

UNIVERSITY OF CAPE COAST

FACTORS AFFECTING RECRUITMENT AND RETENTION OF BASIC  
SCHOOL TEACHERS IN OBUASI MUNICIPALITY

JOSEPH KWEKU ASARE

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BY

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## DECLARATION

### Candidate's Declaration

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

Candidate's Signature ..... Date .....

Candidate's Name: Joseph Kweku Asare

### Supervisor's Declaration

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

Supervisor's Signature ..... Date .....

Supervisor's Name: Mr. Ernest Yankson

## **ABSTRACT**

Education delivery at the basic school level cannot be carried out effectively without the required quality and quantity of teachers. This implies that educational administrators must ensure that at any point in time measures have been instituted to recruit and retain the required number of teachers. In view of this realization, an investigation was conducted into how basic school teachers are recruited and retained in the Obuasi Municipal Education Directorate. A sample of 120 respondents made up of teachers and education officials were selected for data collection but in the end 96 took part in the study. A self-administered questionnaire and interview guide were the instruments used for data collection. Data collected were edited and analysed using the SPSS and descriptive statistical tools such as simple frequency and relative frequency tables and percentages.

Results of the study indicated that teachers were recruited from among the graduates of Universities, Colleges of Education, Polytechnics and SHS. It was revealed that teachers were retained through continuous professional training, sponsorship for further studies and teacher incentive packages. Some challenges identified included lack of links between school needs and teacher training institutions, lack of defined standards for teacher development and inadequate teacher remuneration among others. From the foregoing, appropriate recommendations were accordingly made for remediation by educational authorities.

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## **DEDICATION**

This work is dedicated to my parents who instilled the quest for higher heights in the educational field in me.

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## **CHAPTER ONE**

### **INTRODUCTION**

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

According to several scholars, education has an immense impact on the human society and that, one can safely assume that a person is not in the proper sense till he is educated. It trains the human mind to think and take the right decision. In other words, man becomes a rational animal when he is educated. It is through education that knowledge and information is received and spread throughout the world. An uneducated person cannot read and write and hence he is closed to all the knowledge and wisdom he can gain through books and other mediums. In other words, he is shut off from the outside world. In contrast, an educated man lives in a room with all its windows open towards the outside world (Hanushek, & Woessmann, 2008; Caffarella, & Baumgartner, 2007; Antone, Gamlin, & Provost-Turchetti, 2004).

On the purpose of education, Watson (1988) emphasised that "The purpose of education is to replace an empty mind with an open one" (p.137). In fact this assertion is in consonance with what some other scholars believe that education is the process of filling the empty mind with knowledge. They then intimated that education in its broadest sense is any act or experience that has a formative effect on the mind, character, or physical ability of an individual (e.g.,

the consciousness of an infant is educated by its environment through its interaction with its environment); and in its technical sense education is the process by which society deliberately transmits its accumulated knowledge, values from one generation to another through institutions. Teachers in such institutions direct the education of students and might draw on many subjects, including reading, writing, mathematics, science and history. This technical process is sometimes called schooling when referring to the compulsory education of the youth. Bowles and Gintis (1976), relates that teachers in specialized professions such as astrophysics, law, or zoology may teach only a certain subject, usually as professors at institutions of higher learning. There is also instruction in fields for those who want specific vocational skills, such as those required to be a pilot. In addition there is an array of education possible at the informal, e.g., at museums and libraries, with the Internet, and in life experience (Card, 1999; Schoffield, 1999; Kneller, 1971).

From another point education is seen in the way quality human resources are churned out. To this end it must be emphasised that the quality of human resource of a nation is easily judged by the number of literate population living in it. This is to say that education is a must if a nation aspires to achieve growth and development and more importantly sustain it. This may well explain the fact that rich and developed nations of the world have very high literacy rate and productive human resource. In fact these nations have started imparting selective training and education programmes so as to meet the new technical and business demands of the 21st century.

Currently in Ghana, every effort is being made to educate the young ones for the challenges of the 21<sup>st</sup> Century. Present actions of the government towards educational delivery can be seen from what had taken place since Ghana's Independence in 1957. Education cannot be properly delivered without the commensurate numbers of teachers at all levels of education. This calls into question the importance of teachers to the education delivery process. To ensure quality education, teachers need to understand a subject enough to convey its essence to students. The goal is to establish a sound knowledge base on which students will be able to build as they are exposed to different life experiences. The passing of knowledge from generation to generation allows students to grow into useful members of society. Good teachers can translate information, good judgment, experience and wisdom into relevant knowledge that a student can understand, retain and pass on to others. Studies from the US and other developed countries suggest that the quality of teachers is the single most important factor affecting student performance and that countries which score highly on international tests have multiple policies in place to ensure that the teachers they employ are as effective as possible (Claxton, 2008; UNESCO, 2006).

Because of the central role teachers play in education, especially formal education, no effort is being spared in their recruitment and retention. Asare (2009), an Education For All (EFA) campaigner, makes some remarks concerning basic education and the need for teachers which are appropriate in this context. He indicates that education is crucial for the interactive processes between a pupil and a teacher and it is in that context that quality is achieved. Asare further

maintains that the EFA puts the teacher at the core of the process of achieving quality basic education for all children in Ghana. From his standpoint, he observes that half way through the Millennium Development Goals (MDG's) and Education For All (EFA) time line, the lack of teachers in classrooms, especially rural classrooms continues to be a common spectacle in the Free Compulsory Universal Basic Education policy of Government. The equitable deployment of teachers, in terms of numbers, qualification, experience and gender continues to be a mirage. Even more challenging is the concomitant teacher leverage required to ensure that the over 800, 000 out of school Ghanaian children, most of whom are in rural areas access quality basic education. In the context of the Education Strategic Plan 2003-2015(ESP), the Millennium Development Goal of Universal Primary Education and guided by the principle of equity and optimum utilization of available scarce resources, Asare asked his audience to join him examine with recommendations, the gains and challenges made in implementing the Untrained Teacher Training Diploma in Basic Education policy, the Paid Study Leave Policy and the District Teacher Training Sponsorship Scheme. His thoughts fit partly into what this study is intended to achieve in the end by way of teacher supply into the basic levels of education in Ghana particularly the Obuasi Municipality.

### **Statement of the Problem**

Recruiting and retaining teachers in basic schools has posed challenges and continues to pose challenges to educational authorities. Records available indicate that teacher recruitment and retention in the colonial times was not an

easy issue to deal with. The same challenge persists today because of several factors. Benneh (2006) observed in a study that since independence, Ghana has witnessed a substantial growth in enrolment at the basic level of education. In 1957, the year Ghana gained political independence, school enrolment stood at 450,000 children in primary schools. Subsequently, the Accelerated Education Act of 1961 accelerated the progression and by 1966 there were 1,397,409 children attending 8,144 schools. Benneh espoused that there were over 4,000,000 children in about 11,000 Pre-primary, 16,000 Primary and 8,000 Junior Secondary Schools as at 2006.

Furthermore, Benneh (2006) states that it is interesting to note that in spite of the expansion in basic schools and enrolment of pupils due to the introduction of the capitation grant by the government of Ghana, there has not been a corresponding increase in the number of trained teachers and today (as at 2008) nearly 30% of the basic school teachers are untrained. The development of teacher education has tended to lag behind demand for trained teachers. This is further compounded by shortage of qualified applicants thus making the goal of putting trained teachers in every classroom a challenge. In view of the challenge of getting the requisite numbers of trained teachers for the classrooms, various attempts have been made in the past to produce enough teachers and also to upgrade the qualification of existing teachers. In this direction a number of restructurings of teacher education have taken place over the years but the problem of under qualified teachers and shortages of teachers are still not resolved.

The deductions from Benneh's findings are that strategies for recruiting teachers for basic schools are not yielding the desired results, hence, there are shortages of teachers for the schools. Apart from the recruitment modalities, this study is also concerned with retaining the teachers recruited through the various channels of teacher recruitment, especially, teachers for the basic schools in the Obuasi Municipality.

### **Purpose of the Study**

The main objective of this study is to identify the factors that influence the recruitment and retention of basic school teachers. In addition to the general objective, some specific objectives are used as guide poles. These specific objectives are:

1. To find out the modes of recruiting basic school teachers in the public schools of the Obuasi Municipality.
2. To find out teacher retention strategies that the Obuasi Municipal Directorate of Education uses.
3. To identify the challenges that educational authorities in Obuasi encounter in the recruitment of teachers.
4. To bring to light challenges associated with teacher retention in the public basic schools in the Obuasi municipality.
5. To solicit for ideas on how to deal with the emerging challenges from the recruitment and retention of teachers for the public basic schools in Obuasi municipal education area.



## **Research Questions**

The following research questions have been formulated to guide the course of the study:

- i. How are teachers recruited for the basic schools in the Obuasi municipal educational area?
- ii. What teacher retention strategies are instituted by the Obuasi Municipal Directorate of Education?
- iii. What challenges are encountered in the recruitment of basic school teachers for the Obuasi educational area?
- iv. What are the challenges associated with teacher retention in the basic schools within the Obuasi educational area?
- v. How can the challenges that confront teacher recruitment and retention be dealt with within the Obuasi Municipality?

## **Significance of the Study**

It is expected that the findings of this study would benefit the Obuasi Municipal Directorate of Education in their human resource planning and management. This is because the situation as it exists would be brought to light regarding the number of teachers on the ground and the shortfalls that exist.

Also, the results of the study would help the Ghana Education Service in no small measure because this study is looking at how basic school teachers are recruited in Ghana and the modalities put in place to retain them in the schools. Even though, the study is restricted to the Obuasi Municipality, literature on it is global and this serves a useful purpose for educational administrators' reference.

Finally, the results would add to the existing literature on teacher recruitment and retention in Ghana. Prospective researchers in this area will find it useful as guide to their studies.

### **Delimitation of the Study**

The study was restricted to the Obuasi Municipal Education area. This educational area fits into the Obuasi municipal administrative boundaries. All the schools and teachers within the public basic schools were accounted and they helped to determine the teacher requirements and how they were recruited and retained. The municipality comprised both rural and urban settlements and this gave good grounds for data collection in so far as teacher distribution was concerned.

### **Limitations to the Study**

The limitations of this study were financing and time constraints. Financing was a challenge in that almost every school in the Obuasi municipality has to be visited and enumeration of teachers at post taken and recruitment into the Ghana Education Service cross-checked coupled with other related issues. Unfortunately, this was possible in that only a sample was taken and visited and generalized to the rest. A related challenge was time because, as a student researcher, one was required to complete the work within a stipulated time frame and this would not allow the researcher to stay on the field for so long especially if one wants to verify the retention strategies in place. In spite of these two limitations, the findings of the study are reliable and can be used for decision making as suggested in the recommendations.

## **Organization of the Study**

The study is organized into five (5) chapters. Chapter one is on the background of the study. Chapter two looks at the theoretical and empirical studies on the recruitment and retention of teachers for basic Schools. Chapter three discusses the research methodology and offers a platform for data analysis plan. It as well details the research data collection tools. Chapter four focuses on presentation of analysis of data and makes a discussion of the results. In chapter five concludes the dissertation with summary, conclusions and recommendations.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This study is concerned with the recruitment and retention of Basic School teachers in the Obuasi Municipal area of the Ashanti Region of Ghana. This chapter is therefore devoted to the review of literature relating to teacher recruitment and retention modalities in Ghana and particularly in Obuasi and the surrounding villages and towns. The areas that are covered in this literature review include pre-service teacher training and how it relates with teacher recruitment and retention.

#### **The Principle Underpinning Teacher Education**

Teacher recruitment starts from teacher education and training generally that is if the issue is being treated in the realm of professionally trained teachers. To this end, it should be emphasised that there are principles that govern teacher education. According to Summers (1992), teacher education refers to the policies and procedures designed to equip teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in the school and classroom. Teacher education is often divided into: initial teacher training/education (a pre-service course before entering the classroom as a fully responsible teacher); induction (the process of providing training and support during the first few years of teaching or the first year in a particular school);

teacher development or continuing professional development (an in-service process for practicing teachers).

In the view of Anamuah-Mensah (2005), teacher education plays a crucial role in empowering a group of people to assist the greater majority of individuals to adapt to the rapidly changing social, economic and cultural environment to ensure the development of human capital required for the economic and social growth of societies. It is said that “if they (teachers) acquire the professional competence and attitudes that enable them to effectively perform their multiple tasks in the classroom, in the school and in the community, teachers become the single most important contributing factor in ensuring quality educational provision” (Anamuah-Mensah, 2005, p.2). A critical aspect of this professional competence is the practicum. It is the heart of teacher education and an inseparable aspect of any professional training. Additionally, Anamuah-Mensah quoted the principle of teacher education as put forward by the Ministry of Education Ghana (1993):

to provide teachers with better knowledge and skills, together with better incentives to use their knowledge and skills for the benefit of children, through the creation of an accessible, integrated teacher education and training system which provides a structure for continuous professional development throughout their teaching careers (p. 4).

This principle is succinct and straight to the point and it is on this basis that teachers are educated to come out and teach children to become useful citizens.

## **Teacher Recruitment Modes in Ghana**

Deploying newly-trained teachers from the various training institutions is just the end of the entire recruitment process. There are different modes of teacher training or recruitment in Ghana. The main one for basic education is through the 41 Colleges of Education. These 41 Colleges of Education are made up of 38 public and three private.

Commenting on the importance of teacher education, Hargreaves and Fullan (1992) revealed that teacher education or development as is used by many teacher educators is a complex, multi-faceted process, made up of initial teacher training, in-service training (or continuing education) and lifelong education. They further indicated that in some places, teachers go through an additional process of induction and licensing. These processes cannot be carried out in isolation from one another. A strong synergistic relationship among the different elements especially between the practical experiences and the theory is required for quality teacher education. Currently, the major institutions that collaborate to provide teacher education in Ghana are: Ghana Education Service (GES), University of Education, Winneba (UEW) and University of Cape Coast (UCC). The Ghana Education Service provides initial teacher education through 38 Teacher Training Colleges located in various parts of the country.

Another mode of teacher education these days is the Untrained Teacher Training Diploma in Basic Education Programme (UTDBE). A feature article written by Owusu- Mensah (2008) discussed the need to improve the quality of education to the Ghanaian child, especially those in the rural communities. He

observed that quality education for the rural child has been the concern of not only the government but also the entire society. It is true that the lack of infrastructure, such as proper classroom blocks, furniture, textbooks, toilet facilities, teacher's accommodation and libraries have conspired against the provision of quality education in rural public basic schools. As a result, trained and professional teachers are unwilling to accept postings to these remote areas. The rural children, therefore, depend on the services of untrained teachers popularly call "pupil teachers" for their education. Even though pupil teachers have made significant contribution to education in the rural communities, their efforts have not been able to bridge the academic gap that exists between the rural and urban child. The high dropout rate in rural areas is attributed to lack of professional teachers to use the appropriate methodology and teaching techniques to guide the children to develop their academic potentials at the tender age and to encourage them to continue to build upon them in order to progress academically. It is in the light of this, that the decision by the Ministry of Education and the Ghana Education Service (GES) to provide professional training to these pupil teachers, is seen as a very laudable enterprise (Owusu-Mensah, 2008).

Furthermore, in the estimation of Owusu-Mensah (2008) there are about 24,000 untrained teachers currently serving in basic schools throughout the country. The four-year distance education programme (UTDBE), among other things, aims at advancing the personal and professional competence of the trainees in order to improve the quality of education at the basic school levels in

Ghana. It is also to produce teachers, who have a clear grasp of intended outcomes of their teaching activities and skills in monitoring, diagnosing and providing suitable equal opportunities to all pupils. The programme would also help to reduce the percentage of the number of untrained teachers in the system. The UTDBE programme is being carried out in four phases with the Northern, Upper East, Upper West and the Afram Plains District in the Eastern Region constituting the first phase.

In an informative manner, Owusu-Mensah (2008) revealed that already about 6,000 candidates have been enrolled. Again, he said that in the Ashanti and Brong Ahafo Regions, which have started the second phase of the programme, they were expected to enroll about 8,000 candidates. The Western and Central Regions form the third phase, while the Volta, Greater Accra and the remaining part of the Eastern Region form the fourth phase of the UTDBE. Furthermore, it is estimated that, about 60 per cent of the 24,000 untrained teachers in the country would be enrolled as candidates to pursue the programme by the end of 2006. It must be emphasized that, the UTDBE programme is a bold attempt by the government not only to reduce the inequalities that existed in the country's educational system, but a recognition of the importance of "pupil teachers" who readily accept postings to remote and deprived areas to cater for the schools there.

In another deliberation, Owusu-Mensah (2005) indicated that the government is also demonstrating its commitment to poverty reduction since the trainees would be accepted into the formal teaching system and thereby receive appropriate and sustainable incomes at the end of every month. "What makes the



programme timely and appropriate is the introduction of the capitation grant by the Government to all public basic schools in the country” (p. 2). With the introduction of the capitation grant coupled with the ongoing expansion of school infrastructure, school enrolment are increasing and there is the need for a corresponding increase in the number of professional teachers to teach in these schools.

However, the 38 Teacher Training Colleges in the country are unable to produce the number of teachers required every year to teach in public basic schools. Meeting teacher demand in public basic schools has, therefore, become a challenge to the GES and Ministry of Education. The provision of adequate professional teachers in rural schools through the UTDBE programme would, therefore, help to increase and sustain school enrolment and draw the Government nearer to meeting the Millennium Development Goal of education for all in the country. It is important and opportune for the district assemblies and nongovernmental organisations (NGOs) concerned with the provision of quality education in their districts to embrace the programme and take keen interest in its implementation. District assemblies should initiate sponsorship and attractive incentive packages to get untrained teachers in their districts to enroll and complete the programme. This would not only increase the number of competent teachers in the district, but would also help to improve upon the quality of education in their respective districts. These pupil teachers are already staying in the districts and would automatically continue to live and teach there after the training programme. Already some teacher trainees and nurses, who have been

sponsored by some district assemblies, have refused to accept postings to these districts. Parent Teacher Associations, School Management Committees, traditional authorities and other influential people in the communities should also identify and support "pupil teachers" in their communities to pursue the programme to improve the academic status in their schools. It is important that the whole Ghanaian society look for alternative ways of improving education in rural communities. Society cannot continue to deny rural children the quality education that they deserve. And it is only through education that the country can achieve the objective of halving poverty in rural communities by 2025, as proposed in the Millennium Development Goals (Owusu-Mensah, 2008).

In a further deliberation, Col.org (2009) underscores that the Institute for Educational Development and Extension (IEDE) of the University of Education, Winneba (UEW) pioneered tertiary teacher education by distance learning in Ghana. Col.org indicates that the mission of IEDE is to provide leadership in the development, provision and maintenance of effective extension services in education to prepare teachers, educational professionals and people from other professions and industries for service to the nation. It seeks to provide greater access to higher education in a much more efficient manner with the application of better equipment and human resources at the Institute and various Study Centres located in the ten Regions of the country. The Professional Teacher Distance Education programme being offered by IEDE is in line with the University of Education, Winneba's mission to equip teachers with the requisite

academic proficiency and professional competency for teaching at the pre-tertiary level.

Again, Col.org (2009) reveals that about 15,000 Certificate 'A' teachers leave the classroom each year for further studies, creating vacancies that are difficult to fill. This situation affects teaching and learning. This mass departure of teachers from the classroom for upgrading is in response to the Ministry of Education's directive that the minimum qualification for teaching in Ghanaian basic schools by the year 2005 should be a Diploma instead of a Certificate. Up till 2002/2003 academic year, there existed a government policy which enabled over 3000 teachers to pursue higher education each year. Quotas have now been allocated to various courses resulting in a drastic reduction in the number of teachers who can pursue university education each year. The greatest advantage of the Distance Education (DE) programme is that teachers will remain in the classroom and will continue to offer their services while upgrading themselves. Also, the DE programme will make higher education accessible to all teachers without any restrictions. Several pronouncements by government officials indicate the support government is prepared to give to Distance Education. Currently, the annual enrolment into DE is about 2,000. It is expected that this will increase to 10,000 in five (5) years, thus further increasing access to, especially, women. Generally, women seem to prefer Distance Education (which allows them to combine family commitment with higher education) to residential programmes. This is borne out by the fact that while women form only 31% of residential students, they form 54% in the Distance Education programme. Thus

Distance Education will address the issue of gender equity. The IEDE, which is responsible for the delivery of DE in UEW, was established in the second year of the University's existence. Since its establishment, DE, as a second mode of delivery of University courses (UEW runs a dual-mode programme), has been a prominent part of UEW programmes. It focuses on teacher education, with the same academic and professional components as the on-campus programmes. The academic component comprises specific subjects taught in primary/secondary schools and colleges (such as mathematics and social studies). The professional component, on the other hand, consists of the theory of education, school management and pedagogy. The DE programme therefore has been in line with the University's mission to equip teachers with the requisite academic proficiency and professional competency for teaching at the pre-tertiary level (Col.org, 2009).

### **Models of Teacher Education Practicum**

The practical training that students undergo and the characteristics they develop in their teacher education programmes are determined to a large extent by the type of "model and method of teacher education" (Ben-Peretz, 2000). Ben-Peretz further identifies two models - the master teacher model and the joint problem-solving model. A third model used in Ghana is the college or university supervision model which gives the university or college supervisor the sole responsibility for shaping the thoughts and practices of the student teacher. Although this could be considered as a master teacher model, an attempt has been made to differentiate it from that at the school level. In this model, schools are used as authentic sites for student teachers to practice what they have been taught

in the college or university without any assistance from the teachers in the school. Indeed, the teachers in the schools perceive the period of student teachers' practice teaching as a time to have a break. In the master teacher or traditional apprenticeship model, significant individuals such as method lecturers, school-based mentors serve as personal models of professional practice through their knowledge, actions and attitudes. The teacher mentors and university or college supervisors are seen as experts whose actions and advice should be followed (in most cases without question) by the student teacher. The student teacher is thus thought as one with no ideas and experiences which could be tapped. For the joint problem-solving model, student teachers, teacher educators and mentors participate jointly in solving real-life school and classroom problems, the solutions to which are not known to any of them. The three agencies for teacher development in the country employ aspects of the three models. Some use the university supervision model (e.g., UCC), while UEW uses a cross between the master and the joint problem-solving models. Teacher training colleges are transiting from college supervision to school mentor-based master teacher model (Anamuah-Mensah, 2005).

Again, Anamuah-Mensah (2005), who is a former Vice Chancellor of the University of Education, Winneba indicates that the introduction of the 4-year IN-IN-OUT programme at UEW was an innovation introduced to meet the need for quality education in the schools. With this, the students spend 3 years doing academic work in the university and use the last year for internship in schools

across the country. He says the new system extends the 4-week teaching practice to 40 weeks. It involves the following innovative strategies:

- i. Introduction of mentoring system and the formation of Professional Development Schools (PDS) for professional teacher education through university-schools partnerships.
- ii. Introduction of Portfolio as an appraisal system as well as the basis for reflection during the practicum experience.
- iii. Engagement of student teacher in developing his/her philosophy of teaching; this is intended to challenge pre-service teachers to engage in the exploration of their beliefs and expectations or what may be termed their 'native theories'.
- iv. Introduction of action research as a tool for engaging in reflection on their 'native theories' as well as the problems they encounter in their teaching.
- v. It allows pre-service teachers to bring their private and public theories into the public domain. Action research allows the teachers to systematically codify their practical experience and make it part of the shared professional knowledge of teachers just as is done by many recognised professions such as engineering and medicine.
- vi. Involvement in school community activities such as Parent-Teacher association activities (Anamuah-Mensah, 2005).

The above model of partnership and mentoring attempts to follow the work of Hargreaves and Fullan (1992). Hargreaves and Fullan (1992) suggested three approaches to teacher development, namely, the acquisition of knowledge and

skills, development of self-understanding (of personal beliefs and knowledge about teaching), and ecological change, i.e. the development of collaborative school culture. These have been found to be critical to the development of competent teachers.

### **Role of Teacher Practicum**

There is general agreement that practicum is a key aspect of a teacher education programme (Glickman & Bey, 1990; McIntyre, Byrd & Foxx, 1996). Student teachers, associate teachers (also called cooperating or mentor teachers), and university faculty all recognize its crucial role. While some universities often neglect the practicum aspects of teacher education, university researchers see this as a regrettable state of affairs rather than something to be accepted (Acheson & Gall, 1980). Some university commentators have said that a poor practicum experience may be of little or no value (Britzman, 1991; McIntyre, Byrd & Foxx, 1996). But their point is not that there should be less emphasis on the practicum, only that it should be improved. In keeping with the perceived importance of the practicum, there has been much discussion in literature on teacher education of what form it should take. It has been emphasized that the practicum should be integrated with the campus programme, within an overarching conception of teacher education (Bullough & Gitlin, 1995; Fosnot, 1996; Goodlad, 1990; Samaras & Gismondi, 1998). It should take place in innovative schools, perhaps ones partnered with the university in a joint programme of research and teacher development (Goodlad, 1994; Teitel, 1997; Whitford & Metcalf-Turner, 1999). Associate teachers should not be coerced into their role (Cole & Sorrill, 1992),

rather they should be given adequate preparation (Knowles, Cole, & Presswood, 1994; Zeichner, 1996), and that they should have a critical stance toward their own teaching and that of their student teachers (Maynard, 1996; Zeichner, 1990). They should support the student teachers (Williams, 1994), give a considerable amount of feedback (Calderhead & Shorrock, 1997; Maynard, 1996), and collaborate with the student teachers even to the point of team teaching with them (Feiman-Nemser & Beasley, 1997). University supervisors should work closely with associate teachers, support the student teachers, and visit the school sites often (Beck & Kosnik, 2000; Bullough & Gitlin, 1995; Casey & Howson, 1993). Student teachers should experience a whole school rather than just an individual classroom (Guyton & McIntyre, 1990) and have practicum in a diversity of sites (Butt, 1994; Darling-Hammond, Wise, & Klein, 1995). Additionally, teacher trainees should do their practicum in pairs or clusters rather than isolated from their peers (Samaras & Gismondi, 1998; Tom, 1997; Winitzky, Stoddart, & O'Keefe, 1992). The observations made came from the United States Teacher Educational landscape and this gives impetus to what pertains in Ghana. The succeeding paragraph captures the situation in Ghana

Anamuah-Mensah (1997) indicated that as a major component of the training of teachers, practicum experience for initial teacher education should have in-built flexibility to enable teachers who go through it be able to meet future demands. The role of practicum in any teacher education programme will depend on the structure of the practicum. While some have six-week experience others have 16-32 week experience that embraces different activities and different



objectives. This suggests multiple roles for the practicum experience. These roles include:

- i. Strengthening the development of specific teaching competencies
- ii. Providing opportunities for self reflection
- iii. Providing opportunities for sharing experiences with a mentor, supervisor and peers
- iv. 'Promoting problem solving capacity and team skill in student teachers and an appreciation of the life of the whole school as distinct from teaching in individual classroom',
- v. Encourage formation of learning communities and promotion of team work,
- vi. Developing collaborative capacities in student teachers as a basis for successful participation in teaching teams and partnership arrangements at school,
- vii. Providing opportunity for student teachers to establish themselves as generative and innovative teaching professionals through authentic participation in school and community activities,
- viii. Meeting real pupils/learners and real situations enables student teachers to develop a repertoire of skills in dealing with different learning situations
- ix. Developing competencies as teacher-researcher through action research projects (Anamuah-Mensah, 2005).

## **Challenges of Teacher Recruitment in Ghana**

Pre-service is the basis of teacher recruitment, therefore the challenges that confront pre-service teacher education in effect constitute the challenges of the teacher recruitment. Agbeko (2006) lists some of the challenges. He arrived at the challenges through a study he conducted into pre-service teacher education in Ghana. The challenges as enumerated by Agbeko are that:

- i) there is absence of links between the needs of the schools and teacher education, resulting in inadequate initial teacher preparation;
- ii) there is lack of defined standards for teacher development;
- iii) there is lack of co-ordination among the various agencies dealing with teacher education such as Ministry of Education, Teacher Education Division, Curriculum, Research and Development Division, Inspectorate Division, Development Partners and NGOs;
- iv) there is unattractiveness of the teacher education programme as a result of the length of time required for an SSS graduate to acquire a Diploma or a Degree;
- v) there is limited avenues for training specialized teachers for Technical and Vocational Education and Training;
- vi) the question of unsatisfactory packaging of the In-In-Out-In programme of the teacher training colleges;
- vii) the 38 public teacher training colleges are not producing enough teachers for basic education;

- viii) there is absence of pre-school teacher training programmes in the training institutions;
- ix) there is absence of a well-structured continuous professional development programme as an integral part of the initial teacher training.
- x) there is lack of alternative pathways for training teachers; and
- xi) teacher attrition as a result of the migration of teacher trainee to other well paid and well motivating professions is on the increase in the country.

All the ten challenges listed above are very clear because if they persist as they have been presented; it will be very difficult to fill the teaching vacancies that exist in the basic schools.

Agbeko (2006) did not only enumerate the challenges, he also highlighted on some of the measures government of Ghana has put in place to stem the tide. He says among others that in order to improve upon the provision of quality teacher education, the Ghana government had adopted some steps. The steps are that:

- I. A National Teaching Council has been established as a co-coordinating and licensing body;
- II. Teacher training colleges have been upgraded into diploma-awarding institutions to be called Colleges of Education and affiliated to the teacher training universities;

- III. The Ministry of Education has set up a vibrant and continuing education programme for teachers to enable them improve themselves such as learning by distant education, nationwide INSET for teachers in the field;
- IV. The In-In-Out-In programme has been redesigned for Teacher Training Colleges to give meaningful balance to content and methodology. The Out segment is not to be more than an aggregate of two semesters (one year duration);
- V. The teacher education programmes are to enable teachers develop the culture of reading as well as the skills to impart this to pupils;
- VI. The curriculum of initial teacher training programmes placed greater emphasis on Mathematics, Science and English;
- VII. The teacher education programme has been designed to include ICT, Creative Arts and Citizenship Education;
- VIII. In view of the proposal to mainstream kindergarten education into the educational system: the curriculum of Teacher Training Colleges is in the process of being redesigned to provide electives for training pre-school teachers;
- IX. The National Nursery Teacher Training Centre for pre-school attendants is being established in all the regions in the country;
- X. Distance education, as well as sandwich, evening and weekend programmes are being provided as alternative pathways for training teachers in all subject areas;
- XI. The Ministry of Education is to provide the enabling environment to promote greater private sector participation in teacher education; and
- XII. Teacher motivation and retention (Agbeko, 2006)

Some of the steps listed are being operationalised by government. For instance teacher training colleges are now Colleges of Education awarding Diploma in Education and this is a clear measure to motivate teachers who are just joining the teaching force. The sandwich mode of teacher training is also underway and more teachers have taken advantage of it. It should be noted that not all the steps are seen to be operational.

On the part of Curtis (2003), recruiting teachers can be costly, time-consuming and ultimately unsuccessful, according to a new report from the recruitment industry. Select Education's annual True Time and Cost of Teacher Recruitment Survey revealed that recruiting a teacher costs a school an estimated £4,000. It showed that 60% of schools surveyed had unfilled permanent vacancies and the standard of applicants had dropped.

Furthermore, Curtis (2003) revealed that during 2002, 30% of schools surveyed recruited four or more new members of staff, with 9% (mostly in secondary schools) appointing 11 or more new teachers. Many headteachers said they were struggling to fill the posts they were advertising, and 40% said they had fewer applications for each post advertised in 2002, compared with 2001. About 5% reported having received no applications for an advertised post. More than a quarter - 28% - said the applications received were worse than the year before. Headteachers complained of spelling mistakes, poor presentation, "odd pen ink/colours used", and letters that were "pompous", "rambling" or "vague". When it came to an interview, applicants were still not up to scratch. Interviewees, according to headteachers, showed a lack of enthusiasm, interest and character;

their appearance was not appropriate and there were "personal hygiene" issues that needed to be addressed. Heads also objected to interviewees chewing gum, wearing nose rings, bad-mouthing their present school, failing to show they liked children, not giving eye contact, having no knowledge of the school they were applying to and being unable to articulate answers. A spokeswoman for the National Union of Teachers agreed there were increasing problems with finding suitable candidates for jobs. "It's the same information that we've gained from previous studies that the range of applicants has declined significantly. Schools are having to spend a great deal to plug the gap" (Curtis, 2003, p.67)

### **Teacher Retention Strategies**

Retaining qualified teachers in the school system has become a nagging issue in several jurisdictions. One would have thought that teacher retention should not be a problem at all in developed countries such as Britain and United States of America. But whoever saw the issue of teacher retention in that light was wrong. Several literatures support the fact that teacher retention in basic schools in America is a big challenge because of a mirage of factors. If schools in America and the other developed countries have challenges in retaining teachers in their basic schools then little would be said about a developing country like Ghana. In the ensuing paragraphs the views and research findings of scholars and researchers are discussed in respect of teacher retention strategies in basic schools. Of course most of the literature is sourced from the American educational landscape.

Ingersoll (2001) stated that studies in Boston and Dallas give a clearer picture of why teachers leave the teaching field in droves for greener pastures. Ingersoll intimated that the implication of rampant teacher changes is that not only does teaching quality matter, it matters a lot. Students are the unfortunate victims because they face several bad teachers in a row and these results in devastating odds against their success. Another scholar also indicated that at every level of education delivery, the churning staff turnover in schools has high costs. As a result, too many of the schools are riding a downward spiral that diminishes the dreams of both the teachers and their students. The way ahead is clear. Stakeholders must balance the teacher preparation and recruitment efforts with stronger efforts to retain and reward the good teachers who are in the system. Simply replacing those who leave with short-term quick fixes serves only to keep the revolving door spinning (Brewer, 1996).

In proffering answers to the nagging question of teacher retention in schools, another pertinent question can be posed, thus, how can we reduce high teacher turnover in our schools? Suggestions given by researchers and scholars such as Darling-Hammond (2000a), Ingersoll (2001), Carroll, Reichard and Guarino (2000), Hanushek, Kain and Rivkin (1999) and Loeb, Darling-Hammond and Luczak (2007) allude to the situational critical strategies that could be tapped. The collective view of these scholars is that to fix the problem we need to understand the cause. Consequently, they intimated that four major factors are especially prominent influences on whether and when teachers leave specific

schools or the profession entirely. These measures are: Salaries, Working conditions, Preparation and Mentoring support in the early years of teaching.

In summarizing their research findings, Loeb, Darling-Hammond and Luczak (2007) took note of the reasons for teacher dissatisfaction and the impacts this dissatisfaction has on teacher turnover. For instance, they maintained that working conditions and salaries are both significant reasons for leaving, but the relative importance of these features varies depending on the specific teachers' experiences. For example, poor administrative supports are mentioned more often by teachers leaving low-income schools where working conditions are often more stressful, while salaries are mentioned somewhat more often by teachers leaving more affluent schools.

Dilating on salaries as a basis for teacher retention or teacher turnover, Ingersoll (2001) and Carroll, Reichard and Guarino (2000) indicated that there is substantial evidence that wages are at least as important to teachers in their decision to quit teaching as they are to workers in other occupations. Teachers are more likely to quit when they work in districts with lower wages and when their salaries are low relative to alternative wage opportunities. The effects of wage differentials are strongest at the start of the teaching career, but the effects of wages on retention persist at higher levels of experience as well. Teachers in high demand fields like mathematics and science are especially vulnerable to salary differences in their decisions to remain in teaching. Such fields have especially high opportunity costs for remaining in teaching given much higher salaries in alternative occupations; the attrition rates in these fields are significantly higher



than in other fields. Higher salaries also appear to attract better-prepared and higher-quality teachers. Student achievement may be associated with increases in teacher salaries as well (along with teacher experience and education, which are rewarded in teacher salary schedules).

Another important variable affecting teacher retention is the issue of 'working conditions'. Hanushek, Kain and Rivkin (1999), Darling-Hammond (2000a) and Ingersoll (2001) maintained that working conditions, including professional teaching conditions, play a substantial role in decisions to leave teaching in a particular school or district, and they contribute to decisions to leave the profession altogether. National survey data in the United States show that teachers' plans to remain in teaching are highly sensitive to their perceptions of their working conditions. The proportion of teachers who report that they plan to remain in teaching as long as they are able are strongly associated with how teachers feel about the administrative support, resources, and teacher voice and influence over policy in their schools. There are large differences in working conditions that affect teachers in high- and low-wealth schools. Teachers in more advantaged communities experience much easier working conditions, including smaller class sizes and pupil loads, and much more control over decision making in their schools.

According to Brewer (1996), Baugh and Stone (1982) some studies have found that teacher attrition seems related to the demographic characteristics of schools' student populations: specifically, that teachers' transfer out of high-minority schools into schools with fewer minority students. But other data suggest

that much of this flight is due to the difficulties posed by the kinds of working conditions that often pertain in high-minority, low-income schools. For example, a California survey found that teachers in high-minority, low-income schools report significantly worse working conditions – including poorer facilities, less availability of textbooks and supplies, fewer administrative supports, and larger class sizes, and that teachers are significantly more likely to say they plan to leave a school soon because of these poor working conditions. A subsequent analysis of these data confirmed that turnover problems are more strongly influenced by school working conditions and salary levels than by student characteristics in these schools.

One other factor that influences teacher attrition and retention from/in schools is ‘beginning teacher mentoring’ which is advocated by Loeb, Darling-Hammond and Luczak (2007). There is also clear evidence that beginning teachers who have access to intensive mentoring by expert colleagues are much less likely to leave teaching in the early years. A number of school districts, including Cincinnati, Columbus, and Toledo Ohio, and Rochester, New York have reduced attrition rates of beginning teachers by more than two-thirds (often from levels exceeding 30% to rates of under 5%), by providing expert mentors with release time to coach beginners in their first year on the job. They indicated that these young teachers not only stay in the profession at higher rates, but they become competent more quickly than those who must learn by trial and error.

Effective teacher induction programmes pair new teachers with a more experienced mentor who provides support and assistance to help novices navigate

the difficult early years of teaching as they perfect their teaching skills. Well-designed induction programmes have proven their value in reducing attrition rates among new teachers. Over a five year period, for example, California's Beginning Teacher Support and Assessment Program (BTSA) successfully reduced teacher attrition rates, among its participants by two-thirds.

The BTSA programme encourages local school districts, county offices of education, and colleges and universities to collaborate in providing new teacher induction programmes. These programmes reported collective retention rates of 96 percent for first-year teachers; over five years, the programme reduced the attrition rate to just 9 percent in contrast to 37 percent for new teachers who did not participate in such programmes. Mentoring strategies to improve teacher retention and enhance teaching quality help boost student achievement. Connecticut's Beginning Educator Support and Training (BEST) programme, for example, which provides each new teacher with state-trained mentors during the first two years of teaching, has contributed to the state's consistently high performance on NAEP assessments. But the quality of teacher mentorship programmes varies widely. In 2001, a total of 28 states reported that they have some form of mentoring programme for new teachers, but only 10 states require mentoring programmes and support the requirement with funding. As a result, not all teachers who participate in induction programmes actually receive mentoring from a skilled veteran who has released time to coach them in the classroom (Loeb, Darling-Hammond & Luczak, 2007).

Adding another dimension to the discourse on teacher retention, Nobscot Corporation (2008) saw that within the purview of employee retention a lot more social considerations are manipulated. It states that employee retention has become a key focus for human resource professionals; and companies and organizations are calculating (based on current cost per hire data) that hundreds of thousands of dollars can be saved annually by reducing employee turnover.

Nowhere is this more important than in the school system. For example, a school system with roughly 10,000 teachers and an estimated turnover rate of 20% would stand to save approximately \$500,000.00/year by reducing turnover by just one percentage point. Not only would reduced turnover provide monetary savings, more importantly, it would provide savings in our children's educational future. A motivated and experienced team of teaching professionals directly correlates with an improved educational system. Many ideas have been proposed by various lawmakers, administrators, and union officials regarding rewards and incentives to improve teacher retention. While the intentions of these officials are good, the ideas are generally based on guesswork or at best, what seems to be working in other localities. Increasing teacher salaries is often regarded as a panacea, yet it is clear that good teachers enter the field for reasons other than money. The surest way to solve the retention issues is to go directly to the source to find out on an ongoing basis why the teachers leave, where they see the problems and where they see the successes. The information needs to be tracked consistently and compared school district by school district and school by school. Unfortunately, the cost of managing an exit interview programme is prohibitive

both in terms of time and money. One solution is to utilize a web-based self-service exit interview system such as Nobscot's WebExit. With WebExit's self-service system, terminating teachers can fill out exit interview data online. The privacy that this offers lends towards more open feedback. The information is then compiled and analyzed automatically and available for reporting at any time through the Nobscot WebExit system. Data is compared across schools and districts allowing problems and successes to be pinpointed at a glance. Nobscot's WebExit Exit Interview Management System is an easy to use and easy to deploy web-based system (Nobscot Corporation, 2008).

On his part Wiley (2009), indicated that teachers often leave when they encounter environments that lack professional support. Ongoing encouragement from school leadership, teacher unions and school districts is essential, especially with regard to financial incentives that promote teacher retention. With the growing influence of standardized testing to measure a child's progress, teachers feel less able to teach to anything but the test, causing dissatisfaction among these professionals.

According to the Indiana Education Department (2009), teacher quality is one of the most important predictors of a child's academic achievement, but schools in Indiana and across the nation are struggling to employ teachers who are 100 percent qualified to instruct the subjects they are teaching, Indiana University education experts say. In addition, researchers say the recruitment and retention of experienced teachers should be emphasized as much as seeking higher numbers of new teachers to enter the profession. Teacher turnover and retirement trends,

when coupled with the 'highly qualified' teacher licensure requirements of the No Child Left Behind Act (NCLB), are growing issues of significance that education leaders and policymakers in our state must address. "In the context of the NCLB, Indiana has a prime opportunity to implement enhanced policies and systemic programs to ensure that every student is taught by a highly-qualified teacher" (Kohl, 1995, p.23).

In the specific case of Ghana, Education International (2010) reported that Ghanaian teacher unions, Ghana National Association of Teachers (GNAT) and Teachers and Educational Workers Union (TEWU), under their national EFAIDS Programme which is supported by Education International recognised that the number of teachers leaving the profession each year is a challenge to achieving Education For All in Ghana. Recognising that identifying the cause of the problem, is key to addressing the problem they sponsored a survey of teachers to uncover the reasons behind this attrition. In February, 2010 a report presented by the joint bodies the results of the commissions' report which uncovered the reasons why teachers are drawn away from teaching. The Ghanaian Education Service estimates that some 10,000 teachers leave the sector each year. With a mere 9000 newly graduated teachers every year, and an existing teacher shortage, the Ghanaian education sector needs to do more to encourage teachers to stay in the classroom. The survey found that teachers were attracted to leave the profession in search of better working conditions, higher salaries, or to pursue further studies. While 9 out of 10 teachers surveyed reported that they hope to pursue further studies, reassuringly almost two-thirds of those indicated that they

would return to the education sector. This indicates that better in-service training and professional development opportunities as well as a scaled pay-structure could prove to be good incentives to encourage teachers to continue teaching. Although, the vast majority of teachers surveyed reported their take-home pay to be insufficient, twice as many teachers called for better conditions of service than those who called for higher salaries. The report notes “while policies, strategies and measures have improved access to education and teachers’ workloads have increased, teachers are not seeing corresponding improvement in their conditions of service.” In moving towards ensuring quality Education For All it is not sufficient to guarantee access for children, attention needs to be paid to issues of teacher retention. With the survey complete, the emphasis moves to lobbying for policies and practical measures to facilitate teachers to continue teaching and to supporting union advocacy in favour of quality education in Ghana.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter deals with the research design, population and sampling procedures. Other components of this chapter are the instruments used for data collection, how the instruments were pre-tested, data administration and data analysis procedures.

#### **Research Design**

The research design for this study is the descriptive survey research design. Descriptive survey research design specifies the nature of a given phenomenon. It determines and reports the way things occur in their natural states. According to Gay (1992) as cited by Amedahe (2006) descriptive research design involves collection of data in order to test hypothesis or find answers to research question concerning the current status of the subject of the study. They may be either quantitative or qualitative. Thus, they may involve hypothesis formulation and testing of questions and seeking answers to them. In this study, answers shall be sought to issues involving the recruitment and retention of basic school teachers in the Obuasi Municipality.

In addition, a descriptive survey describes and reports the way things are, in their natural state. The descriptive sample survey is appropriate when a researcher attempts to describe some aspects of a population by selecting unbiased samples



of individuals who are asked to complete questionnaire or give answers to interview guides or respond orally to interviews. Ary, Cheser and Asghar (1990) added another dimension to data collection which hinges on the survey method and thus considers it as one which elicit responses from predetermined questions. The intention of the researcher was to generalize the findings to the total population from which the sample was taken. It in the light of the above features of the descriptive design, that this researcher adopted it for the study.

The descriptive survey design has advantage that it allows for a wide range of data collection strategies spanning from face-to-face, mail, telephone and interview to web and a combination of methods providing a quicker rate of responses and the strategy provides cost effective means of collecting data and handling them (Cohen, Manion & Morrison, 2000; Druckman, 2005; Owens, 2002). Survey design has the added advantage that it describes, explains and explores the research purpose (Pickard, 2006) and makes inference from the research data at close range (Gay, 1987; Polit & Hungler, 1993).

### **Population for the Study**

The target population for this study was made up of classroom teachers of basic schools in the Obuasi municipality and education officials of the Municipal Directorate of Education at Obuasi. The classroom teacher population is composed of Junior High School teachers only. Circuit Supervisors, Officer in Charge of Statistics and Human Resource complete the education official list. The Obuasi Municipality comprises six circuits, namely, Kunka, Obuasi West and

East, Tutuka Central, South and North. The six circuits have a total of 34 Kindergartens, 59 Primary Schools and 34 Junior High Schools. These schools put together have a total of 1093 teachers. Out of the six circuits, two were used to pilot test the research instruments and the remaining four were used for the main data collection.

### **Sample and Sampling Procedures**

The sample size for the study was 120 respondents and it was made up of 114 classroom teachers, four circuit supervisors, Officer in Charge of Statistics and Officer in Charge of Human Resource Management and Development all at the Municipal Directorate of Education, Obuasi. The sample selection method that was used was the multistage sample technique. This situation was so because a combination of sampling techniques was employed. Firstly, the six circuits were categorized into clusters with each circuit forming a cluster of respondents. Then from each cluster, two Junior High Schools were randomly selected to form part of the selected schools for the study. All the teachers within a selected school were part of the respondents for the study. In other words the final selection of respondents was through the purposive sampling technique. Education officials were also selected purposefully because of the role they played in the data collection process by giving vital information to corroborate the responses of the teachers.

The sample of 120 respondents was arrived at based on a rough calculation that was done through the sampling processes described above. When the selection was done four circuits namely: Kunka, Obuasi West, Tutuka Central

and North were captured. These circuits had a total of 743 teachers (this number comprises all teachers at the basic level and not only JHS levels). The breakdown of the schools selected was: Ntonsua M/A JHS (7 teachers) and Sanso M/A JHS (10 teachers) both from Kunka Circuit; Tutuka JHS (17 teachers) and Kwabrafosu (22 teachers) taken from Tutuka North Circuit. The rest are Independence 'B' JHS and Boete M/A JHS, which were picked from Tutuka Central with 15 teachers each and lastly, AngloGold Ashanti JHS (19 teachers) and Saquaia Islamic JHS with a teacher population of 9. The breakdown of teachers from the eight Junior High Schools stood at 114 teachers given a percentage of 15.3% over the total number of teachers in the four selected circuits or 10.4% relative to the number of teachers in public basic schools in the Obuasi Municipality.

### **Research Instruments**

The data collection instruments for this study were questionnaire and interview guide. The questionnaire was used to collect data from teacher respondents and the interview guide for education officials as described in the population

Justifications for the use of questionnaire were given as follows: questionnaires are relatively quick and easy to create (Walonick, 2000); with questionnaire, interpretation and analysis of data is easy as data entry and tabulation for nearly all surveys can be easily done with many computer software packages (Sociology Central, 2003). Again, questionnaires are familiar to many people, nearly everyone has had some experience completing one and they do not make people apprehensive (Walonick, 2000). Above all, questionnaire is easy to

standardize therefore reducing the amount of bias in the results as there is uniform question presentation. The researcher's opinions will not influence the respondent to answer questions in a certain manner as there are no verbal or visual clues to influence the respondent (Walonick, 2000).

On the use of the interview guide, Kvale (1996) noted that it is an essential component for conducting interviews. He explained that “an interview guide is the list of questions, topics and issues that the researcher wants to cover during the interview” (p.38). David and Sutton (2004) on their part likened the interview guide to a structured interview and gave the strengths of interview guide as that the researcher has control over the topics and the format of the interview. Besides, “there is a common format, which makes it easier to analyze, code and compare data” (p.160). In addition, a detailed interview guide can permit inexperienced researchers to do a structured interview. Above all, promptings can be included in the course of questioning and if responses are inappropriate further explanations can be sought from the interviewee (David & Sutton, 2004).

The teacher questionnaire had six sections with nine main items. Apart from Section A, which covers four items on the biographical information of respondents, the remaining five sections have one major item with sub items and/or responses. All the items with the exception of one is close-ended. The items are in the form of checklists or statements whereby respondents would have to indicate their degree of agreement or disagreement. The interview guide is the same as the questionnaire; the only difference is that education officials were not asked of their age, rather their work schedule was asked of. In the case of the

teacher questionnaire, respondents were asked of their age distribution and not their work schedule. Apart from this difference, all other items are the same and this will facilitate analysis of data collected. Copies of the instruments are presented at Appendix A and B.

### **Pilot-Testing of Research Instruments**

In order to ensure consistency of responses from the instruments, they were pilot-tested in some selected Junior High Schools in two circuits of the municipality. The two circuits chosen for the pilot-test exercise were Obuasi East and Tutuka South Circuits. The two circuits had a total of 350 basic school teachers and 46 respondents were used for the pilot-test process. The 46 respondents were made up of 44 classroom teachers and two circuit supervisors. The selection of respondents was done along side that of the main data collection. Schools selected for this session were: Obuasi JHS (16 teachers) and Obuasi SDA JHS (13 teachers) from the Obuasi East Circuit and Saint Cyril Anglican JHS (9 teachers) and Diawuoso M/A JHS (6 teachers) taken from the Tutuka South Circuit.

The instruments were pilot-tested because of what Tuckman (1992) intimated that “it is usually highly desirable to run a pilot test on a questionnaire and to revise it based on the results of the test” (p.199). again, he stated “a pilot test, which uses a group of respondents who are part of the intended test population but will not be part of the sample attempts to determine whether questionnaire items possess the desired qualities of measurement and discriminability” (Tuckman, 1992, p.199-200). It was in the light of what

Tuckman postulated that this pilot-testing was carried out within part of the study area with respondents who had similar characteristics as those in the main study.

A period of two weeks was used to administer the instruments. After the questionnaires had been retrieved and the interview conducted, responses were analysed and the reliability co-efficient worked out before the final data administration.

### **Administration of Research Instrument**

To be able to ensure smooth data collection, four research assistants were employed to assist in the data collection for both the pilot testing and main data collection stages. Before data collection however, a letter of introduction was obtained from the Institute of Education, Faculty of Education of the University of Cape Coast which facilitated the introduction of the researcher and his assistants in the administration of the questionnaires. As was anticipated, heads of institutions where data was collected gave the needed assistance and that within a month data collection was over. All the interviews were conducted by the researcher himself and this ensured that all the appropriate follow up questions were asked and clarification sought.

### **Data Analysis Procedures**

Data collected with both the questionnaire and interview guide were edited and coded. After this manual coding, an electronic analysis was done by way of inputting the responses in the SPSS software which helped in the production of tables and charts for pictorial presentation of results. The information generated from the electronic analysis was used for the discussion in Chapter Four. The

feedback provided by the interview guide were classified and arranged according to the patterns that emerged and a thick description was offered on them.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

This chapter is devoted to the presentation of data collected from 90 classroom teachers, four circuit supervisors, and head of Statistics and Human Resource, all the Obuasi Municipal Directorate of Education. The expected number of respondents was 120 but 24 teachers failed to return the questionnaires issued to them. The presentation of results is in two main sections which are made up of the results on the biographical information of respondents and the main research results.

#### **Biographical Information of Respondents**

Four issues were picked on the personal information of respondents. The four issues included: age, gender, highest academic/professional qualification and length of service in the Ghana Education Service. With the exception of the gender distribution of respondents, the rest of the responses on the biographical data of respondent are presented in tables. Data collected indicated that 50% each of males and female, meaning 48 males and 48 females were considered in the study. Table 1 presents the responses on the age distribution of respondents.

Table 1 shows that, a cumulative of 68.7% of respondents were between 20 to 39 years. This implied that their ages fell below 40 years and it means that



such individuals have about 20 or more years to serve in the teaching service of Ghana.

Table 1

**Age distribution of respondents**

Age in years	Frequency	Percentage
20 – 29	21	21.9
30 – 39	45	46.8
40 – 49	21	21.9
50 – 59	9	9.4
Total	96	100.0

At the same time, exactly 31.3% of respondents had less than 20 years to serve as teachers or education officials. These revelations are good for human resource management in the Ghana Education Service in the Obuasi Municipality. Table 2 presents the responses gathered on the academic qualification of respondents.

Table 2

**Highest Academic Qualification of Respondents**

Qualification	Frequency	Percentage
Teachers’ Certificate ‘A’	9	9.4
Diploma in Education	51	53.1
First Degree in Education	36	37.5
Total	96	100.0

Table 2 displays that 53.1% of respondents have Diploma in Education Certificate, 37.5% had First Degree in Education and 9.4% possessed Teachers' Certificate 'A'. Majority of respondents possessed Diploma in Education because the new education reforms had tasked teachers at the basic level to have at least a professional diploma certificate to enable them teach at the basic level. The responses in Table 2 would be more meaningfully when they are considered against those shown in Table 3. This is because Figure shows the length of time respondents have served with the GES.

Table 3

**Respondents' Length of Service with GES**

No of years of service	Frequency	Percentage
0 – 5	18	18.8
6 – 10	21	21.9
11 or more	57	59.3
Total	96	100.0

Table 3 shows that 59.3% of the respondents had served in the teaching service for 11 years or more. It was stressed during the discussion in Table 2 that most teachers now have at least Diploma in Education because at the time they joined the GES most basic school teachers possessed Teachers' Certificate 'A' but have had to do distance education courses to obtain the diploma required to teach at the basic level. The few respondents who still have Certificate 'A' probably have plans to top up through the diploma programmes run by the University of

Education, Winneba or that of University of Cape Coast or manage to get a degree as 37.5% of respondents had.

It is important to stress that the number of years the majority of respondents have service with the GES would factor into the information they had contributed to this study. Since, the fact is that issues about recruitment and retention can be assessed properly using people who themselves are managers of the system or subordinates such that they possess the requisite knowledge to pronounce on it authoritatively.

The main results of the study are presented according to research questions according to how they first appeared in the text. Thus, research question one is stated and the rationale for it is also stated. Afterwards, the responses that were elicited from it are presented in tabular forms followed or preceded by discussions interlaced with literature support. In this way each research question forms a subsection.

#### Teachers Recruitment for Basic Schools in the Obuasi Municipal Educational Area

This research question 1 was used to find out the modes of recruiting basic school teachers in the public schools for the Obuasi Municipality. Owing to this one main item in the form of checklist was formulated for the consideration of respondents in the questionnaire and interview guide used for data collection. The responses that were given by respondents are presented in Table 4.

The point had been amply made that deploying newly-trained teachers from the various training institutions is just the end of the entire recruitment

process. Since recruitment of teachers for the basic schools start from when applications are received for admissions into the 41 initial teacher training institutions (Ministry of Education Ghana, 1993). The responses as shown in Table 4 give credence to this assertion.

Table 4

**Responses on the Mode of Teacher Recruitment in the Obuasi Municipality**

Recruitment mode	Rel. Freq.	Rel. Freq. %
First Degree in Education Holders	0.09	9.0
Diploma in Education Holders	0.28	28.0
Teachers Certificate 'A' Holders	0.53	53.0
SSSCE/WASSCE Holders	0.04	4.0
Higher National Diploma Holders	0.06	6.0
Total	1.00	100.0

N=252

Table 4 shows that basic school teachers were mostly recruited from among the holders of Certificate 'A'. The results show that 53% of the respondents indicated teachers for public basic schools in the Obuasi Municipality were recruited from Certificate 'A' holders. This was followed by Diploma in Education holders. This makes sense in that the Diploma in Education Certificate has been used to replace Certificate 'A'.

Again, Table 4 shows that some teachers with First Degree in Education are targeted and recruited to teach in the basic schools in the Obuasi Municipality. Ideally, teachers at the basic school level should have been holders of first degree in education because they are adequately trained in content and methodology of

teaching to be able to deliver curriculum instructions effectively to learners (Merz, 2008).

It must be stressed that there are three main types of teacher recruitment: the professionals trained by the initial Colleges of Education and the University of Education, Winneba and University of Cape Coast and non-professionals, such as SSSCE/WASSCE graduates and HND holders. Consequently, it was seen that 4% and 6% of the responses indicated some teachers were recruited from among SSSCE/WASSCE and HND holders respectively. Explanations were sought from circuit supervisors and education officials on why non-professionals are targeted for recruitment to teach at the basic level. They explained that some parts of the municipality are deprived and remote and the professionals are not prepared to accept postings to such places; when such vacancies are created, the directorate has no choice than to recruit willing non-professionals to fill the vacancies. Also, some of the subject areas require the services of certain professionals other than education and the polytechnic graduate readily provide that. In spite of this arrangement, such non-professionals are given the opportunity to enrol with the University of Education, Winneba and Cape Coast to have a stint with professional teacher courses to secure their status as professionals. This assertion is given credence by (Owusu-Mensah, 2005). He dilated on the Untrained Teacher Training Diploma in Basic Education Programme (UTDBE). According to Owusu-Mensah (2005), the UTDBE is a four year distance education programme intended to train untrained pupil teachers (as the non-professionals are commonly called) to become professionals as diploma holders.

In summing up this section, it must be emphasised that teacher recruitment cannot be divorced from teacher training. In Ghana there are three modes of teacher recruitment, that is, through the Colleges of Education, the Universities that offer initial teacher education or post diploma and pupil teacher modes. Education professionals insist that teacher education should be well planned so that the teachers produced would be capable to teach children to become useful citizens of their societies. To this end, Hargreaves and Fullan (1992) revealed that teacher education or development as is used by many teacher educators is a complex, multi-faceted process, made up of initial teacher training, in-service training (or continuing education) and lifelong education. Furthermore, in some places, teachers go through an additional process of induction and licensing. In Ghana, after one's graduation and subsequent issue of appointment letter, a teacher registration number is given to the teacher to identify him or her. This is a form of licence to practise as a professional or non-professional teacher (MOE, 1993).

### **Teacher Retention Strategies Instituted by the Obuasi Municipal Directorate of Education**

The next thing that is done after recruitment of teachers is retaining them, in view of this, research question two was used to elicit responses to the teacher retention strategies that the Obuasi Municipal Directorate of Education uses. One main item in the form of a checklist was used to elicit the required responses from respondents. Table 5 presents the teacher retention strategies the Obuasi Municipal Directorate of Education uses to retain teachers in the municipality.

Table 5

**Teacher Retention Strategies used by Education Officials in the Obuasi Municipality**

Retention strategies	Rel. Freq.	Rel. Freq. %
i. Continuous professional teacher development		
through distance education	0.315	31.5
ii. Sponsoring of teachers	0.167	16.7
iii. Regular in-service training	0.108	10.8
iv. The institution of teacher incentives in the form		
of salary advance, soft loans and hire purchase	0.175	17.5
v. Annual best teacher award	0.235	23.5
Total	1.000	100.0

N=276

From Table 5, it can be seen that five main strategies have been adopted to retain teachers in the Obuasi Municipality. First and foremost, 31.5% of the responses indicated that continuous professional teacher development through distance education had been used as the top most measure in the retention of teachers. According to Wiley (2009), teachers often leave the teaching service when they encounter environments that lack professional support. In view of this when teachers are given professional support they would stay longer on the job.

Again, Table 5 shows that 16.5% of the responses stressed that teacher sponsorship for further studies is used as another strategy to retain teachers. Even though there is a quota system in place by which study leave is granted to teachers who qualify. The import of this assertion is that not all teachers may qualify to enjoy study leave with pay since the quota system precludes some categories of

teachers from benefiting. However, education official indicated that conscious efforts are made such that teachers who were not granted study with pay would feel satisfied and motivated to stay in the municipality and work for longer time. The institution of teacher incentive packages can be linked with teacher sponsorship system that is being practised in the municipality. It was seen that 17.5% of the total responses supported the proposition that incentive schemes are used as teacher retention strategy. In support of the use of incentives, Wiley (2009) emphasised that ongoing encouragement from school leadership, teacher unions and school districts is essential, especially with regard to financial incentives that promote teacher retention. In the same way, annual teacher award has been instituted to reward teachers who put vintage performance in the course of the working year. This also falls within the grand strategy of employee retention, particularly teachers in basic schools and it is a form of teacher motivation (Agbeko, 2006).

Finally, Table 5 shows that 10.8% of the responses intimated that regular in-service training as a form of teacher retention strategy. They indicated that at such workshops, teachers are exposed to certain administrative decisions which they do not understand and have problems with and this eventually help resolve some of the grievances they may have. It has been seen that grievances that have not been dealt with could lead to an employee leaving his/her job for another (Ingersoll, 2001; Carroll, Reichard & Guarino, 2000).



## **Challenges Encountered in the Recruitment of Basic School Teachers for the Obuasi Educational Area**

The rationale for research question three was to identify the challenges that educational authorities in the Obuasi Municipality encounter in the recruitment of teachers. Eleven propositions in the form of recruitment challenges formulated in the questionnaires and interview to which respondents indicated their degree of agreement or disagreement as they saw fit. Table 6 presents the responses followed by the requisite discussions.

For the sake of discussions, the responses are collapsed into two. 'Strongly Agree' and 'Agree' become 'Agree' whilst 'Strong Disagree' and 'Disagree' become 'Disagree'. Firstly, Table 6 shows that almost 72% of respondents agreed with assertion that there is absence of links between the needs of the schools and teacher education resulting in inadequate initial teacher preparation. The implication of this assertion is that curriculum developers of teacher training colleges and those of the basic schools do not confer to be able to reach consensus on how to train teachers for the basic schools. It is a serious indictment because respondents were of the view that physically teachers have trained and posted to the municipality but they lacked the required professional skills to deliver as teachers.

Table 6

**Challenges Education Officials face in the Recruitment of Teachers for Public Basic School in the Obuasi Municipality**

Statement	Response Type			
	SA N (%)	A N (%)	D N (%)	SD N (%)
i. There is absence of links between the needs of the school and teacher education resulting in inadequate initial teacher preparation	21(21.9)	48(50.0)	24 (25.0)	3 (3.1)
ii. The lack of defined standards for teacher development	21(21.9)	48(43.8)	30 (31.2)	3 (3.1)
iii. There is lack of co-ordination among the various agencies dealing with teacher education such as MOE, TED& CRDD	18(18.7)	33(34.4)	36 (37.5)	9 (9.4)
iv. The unattractiveness of teacher education programme as a result of the length of time required for an SSS graduate to acquire a Diploma	24(25.0)	33(34.4)	18 (18.7)	21(21.9)
v. There are limited avenues for training specialized teachers for technical-vocational technical & training	51(53.1)	36(37.5)	6 (6.3)	3 (3.1)
vi. Unsatisfactory packaging of the In-In-Out programme for TTCs	27(28.1)	57(59.4)	9 (9.4)	3 (3.1)
vii. The 38 public teacher training colleges are not producing enough teachers for basic schools	33(34.4)	21(21.9)	33 (34.4)	6 (6.3)
viii. Absence of pre-school teacher training programme in the institutions	30(31.2)	51(53.1)	9 (9.4)	6(6.3)
ix. There is absence of well-structured continuous professional development programme as an integral part of the initial teacher training	21(21.9)	54(56.2)	12(12.5)	9 (9.4)
x. There is lack alternative pathways for training teachers	15(15.6)	51(53.1)	14(14.6)	16(16.7)
xi. Teacher attrition as a result of the migration of teacher trainees to other well paid and well motivating professions is on the increase in the country	42 (43.7)	36 (37.5)	12 (12.5)	6 (6.3)

N = 96

Closely related to the above challenge is that roughly 53% of respondents agreed that there is lack of co-ordination among the various agencies dealing with teacher education such as MOE, TED & CRDD. If it is true that the Ministry of Education, Teacher Education Division of the Ghana Education and Curriculum, Research and Development Division do co-ordinate their activities then educational delivery will be disjointed. The MOE is the policy maker and the TED and CRDD are part implementers but could input into whatever policy is made, such that if no consultation is done as claimed by some teachers then it is out of place. Similarly, 65.7% agreed with the proposition that the lack of defined standards for teacher development is another challenge. It is related to the two challenges discussed above. It must be emphasised that the views of about 30%-40% of respondents who have disagreed that the three propositions discussed so far were not challenges to teacher recruitment in the Obuasi Municipality hold water. This is because the challenges discussed can restated to read there the lack proper coordination, linkages and defined standards. In any case they remain challenges because they have confirmed a research finding by Agbeko (2006). He stressed in his study the challenges that confront pre-service teacher education also constitutes the challenges of the teacher recruitment.

Additionally, roughly 59% of respondents agreed that teacher education programmes are unattractive to SSS graduates because of the length of time they need to acquire a diploma or a degree as professionals. On the contrary, a little over 40% of respondents disagreed that was the case. One would have taught that the duration for acquiring a professional teacher degree or diploma these days is

easier, but this unattractiveness of teacher education programmes in Ghana was cited by Agbeko (2006) in his study as one of the challenges. May be the unsatisfactory packaging of the In-In-Out programme of the Teacher Training Colleges and the University of Education, Winneba' Internship programme can be used to buttress the unattractiveness issue. The table shows 87.5% of respondents, which arguably constitute a vast majority of views agreed with the proposition. This assertion had confirmed by Agbeko (2006) and Cobbold (2006).

Furthermore, Table 6 shows that almost 91% of respondents agreed that the limited avenues for training specialized teachers for technical-vocational technical & training is a challenge confronting teacher recruitment in the Obuasi Municipality. This assertion had been made against the background that specialized teachers are needed to teach special subjects such as pre-vocational and pre-technical skills. What is seen is that most often untrained teachers are recruited from among Polytechnic graduates to teach those subjects. Presently, it is on the Mampong Technical College of Education that offers purely technical education to teachers and the numbers that graduate yearly is inadequate to go round all the schools in Ghana. Similarly, 84.3% of respondents agreed that there is absence of pre-school teacher training programme in the training institutions and that is another challenge confronting teacher recruitment. Pre-school education had been made part of the basic schooling in Ghana and one would have thought that provision would have been made in the Colleges of Education towards the preparation of teachers but that had been done.

In another development, the table indicates that 56.3% of respondents agreed that the existing 38 public Colleges of Education are not able to produce the needed number of teachers for the basic schools in Ghana. It is in the light of this that pupil teachers are hired as complement especially for the rural areas. In effect attracting qualified teachers to the rural areas had continued to pose challenges to education officials in the districts. To this end, Cobbold (2006) recruiting and retaining qualified teachers for schools in rural communities are both an issue and a problem in many countries. He continue to stress that the very nature of rural communities and perceptions of teaching in such environments tend to discourage qualified experienced and new teachers from taking appointments there.

Lastly, Table 6 shows that an average of 70% of the respondents agreed that: absence of well-structured continuous professional development programme as an integral part of the initial teacher training; lack alternative pathways for training teachers; and teacher attrition caused by migration of teacher trainees to other well paid and well motivating professions is on the increase in the country. The challenges outlined are issues that have been found in other studies in other countries including Ghana (Agbeko, 2006; Darling-Hammond, 2000a; Ingersoll, 2001; Carroll, Reichard & Guarino, 2000; Hanushek, Kain & Rivkin, 1999).

Furthermore, the Indiana Education Department (2009) stressed that teacher quality is one of the most important predictors of a child's academic achievement, but schools in Indiana and across United States are struggling to employ teachers who are 100 percent qualified to instruct the subjects they are

teaching, Indiana University education experts had made that remark. In addition, researchers say the recruitment and retention of experienced teachers should be emphasized as much as seeking higher numbers of new teachers to enter the profession (Claxton, 2008; Hanushek & Woessmann, 2008).

### **Challenges Associated with Teacher Retention in the Basic Schools within the Obuasi Educational Area**

Research question 4 elicited responses that brought to light the challenges that had been associated with teacher retention in public basic schools of the Obuasi municipality. Items used to elicit the responses were in the form of a checklist from which respondents indicated views as they saw happened in the municipality. Table 7 presents the responses as provided by 96 respondents.

From Table 7 it is seen that 30% of the responses indicated the incidence of teachers leaving the teaching service for other lucrative employment avenues. Normally, it is not bad to see workers leave the one job for another because the dynamics of human resource management (Loeb, Darling-Hammond & Luczak, 2007). It is seen that teacher leaving the teaching service for other lucrative job is not peculiar to Ghana, even in the United States of America, Ingersoll (2001) noted that studies in Boston and Dallas give a clearer picture of why teachers leave the teaching field in droves for greener pastures.

Table 7

**Challenges Associated with Teacher Retention in the Obuasi Municipality**

The challenges	Rel. Freq.	Rel Freq. %
i. The municipal directorate's inability to prevent teachers from furthering their education in the universities	0.100	10.0
ii. Poor remuneration	0.148	14.8
iii. Lack of basic amenities in some of the communities	0.080	8.0
iv. Unco-operative attitude of some community members towards teachers	0.160	16.0
v. Teachers leaving the teaching service for other lucrative employment avenues	0.300	30.0
vi. Discrimination in the giving of annual teacher awards	0.052	5.2
vii. Inadequate avenues for professional development	0.060	6.0
viii. Delay in promotion to the next rank	0.100	10.0

N=250

Other teacher retention challenges displayed on Table 7 are closely related to teachers leaving the teaching field can grouped under conditions of service. These challenges are: poor remuneration, lack of basic amenities in some of the communities, unco-operative attitude of some community members towards teachers, delay in promotion to the next rank and discrimination in the giving of annual teacher awards. As a matter of fact, 14.8% of the responses indicated the educational officials in Obuasi Municipality encounter the challenges of proper remuneration. This finding is supported by scholars who have undertaken similar

studies in developed countries. For instance, Ingersoll (2001); Carroll, Reichard and Guarino (2000) indicated that there is substantial evidence that wages are at least as important to teachers in their decision to quit teaching as they are to workers in other occupations. Besides, the poor remuneration or low salaries paid to teachers in Ghana, there are others that are peculiar to some local communities like the unco-operative attitude exhibited by members of the communities. Sometimes, one hears that teachers have been assaulted by parents for disciplining their wards. Such actions do not encourage teachers to stay and work there and would leave to other districts or localities where the people are accommodating. In the way, there may be lack of basic social amenities to make life a bit enjoyable like access to portable water, electricity and decent accommodation to mention the very essential ones. Apart from these, some teachers leave the teaching service or the municipality because official discriminate in the award of incentives and promotion.

Furthermore, Table 7 shows that 10% of the responses pointed out that the inability of the Municipal Directorate of Education to prevent teachers from furthering their education in the universities is challenge. This challenge should not have existed but human beings have the penchant to advance in life. The Ministry of Education and Ghana Education Service had instituted the Quota System, which some teachers think is discriminatory, so they find their own ways and means of going for further education. Some do return; others leave the GES afterwards, because they were granted study leave with pay. Rationally, this



should have solved the problem of inadequate of avenues for professional development.

### **Strategies Required to Mitigate Challenges of Teacher Recruitment and Retention in Obuasi Municipality**

Responses presented and discussed in under research question five have been solicited from respondents because they as teachers in the offices and classroom knew the real challenges and how to deal with them. Some of the measures suggested may form part of measures that education authorities in general and those in the Obuasi municipality have instituted to stem the tide. Table 8 presents the suggested measures that could be used to deal with the teacher recruitment challenges, whilst Table 6 deals with the suggested solutions to the retention difficulties.

Table 8 displays seven suggestions that were given by respondents for the education officials in the Obuasi Municipality to deal with the challenges associated with teacher recruitment. The foremost suggestion was that the salaries of newly trained teachers must be paid on time. Most often, one hears that salaries of newly trained teachers had delayed for at least six months and this does not encourage most people to join the teaching service.

Again, Table 8 shows that 20% of responses suggested that there should be expansion of teacher training facilities in the country. This suggestion had been given against the background that there are 41 Colleges of Education, 38 public and 3 private. These 41 colleges train 9,000 and the teacher requirement is about 12, 000 leaving a deficit of about 3000.

Furthermore, 18% of the responses suggested that the Obuasi Municipal Assembly must sponsor teacher trainees in the training institutions. This can be done when pragmatic measures are put in place so that sponsored teachers return to the municipality to serve. Similarly, 12% of responses suggested that teachers studying by the Distance Education mode must be sponsored by government. The two suggestions are talking about sponsoring teachers so that it could boost teacher recruitment in the Obuasi Municipality.

Additionally, Table 8 shows that some respondents suggested that there should be coordination of decisions among Ministry of Education, Teacher Education Division, Curriculum Research and Development Division of the GES in preparing teachers to stay and love their work. In the view of the respondents who made this suggestion, they believed that these bodies did not coordinate in their decision making processes which result in disproportionate posting of teachers whereby some districts get more than those who really need teachers. Other suggestions that need to be considered by policy makers on teacher recruitment are that:

- a. attention should be given to the training of pre-school teachers
- b. and private training institutions should join in the training of teachers to help meet the teacher requirements for the municipality and other districts.

**Table 8****Suggested Measures to Deal with Teacher Recruitment Challenges in the Obuasi Municipality**

Suggested solutions	Rel.Freq.	Rel.Freq. %
i. Sponsoring of teacher trainees by the municipal assembly	0.180	18.0
ii. Coordination of decisions by MOE, TED, CRDD and GES	0.100	10.0
iii. Teachers studying by the Distance Education mode must be sponsored by government	0.120	12.0
iv. Salaries of newly trained teachers must be paid on time	0.250	25.0
v. Pre-school teacher training must be looked at policy making level	0.100	10.0
vi. Expansion of teacher training facilities	0.200	20.0
vii. More private sector operators must be encouraged to set up teacher training institutions	0.050	5.0

N=154

Suggestions were made against the background that most of the pre-schools do not have professionally trained teachers and they have had to rely on untrained teachers to handle the pre-schoolers. On the call on private training institutions to participate in the training of more teachers, three private Colleges of Education had started and they are doing well in that direction. After all, the Teacher Education Division of GES will supervise them to do the right thing in so far as initial teacher education is concerned.

In a logical sequence, Table 9 presents seven suggestions on measures that could be used to retain teachers in the Obuasi municipality. Some of the suggestions would be peculiar to the municipality but other could be generalised to other parts of the Ashanti Region.

In the first instance, respondents suggested that there teacher promotion must be fair and prompt. It has been seen that when workers promotion delays, it brings about dissatisfaction and it even affects work output. The issue is that promotion comes with seniority and enhancement in remuneration and if it delays it is unpleasant. In view of that, the municipal education authorities should do everything within their power to be fair in promotion of staff who are due to be promoted.

The second suggestion for the retention of teachers was that local communities could help retain teachers in the Obuasi Municipality. It was seen that 14% of the responses indicated that communities should offer the needed assistance to teachers posted to their localities.

Table 9

**Suggested Measures to be Used to Deal with Teacher Retention Challenges in the Obuasi Municipality**

<b>Suggested solutions</b>	<b>Rel.Freq.</b>	
<b>Rel.Freq.%</b>		
a. Fair and prompt promotion of personal who are due to be promoted	0.160	16.0
b. Communities should offer the needed assistance to teachers posted to their localities	0.140	14.0
c. The quota system used to grant study leave to teachers must be reviewed	0.080	8.0
d. The annual teacher awards must be fair and objective	0.020	2.0
e. Teachers monthly salaries must be increased to reflect their qualifications	0.300	30.0
f. Special welfare packages must be instituted for all teachers in the municipality	0.200	20.0
g. Teachers on study leave with pay must be bonded and monitored to ensure they return to the municipality	0.100	10.0

N=165

Elsewhere, in this discussion, it was stated that some community members do not give teachers the needed cooperation but rather harass them when a little mistake is made by a teacher. In this light, the communities could well be helped by providing decent accommodation and even meals to new trained teachers so that they would want to continue to teach there as in times of old. This particular suggestion goes to rural and deprived communities where basic social amenities such as water and electricity are lacking. Even though, they lack these basic social amenities, they could evolve strategies to retain professionally trained teachers in their own way.

Apart from the above two suggestions, the other can be grouped under general welfare and monetary rewards. With the general welfare, one can talk of the annual teacher awards and special welfare packages. In recent times, the Government of Ghana and the Ghana Education had been giving best teacher awards at the national and district levels. In view of teachers, there had not been fairness in giving the awards and this brought about dissatisfaction leading teacher leaving the municipality or the teaching service altogether. Hence, the suggestion that it should be fair and objective, meaning only best and hard working teachers should be awarded. Besides, the annual awards for selected teachers, all teachers should be given special incentives annually as a moral booster for them to continue to serve in the municipality.

On the monetary rewards, it was suggested that teachers' monthly salaries must be increased to reflect their qualifications and that the quota system used to grant study leave to teachers must be reviewed. Generally, teachers always clamour for increase in salaries because they claim that their monthly

remunerations are not competitive as compared to other workers in the public sector. This assertion is amply supported by a research finding reported by Ingersoll (2001) and Carroll, Reichard and Guarino (2000). In those studies it was reported that salaries formed the basis for teacher retention or teacher turnover. The granting of study leave with pay to teachers brings financial relief to them but the introduction of the quota system seemed to prevent some subject area teachers from benefiting the study leave regime. In effect teachers who are negatively affected by the quota system leave for further education without financial support from the GES under the Obuasi municipality and would not return but divert to another district or search for another job outside the teaching service. In view of all these scenarios, it was suggested the quota system should be reviewed to take care of more teachers with the view to retaining the crop of teachers needed to handle the basic schools in the municipality.

The institution of special welfare packages, promotion and granting of study leave are all implemented through administrative decisions. To this end, Loeb, Darling-Hammond and Luczak (2007) alluded to poor administrative supports. The challenge of teacher attrition is not new to educational authorities because Education International (2010) confirmed it in a survey conducted among teachers in Ghana. The solutions to the issue can be found in better working conditions, higher salaries and opportunities for pursue further studies. Besides these three measures, better in-service training and professional development opportunities could prove to be good incentives to encourage teachers to continue teaching.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This chapter of the study is devoted to presentation of the summary of the study. Additionally, the summary of findings, conclusions drawn from the study, and recommendations made from the findings are taken care of. Lastly, areas suggested to be considered for further research are catered for in this chapter.

#### **Summary of the Study**

The main thrust of this study was the recruitment and retention of professionally trained teachers for the basic schools in the Obuasi Adansi Municipality. Based on the background to the study, the importance of teachers in the education delivery process re-emphasised. In the same breadth, the relevance of basic education was emphasised because the global community had made it a point to ensure that children of school going age have unimpeded access to school which is staffed by quality teachers. The statement of the problem reinforced the quest for more qualified teachers in the light of increased enrollment levels to achieve an appreciably pupil-teacher ratio. Consequently, the purpose of the study identified the factors that affected the recruitment and retention of teachers for the basic schools in Ghana in general and the Obuasi Municipality in particular.

Apart from the background to the study, statement of the problem and purpose of the study, other sections that made Chapter One complete were the



research questions formulated to guide data collection. Also, discussed in the Chapter One were: the significance of the study, delimitation of the study and limitation of the study.

Furthermore, an extensive literature was reviewed to put the issue of teacher recruitment and retention into the right perspective. In view of that, themes such as: the principle underpinning teacher education, teacher recruitment modes in Ghana, models of teacher education practicum, role of teacher practicum, challenges of teacher recruitment in Ghana and teacher retention strategies were discussed.

The methodology of the study was dealt with in Chapter Three. It comprised the research design, population of the study, sampling procedures used for the selection of respondents and instruments used for data collection. Other areas covered in the methodology were pre-testing of instruments, data collections and analysis procedures. Moreover, Chapter Four presented the results and discussions. The presentation of results was done mainly using charts and tables, which were supported by percentages. Where it was possible relevant literature was cited to buttress the finding or discussion. Finally, Chapter Five presents the summary, conclusions and recommendations of the study.

### **Summary of Findings**

The summary of findings is presented based on the specific objectives of the study because the research questions that were used to guide data collection were formulated from the specific objectives. Consequently, the major findings are stated to reflect the objectives of the study.

A. The first objective of the study was concerned with the modes of recruiting basic school teachers in the public schools of the Obuasi Municipality. From data collected, analysed and discussed, it was realized that basic school teachers were recruited from among:

- i. First Degree in Education Holders
- ii. Diploma in Education Holders
- iii. Teachers Certificate 'A' Holders
- iv. Higher National Diploma Holders and
- v. SSSCE/WASSCE Holders

B. The second objective of the study had to do with teacher retention strategies that the Obuasi Municipal Education Officials had mapped out to retaining teachers who had been recruited. Data collection revealed that:

- i. there is continuous professional teacher development through the distance education mode run by UCC and UEW,
- ii. sponsoring of teachers for further education,
- iii. organisation of regular in-service training,
- iv. the institution of teacher incentives in the form of salary advance, soft loans and hire purchase and
- v. the institution of the annual best teacher award scheme.

C. The third objective of the study identified the challenges that confront teacher recruitment in the Obuasi Municipality. The results showed that:

- i. There was absence of links between the needs of the school and teacher education resulting in inadequate initial teacher preparation;

- ii. Lack of defined standards for teacher development;
- iii. Lack of co-ordination among the various agencies dealing with teacher education such as MOE, TED & CRDD;
- iv. There were limited avenues for training specialized teachers for technical-vocational technical & training;
- v. The question of unsatisfactory packaging of the In-In-Out programme of the Teacher Training Colleges;
- vi. The inability of the 38 public teacher training colleges to produce enough teachers for basic schools in Ghana;
- vii. There was absence of pre-school teacher training programme in the training institutions;
- viii. Lack alternative pathways for training teachers;
- ix. Absence of well-structured continuous professional development programme as an integral part of the initial teacher training; and
- x. Teacher attrition as a result of the migration of teacher trainees to other well paid and well motivating professions

D. Similar to the third objective of the study, the fourth one dealt with the challenges that confront the retention of teachers in the Obuasi Municipality. It was seen that there were challenges like:

- i. The municipal education directorate's inability to prevent teachers from furthering their education in the universities or polytechnics;
- ii. Poor remuneration of teachers;
- iii. Lack of basic social amenities in some of the communities;

- iv. Uncooperative attitude of some community members;
- v. Teachers leaving the teaching service for lucrative jobs;
- vi. Delays in promoting teachers to the next rank;
- vii. Discrimination in giving the annual teacher awards; and
- viii. Inadequate avenues for continuous professional training

E. Finally, the fifth objective was concerned with soliciting remedial measures to the challenges that confront the Obuasi Municipal Education Officials. The main suggestions were offered were that:

- 1. Teachers should be sponsored by the Municipality;
- 2. There should be coordination among stakeholders in teacher education;
- 3. Government should sponsor teachers who opt to do the distance education programmes as part of their professional training;
- 4. Salaries for newly trained teachers must be paid promptly;
- 5. Objectivity in giving the annual teacher awards;
- 6. Teachers on study leave with pay must be properly monitored;
- 7. Provision should be made for pre-school teacher training;
- 8. There should be expansion of teacher training facilities;
- 9. Enhanced teacher remuneration; and
- 10. More private sector participation in the training of teachers.

### **Conclusions**

There cannot be quality basic education without the commensurate teacher component. It was seen throughout the study that the availability of the right number of qualified teachers ensures that basic education is delivered to its logical

conclusion. In fact, the findings from the study were a confirmation of previous research in so far as challenges associated with the recruitment and retention of teachers were concerned. Some of the studies were conducted in Ghana and others from across the world. Even though not all the findings were similar to those found in literature, they brought in new and peculiar ideas which are useful for a local condition such as those in the Obuasi municipality. On the whole, the findings of this study had brought home the challenges that teacher recruitment and retention is associated with.

### **Recommendations**

This study was mainly concerned with the challenges that are associated with the recruitment and retention of teachers for the public basic schools in Obuasi Municipal educational area. It is based on the challenges that emerged that some recommendations are made as remedial measures to deal with the issues involved.

Concerning the challenges that teacher recruitment is confronted with, it is recommended that:

- i. all bodies that have something to do with teacher recruitment in Ghana and by extension the Obuasi Municipality must coordinate their activities so that they would know the required numbers that are needed any point in time;
- ii. the existing teacher training facilities must be expanded to take on more teacher trainees to offset the deficits that exist;

- iii. more specifically, the Obuasi Municipal Authority must sponsor teachers so that future requirements may be met;
- iv. government should assist teachers who have opted for the distance education programmes so that the quota system would become more effective;
- v. pre-school teacher education should be looked at seriously at policy formulation level; and
- vi. more private institutions must be licensed to train teachers.

Regarding the teacher retention challenges, the following recommendations are made:

- a. teacher promotion should not be delayed,
- b. the annual municipal teacher awards must be fair and objective,
- c. the municipal authority should evolve special incentive packages for teachers who opt to teach in deprived communities,
- d. in the same way communities should support teachers through locally made welfare packages,
- e. teachers must be increased, and
- f. teachers who are granted study leave with pay should be bonded and monitored after their studies.

### **Suggested Areas for Further Studies**

The following suggestions are made for consideration by prospective researchers:

1. The challenges associated with teacher recruitment and retention must be replicated in other parts of the Ashanti Region.

2. The relationship between staff performance appraisal and motivation in the Obuasi Municipality.
3. The impact teacher motivation has on pupil academic achievement in the Obuasi Municipality.
4. Evaluating the teacher job satisfaction in the rural areas of the Obuasi Municipality.

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**APPENDIX A**

**University of Cape Coast**

**Institute of Education**

**Interview Guide for Education Officials**

I am a postgraduate student from UCC pursuing Masters in Teacher Education. I am undertaking a research as part of my course work on the topic: “Factors Affecting Recruitment and Retention of Basic School Teachers in Some Selected Schools in the Obuasi Municipality. I will be very grateful if you could spare some few minutes of your time to answer some questions relating to the issue. This exercise is purely an academic one and the views and information you give will help this researcher make informed conclusions. Because you are required to give some confidential information, your name is not needed. Thanks in advance for your cooperation.

**SECTION A: BIOGRAPHICAL DATA OF RESPONDENTS**

1. Sex of Respondent: Male [ ] Female [ ]

2. Highest Academic/Professional Qualification:

Certificate ‘A’ [ ]

Diploma in Education [ ]

First Degree in Education [ ]

Masters Degree in Education [ ]

Other, specify:.....

3. Length of Service with the Ghana Education Service:

0 – 5 years [ ]

6 – 10 years [ ]

10+ years [ ]

4. Respondent's Designation:

Circuit Supervisor [ ]

OIC Human Resource [ ]

OIC Statistics [ ]

SECTION B: MODES OF BASIC SCHOOL TEACHER RECRUITMENT

5. Which of the underlisted modes of teacher recruitment is used by the Obuasi Municipal Education Directorate?

i. First Degree in Education [ ]

ii. Post Diploma in Education [ ]

iii. Diploma in Education [ ]

iv. Certificate 'A' Holders [ ]

v. SSSCE/WASSCE Holders [ ]

vi. Other, specify: .....

SECTION C: TEACHER RETENTION STRATEGIES

6. What teacher retention measures have been put in place by the education authorities in the Obuasi Municipality?

Suggested strategies

i. Continuous professional teacher development through distance education

[ ]

ii. Sponsoring of teachers [ ]

iii. Regular In-service Training [ ]

iv. Institution of Teacher Incentives in the form of salary advance, soft loans and hire purchase etc [ ]

v. Annual teacher best awards [ ]

vi. Others, state them: .....

.....  
.....  
.....  
.....  
.....

**SECTION D: CHALLENGES OF TEACHER RECRUITMENT**

7. Indicate the Extent you agree or disagree with the following statements relating to the challenges of teacher recruitment in the Municipality

xii) There is absence of links between the needs of the schools and teacher education, resulting in inadequate initial teacher preparation.

Strongly Agree [ ] Agree [ ] Disagree [ ] Strongly Disagree [ ]

xiii) There is lack of defined standards for teacher development.

Strongly Agree [ ] Agree [ ] Disagree [ ] Strongly Disagree [ ]

xiv) There is lack of co-ordination among the various agencies dealing with teacher education such as MOE, TED, CRDD, etc.

Strongly Agree [ ] Agree [ ] Disagree [ ] Strongly Disagree [ ]

xv) There is unattractiveness of the teacher education programme as a result of the length of time required for an SSS graduate to acquire a Diploma or a Degree.



Strongly Agree [ ] Agree [ ] Disagree [ ] Strongly Disagree [ ]

xvi) There are limited avenues for training specialized teachers for Technical Vocational Education and Training.

Strongly Agree [ ] Agree [ ] Disagree [ ] Strongly Disagree [ ]

xvii) The question of unsatisfactory packaging of the In-In-Out-In programme of the teacher training colleges.

Strongly Agree [ ] Agree [ ] Disagree [ ] Strongly Disagree [ ]

xviii) The 38 public teacher training colleges are not producing enough teachers for basic education.

Strongly Agree [ ] Agree [ ] Disagree [ ] Strongly Disagree [ ]

xix) There is absence of pre-school teacher training programmes in the training institutions.

Strongly Agree [ ] Agree [ ] Disagree [ ] Strongly Disagree [ ]

xx) There is absence of a well-structured continuous professional development programme as an integral part of the initial teacher training.

Strongly Agree [ ] Agree [ ] Disagree [ ] Strongly Disagree [ ]

xxi) There is lack of alternative pathways for training teachers.

Strongly Agree [ ] Agree [ ] Disagree [ ] Strongly Disagree [ ]

xxii) Teacher attrition as a result of the migration of teacher trainee to other well paid and well motivating professions is on the increase in the country.

Strongly Agree [ ] Agree [ ] Disagree [ ] Strongly Disagree [ ]

SECTION E: CHALLENGES IN TEACHER RETENTION

8. What challenges do the Municipal Education Officials face in retaining teachers in the basic schools?

- a. Municipal Directorate inability to prevent teachers from furthering their education in the universities [     ]
- b. Poor Remuneration [     ]
- c. Lack of basic amenities in some of the communities [     ]
- d. Unco-operative attitude of some community members [     ]
- e. Teachers leaving the teaching service for other lucrative employment avenues [     ]
- f. Discrimination of giving of best teacher awards [     ]
- g. Inadequate avenues for professional development [     ]
- h. Delay in promotion to next rank [     ]

i. Others, state:  
.....  
.....  
.....  
.....  
.....

SECTION F: SUGGESTED REMEDIAL MEASURES TO THE CHALLENGES OF TEACHER RECRUITMENT AND RETENTION

- a. Teacher Recruitment (Suggest some measures that can be instituted to forestall teacher recruitment challenges that confront the municipality)

- b. Teacher Retention (Suggest some appropriate ways that teacher can be retained in the municipality)

## APPENDIX B

University of Cape Coast

Institute of Education

### Questionnaire for Teacher Respondents

I am a postgraduate student from UCC pursuing Masters in Teacher Education. I am undertaking a research as part of my course work on the topic: “Factors Affecting Recruitment and Retention of Basic School Teachers in Some Selected Schools in the Obuasi Municipality. I will be very grateful if you could spare some few minutes of your time to answer some questions relating to issue. This exercise is purely an academic one the views and information you give will help this researcher make informed conclusions. Because you are required to give some confidential information your name is not needed. Thanks in advance for your co-operation.

#### SECTION A: BIOGRAPHICAL DATA OF RESPONDENTS

1. Age range of respondents:

- |                    |   |   |
|--------------------|---|---|
| Below 20 years     | [ | ] |
| 20 – 29 years      | [ | ] |
| 30 – 39 years      | [ | ] |
| 40 – 49 years      | [ | ] |
| 50 – 59 years      | [ | ] |
| 60 years and above | [ | ] |

2. Sex of Respondent: Male [ ] Female [ ]

3. Highest Academic/Professional Qualification:

Certificate 'A' [ ]

Diploma in Education [ ]

First Degree in Education [ ]

Masters Degree in Education [ ]

Other, specify:.....

4. Length of Service with the Ghana Education Service:

0 – 5 years [ ]

6 – 10 years [ ]

10+ years [ ]

SECTION B: MODES OF BASIC SCHOOL TEACHER RECRUITMENT

5. To the best of your knowledge, which of the underlisted modes of teacher recruitment is used by the Obuasi Municipal Education Directorate?

i. First Degree in Education [ ]

ii. Post Diploma in Education [ ]

iii. Diploma in Education [ ]

iv. Certificate 'A' Holders [ ]

v. SSSCE/WASSCE Holders [ ]

vi. Other, specify: .....

SECTION C: TEACHER RETENTION STRATEGIES

6. In your opinion which of following teacher retention measures have been put in place by the education authorities in the Obuasi Municipality?

vii. Continuous professional teacher development through distance education  
[ ]

viii. Sponsoring of teachers

[ ]

ix. Regular In-service Training

[ ]

x. Institution of Teacher Incentives in the form of salary advance, soft loans and hire purchase etc

[ ]

xi. Annual teacher best awards

[ ]

xii. Others, state them:

.....

.....

.....

.....

.....

.....

**SECTION D: CHALLENGES OF TEACHER RECRUITMENT**

7. Indicate the Extent you agree or disagree with the following statements relating to the challenges of teacher recruitment in the Municipality

xxiii) There is absence of links between the needs of the schools and teacher education, resulting in inadequate initial teacher preparation.

Strongly Agree [ ] Agree [ ] Disagree [ ] Strongly Disagree [ ]

xxiv) There is lack of defined standards for teacher development.

Strongly Agree [ ] Agree [ ] Disagree [ ] Strongly Disagree [ ]

xxv) There is lack of co-ordination among the various agencies dealing with teacher education such as MOE, TED, CRDD, etc.

Strongly Agree [ ] Agree [ ] Disagree [ ] Strongly Disagree [ ]

xxvi) There is unattractiveness of the teacher education programme as a result of the length of time required for an SSS graduate to acquire a Diploma or a Degree.

Strongly Agree [ ] Agree [ ] Disagree [ ] Strongly Disagree [ ]

xxvii) There are limited avenues for training specialized teachers for Technical Vocational Educational Training.

Strongly Agree [ ] Agree [ ] Disagree [ ] Strongly Disagree [ ]

xxviii) The question of unsatisfactory packaging of the In-In-Out-In programme of the teacher training colleges.

Strongly Agree [ ] Agree [ ] Disagree [ ] Strongly Disagree [ ]

xxix) The 38 public teacher training colleges are not producing enough teachers for basic education.

Strongly Agree [ ] Agree [ ] Disagree [ ] Strongly Disagree [ ]

xxx) There is absence of pre-school teacher training programmes in the training institutions.

Strongly Agree [ ] Agree [ ] Disagree [ ] Strongly Disagree [ ]

xxxi) There is absence of a well-structured continuous professional development programme as an integral part of the initial teacher training.

Strongly Agree [ ] Agree [ ] Disagree [ ] Strongly Disagree [ ]

xxxii) There is lack of alternative pathways for training teachers.

Strongly Agree [ ] Agree [ ] Disagree [ ] Strongly Disagree [ ]

xxxiii) Teacher attrition as a result of the migration of teacher trainee to other well paid and well motivating professions is on the increase in the country.

Strongly Agree [ ] Agree [ ] Disagree [ ] Strongly Disagree [ ]

#### SECTION E: CHALLENGES IN TEACHER RETENTION

8. What challenges do the Municipal Education Officials face in retaining teachers in the basic schools?

- a. Municipal Directorate inability to prevent teachers from furthering their education in the universities [ ]
- b. Poor Remuneration [ ]
- c. Lack of basic amenities in some of the communities [ ]
- d. Unco-operative attitude of some community members [ ]
- e. Teachers leaving the teaching service for other lucrative employment avenues [ ]
- f. Discrimination of giving of best teacher awards [ ]
- g. Inadequate avenues for professional development [ ]



h. Delay in promotion to next rank [       ]

i. Others, state:

.....  
.....  
.....  
.....

SECTION F: SUGGESTED REMEDIAL MEASURES TO THE CHALLENGES  
OF TEACHER RECRUITMENT AND RETENTION

c. Teacher Recruitment (Suggest some measures that can be instituted to  
forestall teacher recruitment challenges that confront the municipality)

i.

ii.

iii.

iv.

v.

d. Teacher Retention (Suggest some appropriate ways that teacher can be  
retained in the municipality)

i.

ii.

iii.

iv.

v.