tried to find out if the respondents wanted some changes to be made in the policy on study leave. Majority (86.4%) responded in the affirmative. When further asked to state these changes, the following suggestions were made:

- The quota system about the policy should be abolished (83.7%);
- All those who obtain admission for further studies should be given the chance on the basis of their admission letters, provided they had taught for the required number of years (65.2%); and
- The application process for study leave should be made simple, flexible, and fair (75.3%).

### **Teacher motivation**

The various ways in which public SHS teachers were motivated to remain in the GES were studied. Factors used in this connection were: incentives; present salary; present allowances; opportunity for advancement; relationship with head/superior; prestige and status in society; teaching environment; and relationship with colleagues.

The results in Table 11 showed that majority of the 110 respondents disagreed that they were motivated by the following factors: incentives (79%); present salary (79.1%); present allowances (89%); opportunity for advancement (70.4%); prestige and status in society (64.9%); and teaching environment (56.4%). On the other hand, most of them agreed that they were motivated by relationship with head/superior (81.8%) and relationship with colleagues (90%). Therefore, with the exception of relationship with head/superior and relationship with colleagues, the respondents disagreed with all the factors as motivators. This clearly showed that the level of motivation among them was very



low. The context within which high levels of motivation can be achieved as pointed out in the literature was absent. Something urgent, therefore, needed to be done to ensure that public SHS teachers were motivated to enable them remain in the service.

The study also tried to find out whether respondents saw the teaching service as rewarding as other comparative jobs. Out of 110 respondents, an overwhelming majority (96.4%) indicated that they did not see the teaching service as rewarding as other comparative jobs.

Respondents were further asked whether they had ever thought of leaving the teaching service to other jobs. Out of the 96.4% who indicated that they did not see the teaching service as equally rewarding as other comparative jobs, 84.5% indicated that they had thought of leaving the teaching service. It was, thus, clear that, given the opportunity, most of the teachers would have left the service for other rewarding jobs.

### **Level of satisfaction**

Related to motivation is the concept of job satisfaction. The level of satisfaction of employees about their work positively impacts on their retention. It was, therefore, necessary to measure public SHS teachers' level of satisfaction with conditions of service. The factors used were: promotion procedure; medical care; maternity leave; sick leave; travelling and transport claims; accommodation; end of service benefits; and postings.



The results in Table 12 show that, out of the eight conditions used, six of them received unfavourable responses, indicating that the respondents were not satisfied with them. These factors were: promotion procedure (79.1%); medical care (90%); travelling and transport claims (90.9%); accommodation (78.2); end of service benefits (90.9%); and postings (51.9%). The two conditions that received favourable responses were: maternity leave (54.5%) and sick leave (58.2%).

As shown by the analysis, most of the respondents were not satisfied with the conditions of service used, with the exception of maternity leave and sick leave. The issue of promotion in the GES is sorely based on one's performance during an interview, regardless of the individuals output of work in the workplace, and most teachers do not take kindly to that. Dissatisfaction with travelling and transport claims, and end of service benefits could be attributed to delays in approving and making such payments as a result of bureaucratic processes, as well as the quantum of money involved. Most SHS teachers were dissatisfied with their accommodation facilities because they were not enough. Most teachers had to stay far away from their schools and had to board vehicles to and fro every working day, using their meager salary.

### **Teacher perception of the teaching profession**

Another area covered in the study was the perception of SHS teachers of the teaching profession, relative to other professions. Eight statements about the teaching profession were made, and respondents were to either agree or disagree with the statements.





The results in Table 13 indicate that, out of the 110 respondents, 62.8% disagreed with the statement that the teaching profession was a very noble one in Ghana; 62.7% indicated a disagreement with the statement that the teacher was well respected in the community; 52.8% intimated that they were not proud to be teachers. Furthermore, an overwhelming 92.8% disagreed with the statement that the teaching service was equally attractive as other organizations. More so, majority (85.4%) of the respondents indicated that, when the opportunity availed itself, they would leave the service for a more rewarding one. In addition, most (65.4%) of the respondents stated that they saw teaching just as a stepping stone. Finally, 78.2% of the respondents indicated that they did not intend to teach and retire in the teaching service.

As clearly shown in the analysis, all the seven statements made about the teaching profession received unfavourable responses from the SHS teachers in the study. The results clearly show that the perception of SHS teachers about the teaching profession was poor.

### **Teacher retention**

The study finally took a look at the reasons why SHS teachers left the service for other organizations. Nine factors were identified as the reasons why SHS teachers left the service, and respondents were required to either agree or disagree with the factors.



The results in Table 14 show that most of the respondents agreed with six of the eight factors as reasons why SHS teachers left the service. These were: low prestige and status in society (58.2%); lack of allowances (99.1%); lack of teaching and learning materials (50.9%); inadequate or poor salary (97.2%); lack of opportunity for promotion and professional development (63.6%); and lack of incentives (96.3%). The two factors which most of the respondents disagreed with were: poor relationship with supervisors (55.4%); and inability on the teacher's part to teach well (81.9%).

From the analysis above, it is clear that the respondents were in agreement with all the factors as causing teachers to leave the service, with the exception of the inability on the teacher's part to teach well and poor relationship with supervisors.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary

The main aim of the study was to examine factors that affected the recruitment and retention of public SHS teachers in the Sekondi-Takoradi Metropolis. The study used the descriptive and non-interventional research designs. Four schools were selected out of the eleven public Senior High Schools in the study area for the study, through the use of simple random sampling. The data collection instrument used was the questionnaire. SPSS (version 16) software was used to analyze the data. The results were presented in frequency tables and percentages.

The main findings of the study were:

1. Most (52.7%) of the respondents were appointed through postings after their first degree. The majority (63.6%) were appointed without going through any recruitment and selection process.
2. The majority (80.9%) of the respondents indicated that they had means of receiving training while on the job. Mention was made of seminars, workshops, symposia, mentorship and training by coaching as some of the means of receiving training. However, 73% attested to the fact that training programmes organized for public SHS teachers in the metropolis were not on

regular basis. Most (86.4%) of respondents were also dissatisfied with the study leave policy of the GES and wanted some changes to be made about the policy. The changes advocated for were that: the quota system should be abolished; all who obtain admission should be granted the opportunity provided they had taught for the required number of years; and the application process should be made simple, flexible and fair.

3. The respondents were not motivated by the following factors as they existed in the Ghana Education Service: incentives (79%); present salary (79.1%); opportunity for advancement (70.4%); prestige (status) in society (64.9%); and teaching environment (56.4%).
4. Respondents were not satisfied with the following conditions of service: promotion procedure (79.1%); travelling and transport claims (90.9%); accommodation (78.2%); medical care (90%); end of service benefits (90.9%); and postings and transfer of teachers (51.9%).
5. Teacher perception of the teaching profession was found to be poor. This was due to the following reasons: 62.8% did not see teaching as a noble profession; 52.8% were not proud to be teachers; 92.8% did not see teaching as attractive as other jobs; 85.4% intimated that, when given the opportunity, they would leave the service for a more rewarding one; 65.4% saw teaching as just a stepping stone; and 78.2% did not intend to teach and retire in the service.
6. The respondents indicated that their colleagues had left the service for other organizations because of: inadequate or poor salaries (97.2%); lack of

allowances (99.1%); lack of opportunity for promotion and professional development (63.6%); lack of incentives (96.3%); and low prestige and status in society (58.2%).

## **Conclusions**

The following conclusions were drawn from the findings of the study:

1. Most public SHS teachers in the Sekondi-Takoradi Metropolis did not thoroughly go through any recruitment and selection process prior to their appointment. The GES mainly post teachers to fill vacant positions in the schools.
2. Even though training and development opportunities were available for public SHS teachers in the metropolis, the training given was not on a regular basis in order to make the required impact on teacher delivery. There was also general dissatisfaction among the teachers with the study leave policy of the GES, which was meant to help teachers to upgrade themselves through further studies.
3. Teacher motivation in the metropolis was poor or woefully inadequate.
4. Public SHS teachers in the metropolis were generally not satisfied with their conditions of service. These conditions included: promotion procedures; payment of travelling and transport claims; accommodation; medical care; end of service benefits; and postings and transfer of teachers.
5. Teacher perception of the teaching profession was very poor in the metropolis.

6. Poor conditions of service and low prestige and status in society accounted for the reasons why SHS teachers in the metropolis left the service for other organizations. The conditions of service mentioned in this connection were: lack of allowances; lack of opportunity for promotion and professional development; and lack of incentives,

### **Recommendations**

In the light of the above findings and conclusions, the following recommendations are made:

1. The Ghana Education Service, headmasters and headmistresses of public Senior High Schools need to put in place an effective teacher recruitment and selection process, so as to ensure that people who are qualified and committed to the job are appointed. Heads of institutions must ensure that people who apply for teaching appointments are thoroughly taken through recruitment and selection processes, such as preliminary screening, testing, reference checking, employment interviews, medical examination, and personal judgment. In addition, they must see to it that teachers who are finally appointed are taken through orientation on the nature of the job and other relevant issues. This will go a long way to ensure that new employees are properly integrated into the teaching profession, and, thus, help to improve on their retention.
2. The human resource department of the GES must ensure that training and development programmes, organized for teachers to upgrade their

professional competencies, are done on a regular basis, to keep teachers abreast with new ideas. It is also important for the Ghana Education Service to abolish the quota system on the study leave policy, and ensure that teachers who have served for the required number of years and are, therefore, qualified for study leave, and have also obtained admission for further studies, are granted the opportunity. This would help eliminate the dissatisfaction that the current situation is creating among teachers, and, hence, ensure retention.

3. Government; metropolitan, municipal and district directors of education, heads of institutions, and other stakeholders of education in the country should ensure that SHS teachers are well motivated to remain in the service. More effort should, therefore, be put in to improve on their salary levels, and other conditions of service, such as incentive packages, allowances, opportunity for advancement, teaching environment as well as end of service benefits. These steps would help motivate teachers and reduce the rate at which they leave the service for other organizations.
4. Heads of institutions and Parent Teacher Associations should consider generating funds internally to supplement the efforts of the government in the area of accommodation for teachers, transport and travelling expenses to and from school, and other incentive packages to cushion public SHS teachers and enhance their level of satisfaction.
5. The issue of promoting teachers solely on the basis of performance during verbal interviews needs critical attention by the GES. In promoting teachers,



it is important for the GES to also consider other higher qualifications that the teacher has gained over the period, as well as the output of work of the teacher in his/her area of work. Inspectors of the GES must be on the ground to carry out this assessment. This will bring about fairness and raise the teacher's level of satisfaction.

6. All stakeholders of education must help to ensure that the teaching profession is made attractive in order to get rid of the poor perception public SHS teachers have about the teaching service. Society in general must accord public SHS teachers the respect and support they deserve in the role they play in supplying the manpower requirements of the economy. People who assault public SHS teachers for performing their legitimate duties should be made to face the full rigors of the law. All these would go a long way to promote the image of public SHS teachers and improve on the perception they have about the teaching profession.

### **Areas for further research**

This study was conducted in the Sekondi-Takoradi Metropolis in the Western Region, which has its own peculiar socio-economic and cultural background. It might, therefore, be useful to carry out a similar research in other parts of Ghana.

The study was also confined to the recruitment and retention of only public SHS teachers. It may be useful, based on the findings, to conduct a similar

research to cover teachers in private schools and at the other levels in the teaching service.

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## APPENDIX A

### QUESTIONNAIRE FOR PUBLIC SHS TEACHERS IN THE SEKONDI-TAKORADI METROPOLIS

I am a graduate student at the Institute for Development Studies of the University of Cape Coast who is conducting a research on the topic “Recruitment and Retention of public SHS teachers in the Sekondi-Takoradi Metropolis”.

The purpose of the research is purely academic and is in fulfillment of a requirement for the award of a Master of Arts (Human Resource Management) degree.

I would be grateful if you could provide answers to the following items. Kindly complete the questionnaire anonymously. Please respond to all items and do it honestly. No attempt will be made to associate your name with the completed instrument. All information will be kept confidential.

**DIRECTIONS:** [Please tick (√) the box corresponding to your choice or write the requested information concerning each statement below].

**SECTION A**

**BACKGROUND INFORMATION**

1. Sex : (a)  Male  
(b)  Female
2. Age: (a)  21 – 30 (b)  31 – 40 (c)  41 – 50  
(d)  51 – 60
3. Marital Status: (a)  Single (b)  Married (c)   
Separated  
(d)  Divorced (e)  Widowed
4. Highest academic qualification:  
(a)  PhD (b)  Second degree (c)  First  
degree  
(d)  HND (e)  Others
5. Present rank: (a)  Snr. Supt. II (b)  Snr. Supt. I (c)  Prin.  
Supt.  
(d)  Asst. Director II (e)  Asst. Director I
6. Number of years of teaching  
experience: \_\_\_\_\_

**SECTION B**

**RECRUITMENT OF TEACHERS**

7. How were you recruited by your current school?
- (a)  Formally applied (b)  Retained after national service  
(b)  Postings after school (d)  Others



8. Did you pass through any selection procedure (eg reference checking, interview, testing, medical examination etc.) prior to your appointment?

(a)  Yes                      (b)  No

9. If your answer to the above is 'Yes', then please state the process(s) you went through:

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10. Were you taken through any orientation after the job offer?

(a)  Yes                      (b)  No

11. If your answer to the above is 'Yes', please briefly state the main issues addressed: \_\_\_\_\_

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12. What informed your decision to accept the offer of appointment into the teaching service?

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**SECTION C**

**STAFF TRAINING AND DEVELOPMENT**

13. Do you have any means of receiving training to update your professional skills while on the job?

(a)  Yes                      (b)  No

14. If 'yes', please indicate the means of receiving training on the job (eg seminars, workshops, symposia, fora, training by coaching, training by mentorship etc). List as many as applicable:

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15. How regular do you have the training indicated above?

(a)  Very regular (b)  regular (c)  not regular

16. Are there opportunities in the service for you to upgrade yourself through further studies?

(a)  Yes (b)  No

17. If 'yes' please state these opportunities: \_\_\_\_\_

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18. Does the Ghana Education Service have a policy on study leave with/without pay?

(a)  Yes (b)  No

19. If 'yes', how satisfied are you with opportunity to access the study leave policy?

(a)  Very satisfied (b)  Satisfied (c)  Dissatisfied  
(c)  Very dissatisfied

20. Do you want some changes regarding the policy to be effected?

(a)  Yes (b)  No

21. If 'yes', please state these changes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**SECTION D**

**TEACHER MOTIVATION**

To what extent do you agree that the following factors motivate you as a teacher as they currently exist?	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
22. Incentives					
23. Present Salary					
24. Present Allowances					
25. Opportunity for Advancement					
26. Relationship with head/superior					
27. Prestige and status as a senior high school teacher in the society					
28. Teaching environment (structure and materials)					
29. Relationship with colleagues					

30. Do you see the teaching service as equally rewarding as other comparative jobs.

(a)  Yes                      (b)  No

31. If 'no', have you ever thought of leaving the teaching service to any of the perceived better jobs?

(a)  Yes                      (b)  No

**SECTION E**

**LEVEL OF SATISFACTION WITH CONDITIONS OF SERVICE**

How satisfied are you with the following conditions of service?	Very Satisfied	Satisfied	Uncertain	Dissatisfied	Very Dissatisfied
32. Promotion procedures					
33. Medical Care					
34. Maternity Leave					
35. Sick Leave					
36. Payment of Travelling and Transport claims					
37. Accommodation					
38. End of Service Benefits					
39. Postings and Transfers					

**SECTION F**

**TEACHERS PERCEPTION OF THE TEACHING PROFESSION**

How do you agree with the following statements?	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
40. The teaching profession is a very noble one in Ghana					
41. The teacher is well respected in the community					
42. I am proud to be a teacher					
43. The teaching service is equally attractive as other organizations					
44. When the opportunity avails itself I will immediately leave the service for a more rewarding one.					
45. I see teaching just as a stepping stone.					
46. I prefer to teach and retire in the service.					

**SECTION G**

**REASONS WHY SHS TEACHERS LEAVE THE SERVICE**

Indicate your extent of agreement with the following factors as reasons for teacher attrition.	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
47. Low prestige and status in society					
48. Lack of allowances					
49. Lack of teaching and learning materials					
50. Inadequate or poor salary					
51. Lack of opportunity for promotion and professional development					
52. Poor relationship with supervisors					
53. Lack of incentives					
54. Inability on the teacher's part to teach well					

## APPENDIX B

### INTRODUCTORY LETTER FOR FIELDWORK

**INSTITUTE FOR DEVELOPMENT STUDIES  
FACULTY OF SOCIAL SCIENCES  
UNIVERSITY OF CAPE COAST**

Telephone: 233-42-32983/35410/37105  
Fax: 233-42-32982  
Website: [www.eds-ncc.edu.gh](http://www.eds-ncc.edu.gh)



Post Office Box 01  
University of Cape Coast  
Cape Coast, Ghana.

Our Ref: IDS/40/261

Date: September 15, 2008.

**Your Ref:**

#### TO WHOM IT MAY CONCERN

#### LETTER OF INTRODUCTION

We write to introduce to you **Mr. Joseph Adams**, a student who is pursuing MA Human Resource Management (HRM) programme at the Institute for Development Studies, University of Cape Coast.

He is writing his Dissertation on the topic, "**RECRUITMENT AND RETENTION OF STAFF IN THE GHANA EDUCATION SERVICE: A CASE STUDY OF SENIOR HIGH SCHOOLS IN THE SEKONDI-TAKORADI METROPOLIS**".

We shall therefore be grateful if you will accord him all the necessary assistance and information he may require for his Dissertation.

Thank you.

  
ALBERTA YAA GRAHAM (MRS.)  
(ASSISTANT REGISTRAR)

**Table 11: Factors that Motivate SHS Teachers (In percentages)**

Factors	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Incentive	12.7	4.6	3.7	24.5	54.5
Present Salary	5.5	7.3	8.1	28.2	50.9
Present Allowances	3.6	0.9	6.4	20.0	69.1
Opportunity for advancement	6.4	30.9	17.3	30.9	14.5
Relationship with head/ superior	11.8	70.0	10.9	6.4	0.9
Prestige and status in society	6.4	17.7	11.0	38.5	26.4
Teaching environment	4.5	28.2	10.9	38.2	18.2
Relationship with Colleagues	24.5	65.5	7.3	1.8	0.9

N = 110

Source: Fielddata, 2009



**Table 12: Level of Satisfaction with Conditions of service (In percentages)**

Conditions of service	Very Satisfied	Satisfied	Uncertain	Dissatisfied	Very Dissatisfied
Promotion procedure	-	9.1	11.8	40.0	39.1
Medical Care	-	4.5	5.5	33.6	56.4
Maternity leave	4.5	50.0	27.3	10.0	8.2
Sick leave	18.1	40.1	3.7	24.5	13.6
Traveling and transport claims	-	3.6	5.5	48.2	42.7
Accommodation	-	13.6	8.2	30.9	47.3
End of service benefits	-	1.8	7.3	23.6	67.3
Postings	2.7	18.2	27.2	36.4	15.5

N = 110

Source: Fielddata, 2009

**Table 13: Teacher Perception of the teaching profession (In percentages)**

Perception	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
The teaching profession is a very noble one in Ghana	6.4	24.4	6.4	25.5	37.3
The teacher is well respected in the community	4.6	20.9	11.8	28.2	34.5
Most people are proud to be teachers	10.8	27.3	9.1	15.5	37.3
The teaching service is equally attractive as other organizations	-	0.8	6.4	26.4	66.4
Most teachers will immediately leave the service for a more rewarding one when the opportunity avails itself	62.7	22.7	5.5	5.5	3.6
Teaching is used by many as a stepping stone	43.6	21.8	7.3	17.3	10.0
Most teachers prefer to teach and retire in the service	4.5	7.3	10.0	28.2	50.0

N = 110

Source: Fielddata, 2009

**Table 14: Reasons why public SHS teachers left the service (In percentages)**

Reasons	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Low prestige and status in society	30.9	27.3	6.4	25.4	10.0
Lack of allowances	72.7	26.4	-	-	0.9
Lack of teaching and learning materials	30.0	20.9	7.3	19.1	22.7
Inadequate or poor salary	73.6	23.6	-	1.9	0.9
Lack of opportunity for promotion and professional development	30.9	32.7	16.4	17.3	2.7
Poor relationship with Supervisors	12.7	11.8	20.1	41.8	13.6
Lack of incentives	71.8	24.5	-	2.8	0.9
inability on the teacher's part to teach well	1.8	4.5	11.8	26.4	55.5

N = 110

source: Fielddata, 2009