

UNIVERSITY OF CAPE COAST

INCENTIVES AND RURAL AREA TEACHING:
A CASE STUDY OF ABURA-ASEBU-KWAMANKESE DISTRICT

BY

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INCENTIVES AND RURAL AREA TEACHING
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2010

SECTION A

Teacher's perception of Incentives in abura-Asebu-Kwamankese District.

This section is designed to find out teacher's perceptions of incentives in rural settings.

INSTRUCTION:

Provide responses to the items in this section

Circle the number that best describes your response to each statement. The responses to the items are numbered.

- 4 - Strongly agree - SA
- 3 - Agree - A
- 2 - Disagree - D
- 1 - Strongly disagree - SD

1. When posting teachers to rural settings you
border to find out the conditions prevailing there in
terms of transportation, water, accommodation SA A
D SD
and lighting systems 4 3
2 1
2. Some teachers make request to be posted to
some specific rural areas 4 3
2 1

SECTION B: Incentive Packages provided for Teachers in rural setting.

This section is designed to determine the incentive packages provided for teachers in rural setting.

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

Name: Joseph Kwame Attah

Supervisor's Declaration

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

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

Name: Prof. A. Amuzu-Kpeglo

ABSTRACT

The purpose of the study was to investigate whether incentives would be able to draw teachers from urban areas to accept posting to the rural areas and to remain and if so what type of incentives. The theoretical review centred on incentive offers for teachers. Factors underlying the perception of incentives and theories of teacher migration were reviewed. The study was a descriptive survey. The instrument used for the study was the questionnaire and interview guide. The stratified random sampling technique helped the researcher to select a sample size of two hundred and eighty seven (287) who constituted the respondents. The major findings from the study revealed several causes leading to teachers refusing posting to the rural areas. Among these were feeding, accommodation, poor health care facilities and lack of teaching/learning materials. The study also revealed that even though some incentive packages were purported to have been sent to teachers in the rural area, only a few teachers seemed to be aware of them. Recommendations were made to the means of getting teachers accepting posting to the rural area schools. Pertinent among these recommendations was the need for provision of residential accommodation for rural area teachers. The study concluded that what the teachers needed was not merely incentives but enabling conditions that will enhance their work as professionals.

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DEDICATION

To my wife, AyisibeaAdwoa Constance and Mr.Nyasor Yaw Allebah of
PekiAvetile

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CHAPTER ONE

INTRODUCTION

Background of the Study

Teachers are not willing to accept posting to the basic schools in the rural areas in Ghana. This may be due to both social and economic conditions that prevail in the rural environment. The attitude of teachers' refusal to accept posting to the rural areas could be traced to Ghana's Colonial past, (McWilliams&Kwamena – Poh, 1975). The inequalities in the establishment and distribution of schools throughout the country which became a trend also encouraged inequalities in the provision of educational facilities causing an imbalance at the expense of the rural areas. (McWilliams&Kwamena-Poh, 1975).As a result, teacher supply in Ghana particularly in the rural areas has since become a problem. There has been a shortage of teachers which has steadily worsened. The situation got worst when in 1919 mass resignation and exodus of teachers to urban areas forced the colonial government to employ over 900 additional teachers to keep the total teaching force up to the required strength of 6000, (McWilliams &Kwamena – Poh, 1975). In order to redress the imbalance, the Colonial government introduced the ten-year educational plan in Ghana to include the northern territories for the period 1946 -1956, which was later rescheduled for the years 1949 -1959 (Antwi, 1992).

The post colonial government, as a follow – up, enacted the Education Act of 1961 to confront the problems of recruiting sufficient numbers of trained teachers to teach in the increased number of schools as it therefore employed pupil teachers to make up for the shortfall. Thus qualitative education was sacrificed for quantitative education. The subsequent increase in enrolment in schools called for increased number of teachers (Antwi, 1992). The refusal of teachers, who are the key facilitators of change in the school system to accept posting to rural areas in the country, affected the achievement of the government educational objectives of the country.

In 1987 another educational reform was promulgated which was aimed at even distribution of schools in Ghana. The prime objective of the reform was to build many Junior and Senior Secondary Schools throughout the country. To carry out this new educational policy, the post Colonial indigenous Ghanaian government requested for community involvement to provide labour in the construction of classroom accommodation, while the government provided pavilions, teachers and teaching and learning materials.

It seems presently most of the newly established and refurbished schools do not have required number of teachers. The *Daily Graphic* reported in its publication of Thursday 25th September 2003 that there are still vacancies for 43, 876 qualified teachers in the country and that primary schools currently need 13, 133 while the Junior Secondary Schools required 30, 749 teachers. The Pro-Vice-chancellor of the University of Cape Coast was reported in the same *Daily Graphic* to have stated that the shortage of qualified teachers coupled with absence of motivation had contributed to the

falling standard of education in the first cycle schools in Ghana. The vacancies, he said, were mostly in the rural areas. The schools in these areas were particularly filled with 24,000 untrained teachers, yet 20, 000 vacancies were still unfilled.

This might be the reason for the widening disparity in the academic performance levels between the urban and rural schools. The proof is that the final year examination results of Junior Secondary Schools every year continue to show that urban schools perform much better than rural schools. Additionally it appears there exist an atmosphere of mistrust which breeds continuous conflict and all forms of confrontation between parents and teachers in the rural areas. This unfortunate situation contributes significantly to the present woes of the teaching profession in the rural areas.

Statement of the Problem

Teacher supply to Ghana's rural communities has always been a challenging problem since the colonial era. Part of the reason may be due to the squalid conditions in rural Ghana. Over the years, educational policy makers have been using incentive packages to attract teachers to accept posting to rural areas. Some of these incentive packages include provision of bungalows for headmasters, dual desks for pupils as well as tables and chairs.

In addition, every rural teacher qualifies for study leave with pay, only two years after assuming teaching position and can acquire bicycle, a sewing machine, radio cassette player and cooking utensils on hire purchase. These incentives are designed to enhance the lives of rural teachers in particular.

In spite of all these incentives the rural areas appear to be unattractive to teachers. There are still inadequate numbers of teachers in most rural schools, the Abura-Asebu-Kwamankese rural community being no exception.

It is uncertain the extent to which incentive packages have contributed to attracting teachers to rural areas such as the Abura-Asebu-Kwamankese rural community. How far do rural conditions tally with the needs and aspirations of teachers? How do incentives help to attract and retain teachers in rural areas?

The main purpose of the study was to ascertain whether incentives would be effective for teacher retention in rural areas of Abura-Asebu-Kwamankese District.

Research Objectives

- i. Find out whether social amenities can attract teachers to accept posting to the rural areas.
- ii. Investigate what form of incentives that can motivate teachers to be retained in the rural areas.
- iii. Examine Rural School-Community relationship and teacher retention in rural areas.

Research Questions

The study sought to find answers to the following questions:

1. What are teachers' perceptions of social amenities in Abura-Asebu-Kwamankese District?

2. What form of incentives can influence teachers to retain them in the rural areas?
3. To what extent does rural school-community relationship affect teacher retention in the rural areas?

Significance of the Study

It is hoped that the findings of the research and suggestions made will contribute significantly in understanding some of the problems related to the refusal of teachers' accepting posting to basic schools in rural areas, since this is hampering the achievement of government's desire of making education available to all in Ghana.

The findings of the study can also serve as a store of information on the issue of the use of incentive packages as a means of attracting teachers to the rural areas.

Delimitation

The study is limited to the public basic school teachers in the Abura-Asebu-Kwamankese District in the Central Region of Ghana.

Basic school teachers have been chosen because they constitute a vital link in the provision of education in this rural district.

On the whole, the research is limited to three main incentive areas. These are teachers' perceptions of social amenities in Abura-Asebu-Kwamankese District; incentive packages for teachers in rural areas, and school-community relationship and teacher retention in rural areas.

In spite of this delimitation it is hoped that the findings and conclusions would reflect similar characteristics of educational and developmental agenda of most rural districts in Ghana.

Limitations

The major limitations encountered by the researcher were time and the attitude of some headmasters/headmistresses. Since the researcher had difficulty getting to the research area early during the collection of data, the teachers were requested to hand over their responses to their heads of institution for subsequent collection.

Unfortunately for fear of intimidation of their heads of institution there was a general perception that the heads read through incomplete statements before they handed them over to the researcher. This could have been a hindrance to accessing a fair state of affairs on the ground.

A further limitation was that the researcher had to visit the study area on many occasions for the collection of the questionnaire. Some teachers were even not able to locate where they had left the questionnaire given out to them by the researcher. The time lapse for the distribution of the questionnaire and its collection might have adversely affected the quality of data gathered.

List of Acronyms

BESIP	-	Basic Education Sector Improvement Plan
GESDI	-	Ghana Education Staff Development Institute
SATS	-	Student Attainment Test Scores

CCEUCC	-	Centre for Continuing Education, University of Cape Coast
GNA	-	Ghana News Agency
PSDP	-	Public Schools Development Plan
CCMA	-	Cape Coast Metropolitan Assembly

Organisation of the Study

The study is structured into five chapters. The first chapter deals with the introduction, background to the study, statement of the problem, purpose of the study, research questions, significance of the study, delimitation, limitation, list of acronyms and organisation of the study.

Chapter two considered the review of related literature on teachers' perceptions of social amenities in rural Ghana, incentive packages for teachers in rural areas and School-Community relationship and teacher retention in rural areas.

Chapter three is devoted to research methodology. This chapter begins with the research design, population, sample and sampling technique, the research instruments, pre-testing, procedure for data collection, data analysis and problems encountered by the researcher.

Chapter four dealt with results of the findings, which began, with the description of the presentation, interpretation of data analysis and summary of findings and discussions. The final chapter, five was the summary, conclusions, recommendations and areas for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

An individual's desire to stay and work at a place is often determined by numerous factors such as availability of social amenities, cost of living, relative peace and likelihood of progression. This part of the study is addressed under the following headings:

- i. Teachers' perceptions of social- amenities in Abura- Asebu- Kwamankese District.
- ii. Incentive packages for teachers in rural areas
- iii. School-community relationship and teacher retention in rural areas.

Maslow (1943) contends that human needs follow a certain hierarchy and these are physiological needs, which include food, water, and shelter. It also includes safety needs, health care needs and protection from danger. Love needs which compels one to be sure of his social affiliation, entertainment and personal acceptance. Self-esteem needs require one to improve upon his competencies, especially in education, social status, recognition, freedom and social approval. Self-actualisation needs are the realisation of personal ambitions and personal goals for social progression Maslow (1943).

The question one may ask is whether rural areas would be able to provide adequately the above needs.

Problems Facing Teachers in Rural Areas

Although social amenities are essential to both male and female teachers, it appears female teachers are more affected by the lack of them in the absence or inadequacy of social amenities. These include such things as hair saloons, water, eligible partners, essential commodities and entertainment facilities etc. Cross et al (1989) noted that young men and unmarried female teachers moved out of the rural areas to larger areas to find eligible partners. This view is supported by Ferge (1987) who points out that getting teachers in general and female teachers in particular to serve in rural area schools is a major problem in many countries due to either maternity leave or transfer of spouse.

This view is again supported by Lohman, (1963). This study observed that females were very few in the area as compared to males. The needs of teachers in this study area were among others, accommodation, potable water, health care needs, essential food items, transport facilities, reimbursement of transport expenses and payment of transport expenses on posting.

Characteristics of Rural and Urban Areas

In discussing the needs of teachers in rural areas, the concept of rural and urban areas become relevant. If teachers are not willing to accept posting to rural areas, it may be due to the conditions prevailing in such areas. In Ghana any settlement with a population less than, 5,000 people is referred to as rural (Ghana Statistical Service, 1980)

In such settlements, majority of the people are engaged in primary occupations like fishing, farming and hunting. There are few social amenities in such settlements. Buildings or houses in rural settlements are made of wattle-and-daub or earth, or sticks with palm fronds and are roofed with grass or split bamboo or shingles or corrugated iron sheets. Very few of these houses are built with cement blocks (Amankwa2000). An area that may be of great concern in the rural area is residential accommodation. The houses are normally shared by extended family members who have free entry and exit in almost all the houses in the villages. The roofs of the rooms in most cases are not ceiled and hence privacy is a secondary matter in rural households.

The classrooms in the rural areas are nonetheless not well constructed and classes stop abruptly anytime rain falls. Daily Graphic of Wednesday July 29, 2005. Unlike their urban counterparts that have good classrooms and normally carry out some science practical lessons in nearby well-endowed secondary schools, scientific studies in rural areas may to a large extent be based on imaginations.

In these areas, the roads are mostly third class roads that get so dusty and corrugated in the dry season and muddy and slippery in the rainy season, thus rendering the roads immotorable in the rainy season Amankwa (2000). Vehicles plying on these roads are very few and are sometimes not in good condition. Overloading is a major characteristic of vehicles on these roads. According to Cross and Neal (1989), the location of the school offers teachers and their families a variety of opportunities to explore and enjoy the natural beauty of the area. In addition, the teacher shoulders a considerable

amount of responsibility, he is treated with respect and he commands considerable attention in the rural community. The writers note that in contrast to the high prestige the teacher in the rural area enjoys, he is always the focus of public attention which some find difficult to cope with. If this state of affairs continues, the new teacher may find residing in a rural area a very painful experience.

They report that lack of privacy and isolation are two of the primary reasons for teachers' unwillingness to remain in the rural communities for a considerable period of time. Other secondary factors which adversely affect teachers stay in the rural areas include poor recreational opportunities, potable water, hospitals, clinics, health care facilities, easy communication facilities, lack of musical, cultural and artistic activities, lack of professional contact and poor community support. They argue that without suitable preparation many teachers are going to experience cultural shock with the result that many of them become professionally mobile at the beginning of their careers, thus leading to teacher shortage in rural areas.

The writers further noted that young men and unmarried teachers moved out of the rural areas to larger areas to find eligible partners.

Ferge (1987) points out that getting teachers in general and female teachers in particular to serve in schools in rural areas is a major problem in many countries. He contends that this was due to the unfavourable living conditions in the rural settings. He also argues that the citing of teacher training institutions and the lack of a feeling of commitment to teaching make student teachers unprepared to live in the rural areas. Writing on teacher supply economics, Zabalza (1985) discusses teachers' services at a

given location. He contends that differences in environmental characteristics or location influences the distribution of teachers just as the supply of teachers is influenced by relative salary differentials among occupations.

To him movements tend to go from location with low promotion to those with good careers and opportunities more readily made by men than by women. Caldwell (1977) studying on migration in Ghana examines movement in the country within the framework of rural push and urban pull and urban push. From his national survey of rural and urban migration, (Agyemang, 1986) identifies economic forces of migration to be an important factor and the net flow of migration is from the village to the town. The chief elements in the pull factors to town include quest for money, better standard of living and employment opportunities. Others he says are the desire to be in touch with modern amenities and to gain prestige in life.

Agyemang (1986) agrees with Caldwell (1977) on some factors that influence the migration of Ghanaian youth to the urban areas. He maintains that formal education was an important factor of social and geographical mobility. He points out that the quest for better economic conditions with higher social recognition influences geographical mobility. He argues that the development and concentration of social amenities in the urban centres are pull factors which draw educated youth to the urban areas. The author notes that much emphasis had been placed on rural urban migration in Africa. He points out that it would be an over simplification to contend that African educated people do not want to live in villages because they detest manual labour. He explains that school leavers migrate because of lack of access to their respective occupations in the rural areas.

The Abura-Asebu-Kwamankese District is one of the thirteen districts in the Central Region. It has AburaDunkwa as its district capital and lies along the Cape Coast-Kumasi road. AburaDunkwa and Moree are the only two large settlements in the district, most of the settlements are rural with a teacher population of 658 (Statistics Unit of AburaDunkwa District Education Office). The major occupation in the district is farming and fishing on a small scale.

Incentive Packages for Teachers

Hersey and Blanshard (1982) define motivation as “the level of effort an individual is willing to apply towards the achievement of a particular goal or motive”. They contend that the goals, which are the most important at a particular time, provide direction for individual behaviour. The importance of a particular goal is related to the individual need structure at a specific time.

In his two-factor theory, Herzberg et al (1966) identified hygiene factors or dissatisfies as conditions that account for the negative job attitudes of people. According to him these factors included policy administration, Interpersonal relations, physical working conditions, job security and benefits. These two sets of factors constitute the dual aspects of the two-factor theory.

Herzberg contends that although most people are characterized in terms of both sets of needs, some individuals are dominated by one set or the other, creating motivator oriented people and hygiene seeking people. This modification of two factor theory resulted in new implication for organizations. Hygiene seekers were considered to be poor risks for

organizations because they tended to be motivated over short time period. Thus a different motivational system was warranted for the hygiene-seeking individuals.

In the flurry of research, resolution and reform that followed, teachers were perceived to be central to both the problem and solution. They were judged to be insufficiently qualified and committed. Their inadequate training, low pay, low status, unstated careers, unrecognized efforts and poor working conditions were said to render them ineffective. In response, state and local governments rapidly enacted an array of incentive plans designed to recruit, reward and retain the best teachers. These varied incentives were directed at prospective, novice, and veteran teachers Marvin Goul (1988).

Loan forgiveness plans and higher wages were intended to attract new talented recruits to teaching. Merit pay and career ladders were intended to provide financial incentives, varied work and advancement opportunities for seasoned teachers.

Incentive Packages for Teachers in Rural Areas

School administrators are becoming more aware of the importance of providing for teacher job satisfaction. If administrators are to make provisions in this area, knowledge of the concepts of motivation and job satisfaction is required. An understanding of the relationship between motivation and job satisfaction is essential if a work setting is to be established which provides for teacher job satisfaction.

These along with across-the-board pay rises, work environment premiums for difficult assignments, and grants or sabbaticals for research or study promised to right the wrongs in schooling.

The theoretical basis for those reforms was generally unspecified; rather proponents advanced them as being consistent with common sense and proven practice in business, industry and higher education.

However, the review of the reforms suggests that they were derived from three theories of motivation and productivity. The first was expectancy theory, which posits that individuals are more likely to arrive in their work if there is an anticipated reward that they value (such as bonus or a promotion) than if there is none.

The second was equity theory, which holds that individuals are dissatisfied if they are unjustly compensated for their efforts and accomplishments. The third was job enrichment theory, which assumes that workers are more productive when their work is varied, and challenging. Expectancy theory and equity theory provided justifications for merit pay and careers ladder, while job enrichment theory supported differentiated staffing and career ladder plans.

Although the impact of the current reforms on teacher's behaviour and school practices is yet to be studied, laboratory experiments and field studies provide useful findings about the prospects and limitations of such initiatives.

In a Special inter-governmental conference on the Status of Teachers convened by UNESCO in co-operation with the ILO in Paris in 1966, the

following recommendations were made as can be seen grouped in sections below:

In Section 111, special provisions were made for teachers in rural or remote areas, these were among others, decent housing, preferably free or at a subsidized rental, should be provided for teachers and their families in areas remote from population centres and recognized as such by the public authorities, that in countries where teachers in addition to their normal teaching duties are expected to promote and stimulate community activity, development plans and programmes should include provision for appropriate accommodation for teachers.

Section 112 holds that on appointment or transfer to schools in remote areas, teachers should be paid removal and travel expenses for themselves and their families and those teachers in such areas should, where necessary be given special travel facilities to enable them to maintain their professional standards.

Teachers transferred to remote areas should, as inducement, be reimbursed their travel expenses from their place of work to their hometown once a year when they go on leave.

Section 113 had it that whenever teachers are exposed to particular hardship they should be compensated by the payment of special hardship allowances, which should be included in their basic salaries that will improve their future pension earnings.

Section 114 holds that among the various factors which affect the status of teachers, particular importance should be attached to salary, seeing that in present world conditions other factors such as standing or regard

accorded them in the level of appreciation of the importance of their function are largely dependent as other comparable professions on the economic position in which they are placed.

Teacher's salaries should:

- a. Reflect importance to society of the teaching function and hence the importance of teachers as well as the responsibilities of all kinds which fall upon them in the time of their entry in the service.
- b. Compare favourably with salaries paid in other occupations requiring similar or equivalent qualifications.

Ghana Education Service Incentives for Teachers

The refusal of some teachers to accept posting to rural areas has necessitated the Ghana Education Service to initiate some incentive packages for teachers who accept posting to such deprived rural area.

Government Initiative towards Human Resource Development In the Ghana Education Service

In 1995, the government in a bid to generate interest and improve the standard of teaching and learning the GES initiated a competitive award for teachers. The best teacher took home a car and a certificate to travel to a specified country. Over the years the quantum of the awards has increased and now we have first, second and third prizes for the best teacher award. Other incentive packages that have been instituted by government to attract teachers to the rural areas include the provision of accommodation for Headteachers under the Public Schools Development Program (PSDP, 1993 – 1996). The number of residential accommodation provided during the

period was 1933. Deprived areas had 1386 headteachers' accommodation constituting 71.7%. In the provision of classrooms for Primary and Junior Secondary Schools, 4,553 classrooms were completed during the same period.

A colossal number of 3,500 representing 76.9% of these classrooms were in the rural areas. At the JSS level, 272 classrooms were located in the deprived areas. Regarding the provision of teachers' tables and chairs for the period 1993/1996, 1,735 tables and 1,802 chairs were made for rural area schools.

In the 2002 academic year the Minister of Education and Sports announced some incentive packages for teachers who accept posting to deprived rural areas. This incentive package includes bicycles, sewing machines, cooking utensils and radio cassette tape-recorders. These are however to be paid for at subsidized rates over a period of time. A granting of study leave with pay to teachers was based on the Report issued at the meeting to determine the applicants to be granted study leave with pay from 2003/2004 academic year held at the Ghana Education Service Staff Development Institute (GESDI), Ajumako from 13th – 19th July 2003. From the outcome of this meeting, teachers in the rural areas were to serve for a period of two years to qualify for study leave with pay for a course relevant to the Ghana Education Service, while those in the endowed areas were to serve three years to qualify for study leave with pay.

Bases of selection for the award of study leave with pay was therefore drawn in which subsection 3 of the Document of that meeting provided four

sets of criteria for the award. Of the total applicants for study leave in the year under review, the following were the analysis.

Deprived areas	-	1860
Served GES 10 + years	-	2533
Served GES 6 – 9 years	-	2453
Served GES 3 – 5 years	-	7145

This means that the first priority was offered to applicants working in deprived areas followed by those who have worked 10+ years then 6 – 9 years and lastly 3 – 5 years.

A programme was put in place to Provide accommodation for teachers under BESIP (1966 – 2000). Under Phase one of BESIP, 1,974 unit headteachers accommodation were constructed out of which 132 were in deprived areas. Provision of Primary and JSS classrooms under BESIP 5250 classrooms were required in 81 responding districts. Of this number 1,995 representing 38% were distributed. Of the total distribution, 665 primary classrooms representing 33.3% were provided. Out of this 132 were in deprived areas.

At the JSS level 210 classrooms were constructed and 169 representing 80.5% were in deprived areas. One hundred Kumasi Ventilated Improved Pits (KVIPs) were constructed and 62 were sited in deprived areas. These were said to make the place attractive to teachers but as to whether this goes to better the teacher’s personal life is what needs further verification.

In the 1987 Educational Reforms, the government called for community involvement in the management of schools. The government was to provide the classrooms and pavilions as well as the teaching and learning

materials. The community as managers of the schools were to provide residential accommodation for teachers and always make sure that adequate numbers of teachers were available for effective teaching and learning.

To what extent the local communities are involved in running the schools and how this impacts on teachers is a subject for investigation. Richey (1963) contends that if teachers are to be retained, then every school is obliged to provide continuous orientation programme that will enable the teacher to become a functioning member of the community, and for the teaching staff, a programme of communication adequate to keep teachers informed and able to participate in the operation of the schools, co-operative evaluation programme to assist each other in identifying his/her strengths and weaknesses, in-service training programmes that will enable teachers to develop their potential to the maximum. Rebore (1982) contends that to recruit personnel three of the variables to consider are accessibility, accommodation and increase in enrolment in the school.

School-Community Relationship and Teacher Retention

In Rural Areas

The free Compulsory Universal Basic Education (fCUBE) was meant to make education accessible to all school going children throughout the country. But whether the fCUBE is achieving its objectives from its inception in 1996 to date is a subject for investigation.

Rebore (1982) contends that to recruit personnel, variables to be considered will include employment conditions in the community where the school is located and the attitude of the people. It would also include

therecord of behaviour of pupils in the schools, record of academic standard of the institution and increase in enrolment in the school. Talking about job dissatisfaction, McLaughlin(1960) found that working conditions are affected by negative pupil attitude.

Finch and McCough (1982) were of the opinion that the supply of information about the school community, churches, recreational facilities, and climate, and potential growth, special services for people and accommodation for teachers should form a critical part of the recruitment exercise.

Chamberlain and Kindred (1966) observed that some teachers are dissatisfied with their present position because of a desire to teach near their homes, some desire to live in a larger community while others are dissatisfied with community customs and the desire for new contacts.

Adesina(1990) notes that teachers leave one location to another, to earn higher income and also, to experience better school facilities which in their opinion will help to promote instructional efficiency.

In an unpublished thesis Fosu, (1993) cited Duggan and Stewart (1970) on mobility of teachers in Sheffield area, that teachers tend to move towards areas where they are already familiar with at the beginning of their career. In their study, over half of the teachers begin their teaching careers near their home towns. They also found that movements are motivated by the desire to be near friends and relatives. In the study Duggan and Stewart (1970) also observed that teachers tend to return to their hometowns to teach, largely for family reasons. They also found that the areas where industries exist have strong pulling power on those born in such localities , particularly

primary school teachers , followed by secondary school teachers and the least of all university graduate teachers.

Meaning of School Community

The school is an emanative society. Life in the school must therefore reflect the life of the people among whom the school is situated.

Asiedu-Akrofi (1978) notes that if our modern school is to fulfil the role that Africans expect our educational administrators, teachers and supervisors and should be made good citizens of the society.

According to Atta, Agyenim - Boateng and Baafi-Frimpong (2000) different people have variously explained the term school-community. Some people see the school-community as an organized group of individuals living in an area and having common life, practices and sentiments. That is, the people have the same culture and they interact freely. A school-community is also defined as a geographical as well as a social group. This definition includes the occupations of the people, their historical past, face to face contact, their service institutions, government, legal boundaries etc.

Thinking of the community in social terms it is not limited to a geographical area. The specific area of a particular school is the school community for that particular school. In some cases a village, town, district, region or the state will be the school community of a particular town, which draws all its students from that town, has the town as its school community. Another point is that a school which draws her students from all over the country has the whole country/state as her school community.

Kinds of School Community Relationships

Atta et al (2000) contend that there are about three school-community relationships. These are the closed system, interpretation system and cooperative system.

1. The Closed System Relationship

In this type of relationship, all the boundaries of the school are closed to the community. A good example of this type of relationship was the missionary schools which were established by the missionaries in Africa.

2. Interpretation System Relationship

In this type, although the school interacts with the community, people hold a distorted view about the school or see the school in a different light. For example the society sees the school as a punishing body so when people offend they are sent to the school to be punished. The school is not seen as a place where skills and knowledge are acquired.

3. Co-operative System of Relationship

This is an example of open system. There is community involvement in the school affairs. The schools boundaries are open to the community and the school allows itself to be influenced by the community. Asiedu- Akrofi, (1978) further notes that in considering our schools in relation to the modern society we like to build, we should have a good understanding of the dilemmas of the schools that exist in our societies and find ways of solving them.

Why the School Should Relate to the Community

There are many reasons why the school should have a closer relationship with the host communities. These include:

1. Perpetuation of society's culture:

The school is the society's institution especially contrived to perpetuate society's values, norms, ideas and beliefs.

2. The School as an Instrument of Change:

As societies develop, it is the hope and aspiration of societies for the school to bring about change in the people in the society. Max Learner (1964) contends that a school is concerned with getting the society to conform with and know itself, its purpose, its limitations, its aims, its goals and means, its ethics e.t.c. In this kind of conformation, the school must dare to play a very important role. The school is to bring change in the economic, social and political development of the society.

3. Change in the School Programmes:

During the past years, there has been explosion in knowledge. The subject matter of the various subjects has changed considerably. The content of the courses now being run in our schools-JSS & SSS - are different from what parents learnt at school.

Again there are changes in the child himself, his thoughts, attitudes and perceptions continue to change as his environment changes. The modern African child is more exposed to the influences of mass communication than was his predecessor who was educated 20 years ago. By mass communication is meant newspapers, radio, television, cinemas and periodicals (Asiedu-Akrofi, 1978).

Changing Motions about Teachers

Teaching has for quite a long time been considered as any man's job, it did not need any preparation. Things have changed, these days teachers undertake professional trainings like other professionals. Infact a good teacher is as important to the community as a good doctor or lawyer. These issues have to be communicated to the public so that the teacher will be held in the same high esteem as the lawyer or doctor. It is important for the teacher to come out of his shell and give leadership to community in matters just as the other professionals do. If they are to secure public esteem, teachers must be full members of their communities and this can easily be achieved through communication and dialogue.

The Need for Correct Information about the School

The school is a foreign institution. This makes it possible for people to have queer ideas about the school. To many people, the school is not one of the society's own instruments of culture. Many people are not aware of the changes that take place in the school and therefore these changes are never given the right interpretations.

Financial Support

The proper development of every school depends to a very large extent on the finances and the manner of funding. It is the working population who pay taxes to finance education in the country. To be willing to pay more and support the school programmes, the people have to know how the finances are being utilized. In this era of decentralization in Ghana,

the understanding, sympathy and commitment to school programmes by the communities is very important. The school administrators should therefore find effective means of relating with the community in order to win their support.

The Need for Proper Child Development

It is said that the training of the child is the responsibility of the parents and the school. Parents send their children to school with the hope that the children will have better employment opportunities, prestige, good living conditions and self education. These objectives could be achieved only when there is a good school-community relationship. The school should know what the home is doing and vice versa. For example behaviours that are punishable at school should not be encouraged at home. There should therefore be visits to the home by teachers and school administration just as parents should visit the school.

Other Vested interests in the Community

Although the school has become important in the training of the child, other influences also contribute to the wholesome development of the child. Bodies such as the church, the press, peer group and the home influence the behaviour of the child. The school works hand in hand with these agencies because whenever they are in conflict the child suffers.

Means of Reaching the School-Community

There are many means that the school can use to reach the community in which it is situated. The headmaster and his staff should try and identify the best media or medium to use in order to derive the maximum benefits from the schools outreach programmes. The first administrative task here is for the administrator to define the kind of community. Is it urban, rich or poor? This could be found through personal observation or through the study of the population census data. It could also be found through the study of research reports, furthermore, the school head should find out the occupational practices, values, aspirations and norms of the community in which the school is located.

This exercise is necessary because the findings will enable the school to formulate sound educational policies, goals and strategies for the education of the pupils or students. This will make education of the children functional since education will be tailored to suit the desires and aspirations of the members of the community. An important objective of education is to equip learners with skills that will make them useful members of their towns and villages (Atta et al 2000).

This objective can be achieved if the headmaster knows the problems or needs of the community. Again, the school derives its teaching and learning materials from the community and therefore there is the need for the headmaster to have a thorough knowledge of the community. He could then be in a position to advise his teachers as to what to do. Furthermore the headmaster should find out the means of keeping the community informed

about the school. The school can make use of the following suggested means of reaching the school community.

1. Students and children:

This is one of the commonest means of reaching the community. The school authorities should not under-rate the students and school children's ability to interpret the school's activities and programmes to their parents.

The headmaster must therefore make sure that his students are well informed about the schools plans and activities. He should also learn what areas of the school life are of interest to parents, and the 'dos' and "don'ts" of the society. He should motivate students to think positively about the school through meaningful school activities and encourage them to carry out healthy habits, punctuality, good behaviour, self discipline and service taught at school to the home. This will help parents to decide on the reputation of the school and the degree of confidence they should repose in it.

2. Through the school magazine:

The school should encourage the publication of the schools own magazine and encourage both staff and students to contribute articles to it. Parents enjoy reading the works of their children hence children should be encouraged to publish articles reflecting on the activities of the school.

3. School and College Reports:

There are normally academic reports on the student's performance sent to parents either at the end of the term or academic year. This means is often criticised as being poorly designed and treating children not as persons.

To make it effective the card should be well designed to provide useful information to parents. The raw marks must be interpreted to make

them meaningful to parents. The report should inform the parents about the academic performance of the child, his characteristics and hopeful possibilities.

4. Parent Groups

The school can reach the community through parent group such as the Parent Teacher Association (PTA). The headmaster should encourage the formation of the P.T.A. through which he can discuss the problems and success of the school and how to help the children. The head should not only present the problems of the school to the PTA for solution or assistance but must also explain the programmes of the school to the parents to win their confidence and support.

5. Special Events:

Through special events like the speech and prize-giving day, open days, exhibitions, fun fairs etc, the head and his staff should present the parents and visitors with information on the achievements of the school, their problems and future plans.

6. Mass Media:

The mass media could be used by the school to inform the community of the activities of the school. The TV, radio and the press are interested in monitoring school programmes. Some of these run programmes for schools eg. Radio, school broadcasting. The school in her attempt to get the community informed can seek the cooperation of the mass media.

The head can also arrange with a radio station to run programmes based on the school. The head can use the editorials of newspapers to

positively influence public opinion about the school. Asiedu-Akrofi k. (1978)

7. Use of Public Facilities:

The school can relate effectively with the community by using public facilities such as museums, shrines, chief's house, grooves, cultural centres etc. The use of these facilities also provides opportunities for the school (staff members) to talk to members of the public (Community). The use of such facilities also convinces the community of reciprocal good-neighbourhood which is always in the interest of the school. The head and his staff can also allow members of the community to use some school facility for games and conference. However, in opening the school to the community the head and his staff must be careful about the information they give to the community.

The head and his staff should give all facts they have about their school; problems, promises, successes and failures to the public but withhold all pieces of information, which are untenable personal motives which will not confer any benefit to the school and the community, (Atta, et al 2000).

CHAPTER THREE

METHODOLOGY

This chapter looks at the methods used in gathering developing data for the study. It involves the research design, population, sample and sampling technique, instruments, pilot-testing of the questionnaire, data collection procedure and the statistical procedure used in the analysis of the data collected.

Research Design

The survey method was used for the study. This design is found to be convenient because of the difficulties of attempting to study the whole population (Usuala1993). Besides it enabled the researcher reach out to more respondents within the given time frame. Furthermore descriptive sample surveys have been found to be suitable for such things as assessment of attitudes, opinions, demographic information, conditions and procedures (Gay 1976). Surveys are generally used to gather data at a particular point in time with the intention of describing the nature of the existing condition or describing the relationship between events(Cohen and Marion 1994).The descriptive design is also for purposes of generalizing from a sample to a population so that inferences can be made about some characteristics, attitudes or behaviour of the population (Babbie1990).

Since the researcher intended to ascertain opinions of teachers, headteachers and the District Director on incentives for the purpose of

making generalization about the entire population, the descriptive sample survey was found most appropriate.

Population

The population for this study consisted of teachers and headteachers in public basic schools and the District Director of Education in the district. The total number of teachers in the public basic schools in the district is six hundred and fifty eight (658). The sample comprised teachers, headteachers, and one District Director of Education in the district. The teachers were five hundred and ninety four (594) and sixty four (64) headteachers. The target population was public basic schools teachers in Abura-Asebu-Kwamankese District. The allocation of the sample population size was arrived at by looking at the size of the target population. The accessible population in the primary school stream were teachers who handled classes (1,3 ,& 6), who could be reached by the researcher within a reasonable period of time .Those classes in the primary school were used for the study because they form the most sensitive transitional classes that always needed allocation of teachers.

The researcher assumed that teachers in those particular classes would always be at their post for data collection. All the classes at the J.S.S. were covered for the study because they had equal chance of being selected.

Sample and Sampling Technique

The population of six hundred and fifty nine (659) in public basic schools was stratified into three homogenous groups namely, teachers ,

Headteachers and the District Director in accordance with the different roles each play in education delivery in the District.

Since the entire population could not be studied, sample sizes had to be taken from each group. The sample sizes of teachers were taken based on (Krejcie and Morgan 1970) module. That module says that with a population of six hundred (600) an ideal sample size is two hundred and thirty four (234). The same module has it that with a population of sixty (60) an ideal sample size is fifty two (52). The total number of the representative sample was therefore 287 which comprised teachers, headteachers, headmaster/headmistress and the District Director accordingly. For teacher distribution, there were 112 of the teachers in the primary school one stream only with 24 headteachers/ headmistresses. There were 92 teachers in the primary and J.S.S. combined streams with 16 headmasters and headmistresses.

The J.S.S stream only had 30 teachers and 12 headmasters/headmistresses. To get the required sample population the researcher wrote numbers 1-10, folded them and put them in a chalk box container, mixed them up and gave to teachers and head teachers to pick at random. All those who picked odd numbers were selected for the sample in each school. This method was repeated until the representative sample size was arrived at, (see Table 1 below).

The following Sample Population Distribution and Allocation is relevant to (Abura-Asebu-Kwamankese District Education Office Statistics Division 2003)

Table 1**Statistics**

Status of Teachers	No. from Selected	No. from Primary	No. from Prim/J.S.	No. from S.J.S.	No. from S.S.	Total	Classes Combined
District Director	1	-	-	-	-	-	1
Headteachers	64	52	24	16	12	52	
Teachers	594	234	112	92	30	234	
Total	659	286	136	108	42	287	

Source (Abura-Asebu-Kwamankese Dist. Education Office, Statistics Division 2003)

Research Instruments

The instruments developed and used to elicit data for the study were questionnaire and interview guide (see Appendices A,B, and C). The questionnaire was made of four sections namely background to the study, teachers perceptions of social amenities in Abura-Asebu-Kwamankese District, incentive packages for teachers in rural areas and school-community relationship and teacher retention in rural areas.

The researcher attached a letter to the questionnaire stating the time and period for the visit. The researcher's letter explained what he intended to do. Copies of the questionnaire were also given to headteachers and headmistress to complete. The researcher arranged audience with the District Director of Education in the District with the interview guide. An introduction letter was also collected from the head of the Institute for Educational Planning and Administration (IEPA).

On the appointed date the researcher went to the schools to collect the completed questionnaire. Unfortunately however the researcher had to go to the research area several times because of some teachers' non response to the questionnaire.

Pilot-testing of Instruments

In order to determine the consistency and appropriateness of the instruments, a pilot-testing of the questionnaire was conducted in rural community's schools in Cape Coast municipality. The pilot-testing took place at the OguaaKoforidua C.C.M.A School, Efutu C.C.M.A School, Eynasi C.C.M.A School and Dahia Islamic School. This procedure is in line with suggestions by Borg & Gay (1983) that there is the need to subject a new instrument to field testing with a population similar to that from which the sample for the study would be taken. Based on this approach, the pilot-testing was held in schools similar to the target population. Some schools in rural Cape Coast district were used for the pilot-testing.

Responses from a few respondents showed that they were not clear with a few items in the questionnaire, either due to ambiguity or wrong framing of the items. Such items were later identified by the researcher. The ambiguities were cleared and those items that needed specific responses were addressed so as to elicit better understanding before embarking on the field study.

Data Collection Procedure

A letter of introduction collected from the head of the Institute for Educational Planning and Administration (IEPA) together with the researchers own letter (see Appendices D & E) were sent to the various

headmasters/headmistresses, teachers in basic schools and the District Director of Education in Abura-Asebu-Kwamankese District to inform them of the intended exercise of the researcher.

Interview guide was designed for the District Director of Education. With interview guide sometime could be allowed to give audience to the interviewer. Also, interview guide allows flexibility in asking questions.

In personal interview, the interviewer can clarify questions that are not clear to the respondent. In this way it allows the interviewer the flexibility to control the order or manipulate the questions and ensure that respondents complete the questions in the same order. This methodology according to Shauganessy, Zechmeister & Zechmeister (2000) ensures high response rate. On the appointed date the researcher went back to the school to collect back the completed questionnaire.

Data Analysis Procedure

Data from the completed instruments were first edited for consistency. The data was then fed into the computer using the Statistical package for Social Sciences (10.0 S.P.S.S). The results were run for frequencies and percentages from which tables were generated. The data was then analysed using frequencies and percentages

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

Teachers in rural areas are confronted with a myriad of challenges/problems. These range from lack of social amenities through social net-works to opportunities for further advancement (Cross & Neal, 1989). Consequently acceptance of posting to rural communities has not been very much encouraging(Ferge, 1987). Resulting from these are inadequacy of staff and low performance of pupils among others in rural areas.

This chapter deals with issues of rural teachers in Abura-Asebu-Kwamankase District in the Central Region of Ghana. It looks at teachers' perceptions of incentives in rural areas, incentive packages for teachers in rural areas and school-community relationship and teacher retention in rural areas.

Question one sought to find out the names of the schools in terms of ownership. There were in all twenty six (26) local authority schools, 13 Presbyterian schools, 12 Roman Catholic Schools, 3 Islamic Schools, 4 Anglican Primary, J. S.S school and (6) Methodist schools making a total of Sixty four (64) primary and Junior secondary schools.

Table 2**Personal Information of Respondents on Type of School**

School type	Headteachers		Teachers	
	No.	%	No.	%
Primary	23	51.1	98	-
JSS	19	42.2	33	-
Combined	3	6.7	49	-
Total	45	100	180	

Source: (Field data, 2004)

Table 3**Sex of teachers**

	Males		Females		Total
	No	%	No	%	
Head teachers	46	9.2	18	11.2	64
Teachers	452	90.8	142	88.8	594
					100

Source (Field data, 2004)

Table 4**Professional Qualifications of Teachers**

Qualification	Males		Females	
	No.	%	No.	%
4yrs Cert A/	65	16.3	34	20
2/3yrs Post Secondary	212	30.6	78	45.9
Diploma	133	34.0	26	15.3
BA/B.ED /BSC	45	8.8	20	11.8
PGDE	16	3.0	3	1.8
M.ED/ MA	21	5.5	5	2.9
Others	6	1.8	4	2.3
Total	498	100	170	100

Source (Field data, 2004)

Table 5**Number of Years Spent in Present School.**

Number of years	Headteachers		Teachers	
	No.	%	No.	%
Under 5yrs	155	33.3	127	70.6
5-10yrs	23	51.1	39	21.7
11-15yrs	6	13.3	14	7.8
Undecided	1	2.2	-	-
Total	45	100	180	100

Source (Field data, 2004)

The researcher sought to find out how long teachers have been at their present stations since teachers will normally not want to serve in the rural areas (Ferge, 1987). Also some teachers may prefer to go back to their hometowns in order to be close to their families(Douggan& Steward, 1970).

According to Zabalza (1985), differences in environmental conditions affect the distribution of teachers. Writing on teacher distribution, Cross etal (1989) noted that a teacher in a rural area is always the focus of public attention. Some of the teachers find it difficult to cope with. They cited lack of privacy and isolation as being two of the primary reasons for teachers' unwillingness to remain in rural areas. Most problems they encounter include poor recreational opportunities, potable water, hospitals, clinics, easy communication facilities, lack of privacy and isolation. These unfavourable conditions make it difficult getting teachers to teach in rural areas. Amankwa (2000) points out that buildings or houses in rural settlements are of wattle-and-daub or earth, sticks and palm fronds, grass or split bamboo, shingle or corrugated iron sheets. Though the rural folks may be living in them comfortably, teachers posted to these areas might not have experienced such conditions before. Rebore (1982) contends that to recruit personnel one of the variables is accessibility, accommodation and increase in enrolment in the school.

Table 6
Teaching Experience of Respondents

Teaching Experience	Head Teachers		Teachers	
	No.	%	No.	%
Under 10yrs	6	13.3	126	70.0
10-20yrs		2248.9		3418.9
21-30yrs	9	20.0	11	6.1
Over30yrs	8	17.8	7	3.9
Undecided	-	-	2	1.1
Total	45	100	180	100

Source (Field data, 2004)

This item was designed to find out the teaching experience of teachers serving in the rural area schools in the district. This is because it would be beneficial to have teachers with more experience in the rural areas (Windham, 1988; UNESCO, 1988) as the young and inexperienced teachers would always want to go to where industries and social amenities exist (Duggan & Stewart 1970)

**Teachers' perceptions of basic social amenities in Abura –Asebu-
Kwamankese District**

Table 7

Teacher Location in the District

No. of Locations	Teachers	
	No.	%
Rural	95	52.7
Semi Rural	39	21.7
Urban	22	12.2
Semi Urban	21	11.7
Undecided	3	1.7
Total	180	100

The data in Table 7 revealed that the majority of teachers in the district lived in the rural areas. Others mentioned they lived in semi-rural areas, and a few others in semi-urban areas. There were a few who were not sure of the type of settlement they were living in as can be seen in Table 8.

Table 8

Motorable Roads in the District

	Headteachers		Teachers	
	No.	%	No.	%
Agree	25	55.6	115	63.9
Disagree	20	44.4	57	31.6
Undecided	-	-	8	4
Total	45	100	180	100

Table 8 sought to find out whether the quality of road networks affected teacher retention in rural areas. Results from the table showed that those who consider the road network to be bad are those stationed in the very remote areas of the district.

In addressing this, Rebore (1982) contends that recruitment must take cognisance of accessibility to the place of posting. On how the road network in the district was affecting the frequent interactions between the headteachers and the District Director of Education, most of the headteachers reported that they had no problem reaching the Director. A few of the headteachers, however, expressed difficulties in reaching the Director due to the poor nature of the roads in their areas.

Table 9

Means of Contacting the District Education Directorate

Means of Contacting the District Education Directorate	Respondents	
	No.	%
Public Transport	22	48.9
Personal Contact	8	17.8
Through Circuit Supervisor	13	28.9
Undecided	2	4.4
Total	45	100

From table 9, it can be seen by what means headteachers contacted the District Education Directorate. There was no response from some headteachers, some headteachers indicated that they went to the District Education Directorate by means of public transport, others said by means of

bicycles, while others said they contacted the District Education Directorate with letters through the Circuit Supervisors.

Table 10

State of Vehicles and how regular they are:

Teachers		
	No.	%
Agree	57	31.7
Disagree	109	60.6
Undecided	14	7.8
Total	180	100

Table 10 shows that majority of the respondents observed that the vehicles in the community where they are stationed are not in good state. The vehicles were also not regular on the roads.

Table 11

Reimbursement of Headteachers Transport Expenses

Headteachers		
	No.	%
Agree	15	33.3
Disagree	30	66.7
Total	45	100

Table 11 revealed that some of the headteachers were reimbursed their transport expenses whenever they went to the District Education

Directorate to transacted official duties. Majority of them were however, not reimbursed with their transport expenses for official duties.

This indeed served as a disincentive to headteachers in the rural areas as against their urban counterparts who could just walk to the District Education Directorate for official duties.

Table 12

Access to Information from the District Education Directorate

Headteachers		
	No.	%
Agree	89	49
Disagree	86	47
Undecided	5	2.7
Total	180	100

From table 12, It was observed that majority of the headteachers agreed that information from the District Education Directorate was accessible, others said information was not accessible to them. There was no response from five teachers.

Table 13**Availability and Suitability of Accommodation**

	Headteachers		Teachers	
	No.	%	No.	%
Agree	18	40.0	53	29.0
Disagree	27	60.0	123	68.0
Undecided	-	-	4	2.2
Total	45	100	180	100

As to whether accommodation was available and suitable for teachers, majority indicated that there were problems with accommodation in the rural areas as can be observed in Table 13. This finding is not consistent with an observation made by Cross et al (1987) that one of the variables in recruitment is the suitability and availability of accommodation.

Table 14**Regular Water Supply**

Regularity	Headteachers		Teachers	
	No.	%	No.	%
Agree	38	84.4	94	52.4
Disagree	7	15.6	86	47.8
Total	45	100	180	100

As to whether there was regular water supply in the research area, the study revealed that most of headteachers and teachers agreed that they had regular supply of potable water throughout the year, but some teachers and

headteachers indicated that they did not have potable water supply in their areas as shown in Table 14.

Table 15

Source of Water Supply

Sources	Headteachers	
	No.	%
Buy Water from Surrounding areas	12	26.7
Pupils are sent to nearby villages	9	20.0
Teachers buy sachet water	20	44.4
We have good quality water	4	8.9
Total	45	100

Regarding the source of water supply, availability and suitability to teachers in the rural areas, majority of the respondents indicated that they had no problems with water supply. Some of the respondents indicated that they got their drinking water from the surrounding areas. Others reported that pupils were sent to nearby villages to fetch water. While others indicated that they buy sachet water for drinking. Some of the headteachers said they have good quality pipe borne water.

Table 16**Headteachers help Teachers to Secure Accommodation**

Headteachers		Teachers		
No.	%	No.	%	
Agree	34	75.6	95	52.8
Disagree	9	20.0	82	45.6
Undecided	2	4.4	3	1.6
Total	45	100	180	100

As to whether school heads help secure accommodation for newly posted teachers to their schools, majority of headteachers reported helping their newly posted teachers in securing accommodation. Responses from most of the teachers confirmed what most of headteachers said. Some of the teachers, however, disagreed with the assertion. To them, the headteachers do not help them in securing accommodation. There was no response from some the teachers.

Table 17**Headteachers' Response to Teachers' Settlement**

Headteachers	
	No. %
I look for an Accommodation for them Personally	31 68.9
PTA/SMCs look for Accommodation	4 8.9
Teachers look for their own	4 8.9

Table 17 continued

Accommodation		
Other teachers help new teachers	6	13.3
secure accommodation		
Total	45	100

Regarding settlement of teachers, majority of headteachers said they looked for residential accommodation for their teachers posted to their schools. Some headteachers said it was the PTA/SMCs that looked for accommodation for newly posted teachers, while other headteachers said it was the teachers themselves who looked for their own accommodation.

Table 18

Adequacy of Classroom Furniture

	Headteachers		Teachers	
	No.	%	No.	%
Agree	38	84.4	136	75.6
Disagree	7	15.6	44	24.4
Total	45	100	180	100

The provision of adequate furniture in the educational delivery cannot be understated. Finch & McCough (1983) identified classroom furniture as a necessary ingredient in running a school. In the study, majority of head teachers indicated that the classrooms were adequately provided with furniture for both pupils and teachers. A few of the teachers and headteachers however indicated that they did not have adequate furniture in their schools for use.

Table 19**Availability of Food and Essential Commodities**

	Teachers	
	No.	%
Agree	114	63.3
Disagree	66	36.7
Total	180	100

Regarding the availability of food and other commodities in the District, the researcher wanted to find out whether teachers were facing some difficulties in obtaining food in the District. The findings were that majority of respondents found it difficult to procure food and other essential commodities. Some teachers however had food and essential commodities in their areas.

Table 20**Availability of Health Facilities**

	Teachers	
	No.	%
Agree	48	26.7
Disagree	125	69.4
Undecided	7	3.9
Total	180	100

As regards availability of health facilities in their areas, majority of teachers indicated that there were no health facilities in their areas. Some teachers however had health facilities in their areas.

On the whole, it seemed lack of health facilities would not encourage teachers in the rural areas to stay for long in such areas for fear of illness. When the District Director was asked whether she took the prevailing conditions in the rural areas into consideration before posting teachers to these areas, she responded in the affirmative. This view confirmed an observation made by Rebores (1982) that, in recruiting personnel certain variables must be considered and this include accessibility to the area, accommodation, health facilities and increase in enrolment. This opinion is also shared by Finch and McCough (1982).

Table 21

Availability of Electricity

	Teachers	
	No.	%
Agree	98	54.4
Disagree	81	45
Undecided	1	0.6
Total	180	100

Concerning availability of electricity to enhance teaching and learning in the rural areas, majority of teachers indicated that they had electricity to enhance their work in the rural areas. Some of the teachers did

not have electricity to enhance their work. One teacher did not respond to the questionnaire.

Table 22

The Workload of Teachers in Rural Areas

	Headteachers		Teachers	
	No.	%	No.	%
Agree	2	4.4	74	41
Disagree	43	95.6	103	57
Undecided	-	-	3	1.7
Total	45	100	180	100

The researcher wanted to find out whether teachers had a heavy workload in the rural areas. Majority of respondents indicated that there was heavy workload for them in the rural areas. This confirmed what Philips & Lee (1980) observed. They contended that teachers are routinely required to carry out a plethora of activities, which include role call, attending departmental and staff meetings, enforcing rules and regulations, attending parental conferences and workshops and completing school reports. Some teachers and headteachers however reported that their workload did not exert much stress on them. A few teachers did not give any response.

Table 23**Willingness to accept Posting to Rural Area Schools**

Responses	Teachers	
	No.	%
Agree	68	37.8
Disagree	111	61.7
Undecided	1	0.6
Total	180	100

Concerning whether teachers willingly accepted posting to the rural areas, majority of respondents indicated that they did not willingly accept posting to the rural area schools. This finding agrees with Rebores (1982) that in countries where salary levels of teachers are the same, teachers may not be attracted to work in different schools.

Table 24**Reimbursement of Transport Expenses**

Responses	Teachers	
	No.	%
Agree	63	35
Disagree	114	63.3
Undecided	3	1.7
Total	180	100

The research revealed that majority of teachers was not reimbursed with the full cost of their transport expenses from their hometowns to their places of posting. Some teachers were however, reimbursed the full cost of their transport expenses on posting. There was no response from a few of the teachers.

In commenting on the issue, the District Director said teachers were normally reimbursed the full cost of their transport expenses but the money allocated to the district in a budget year might not be enough to cover the number of teachers posted to the stations in the district in one academic year.

Table 25

Provision of free Accommodation by Community

Responses	Teachers	
	No.	%
Agree	58	32.2
Disagree	116	64.4
Undecided	6	3.3
Total	180	100

With regards to provision of free accommodation by the community, the research revealed that majority of teachers did not enjoy free accommodation offered by the community.

There was no response from some teachers. To a large extent the responses do not agree with Rebore, (1982) who held that to recruit personnel one of the variables should be availability of accommodation. This is further supported by UNESCO (1966) at a special inter-governmental

conference on status of teachers held in Paris in co-operation with ILO concerning the offer of accommodation to teachers.

Table 26

Acceptance of Posting Based on Incentives

Teachers		
	No.	%
Agree	72	40
Disagree	105	58.3
Undecided	3	1.7
Total	180	100

Table 26 sought to find out whether teachers' acceptance of posting to rural areas was based on incentive packages designed for rural area teachers. The study revealed that majority of respondents did not accept posting to rural areas based on incentives designed for rural area teachers. Some of the respondents however indicated that their acceptance of posting to rural areas was based on incentive packages designed for rural area teachers. Some respondents were silent on what motivated them to accept posting to rural area schools.

Table 27**All Teachers Were Provided with Incentives**

Responses	Headteachers		Teachers	
	No.	%	No.	%
Agree	1	2.2	82	45.6
Disagree	44	97.8	96	53.3
Undecided	-	-	2	1.1
Total	45	100	180	100

As to whether all teachers in the rural area schools in the district were provided with incentives given by the Ghana Education Service (GES) the findings were that majority of teachers and headteachers were not provided with any incentives. Some teachers and headteachers however indicated that they had been provided with incentives. Two respondents were silent on the issue of incentives. The responses from the majority were inconsistent with the Daily Graphic publication of 18th January (2002) spelling out some incentive packages designed for teachers in the rural deprived areas in the country.

Table 28**Types of Incentives provided for teachers in Abura- Asebu-Kwamankese District**

Responses	Teachers	
	No.	%
Bicycles	52	29
cooking Utensils	17	9.4
sewing machines	6	3.3
radio cassette player	11	6.1
No incentive	94	52.2
Total	180	100

Regarding the types of incentives provided for teachers in rural areas, majority of the respondents indicated that nothing had been provided them. Some respondents however said they were provided with bicycles. Others acknowledged receiving cooking utensils; some had sewing machines while others had radio cassette players.

Table 29**Incentives Teachers Often Complained They Needed**

Responses	Teachers	
	No.	%
Agree	20	44.4
Disagree	25	55.6
Total	45	100

As to incentives teachers often complained they needed, some headteachers indicated that items listed in Table 28 were the items their teachers often complained they needed. On the other hand majority of headteachers showed that the items in Table 28 were not what their teachers often complained they needed.

Table 30

Basic Needs of Teachers

Responses	Headteachers	
	No.	%
Teaching materials	11	24.4
Electricity	7	15.6
Good cooked food	16	35.6
Loans for transport	7	15.6
Reference books	4	8.8
Total	45	100

Looking at what headteachers in the rural areas of the District considered to be relevant incentives for their teachers, some reported that their teachers needed teaching materials. Others indicated that their teachers complained they needed electricity, clean water, gas cookers and television sets. Some headteachers reported that their teachers needed good cooked food to buy. Others observed that loans to purchase a means of transport were the most important need of their teachers. To others, reference books for teaching remained the all important needs of the teachers.

Table 31
Study Leave with Pay

Responses	Teachers	
	No.	%
Agree	103	57.2
Disagree	69	38.3
Undecided	8	4.5
Total	180	100

Some teachers were silent on whether the conditions were being implemented in their schools or not. The study did reveal that government's offer as determined at Ajumako from 13 – 19th July, 2003 was being fulfilled.

The researcher further wanted to find out whether willingly accepting posting to teach in a rural area could give one the opportunity to get study leave with pay to read courses of their own choice outside the preferred courses of the GES. The researcher's interview with the District Director of education in the district revealed that the GES could not offer to spend money on courses that were irrelevant to it, and that she said it was only those who fell within the domain of the preferred courses that were granted study leave with pay.

Table 32**Good Classroom Accommodation**

Responses	Teachers	
	No.	%
Agree	106	58.9
Disagree	67	37.2
Undecided	7	3.9
Total	180	100

As to whether there were good classroom accommodation and furniture in the district for effective running of schools. Majority response showed that the classrooms were good and suitable for academic work. Some respondents however indicated that the classrooms were not good for teachers to work successfully. As to whether teachers could work effectively without adequate classroom accommodation and furniture, the District Director said there was enough classroom accommodation and furniture in all schools in the district. Responses from majority of respondents showed that the provisions of the Free Compulsory Universal Basic Education-mid-term stock taking PSDP (1993 – 1996) which is based on provision of infrastructure for basic schools in the country were being implemented in the district.

Table 33**Provision of Teaching & Learning Materials**

Responses	Teachers	
	No.	%
Agree	57	31.7
Disagree	123	68.3
Total	180	100

Table 33 sought to find out whether teaching/learning materials were provided to teachers and pupils in the rural area schools to improve teaching effectiveness. The revelation was that some teachers were provided teaching/learning materials. On the other hand, majority response showed that teachers and pupils were not provided teaching/learning materials. This did not augur well for effective teaching and learning. The affirmative response from a few teachers could mean that teaching/learning materials were provided for a few selected schools in the district.

Table 34**Effectiveness of Incentives Provided For Teacher**

Responses	Teachers	
	No.	%
Agree	63	35
Disagree	115	63.9
Undecided	2	1.1
Total	180	100

Table 34 sought to find out whether incentives provided for teachers in any way actually improved the personal lives of teachers in the district. Responses from teachers showed that a few of them had improvement in their personal lives as a result of the offer of incentives. Majority of teachers indicated that they did not see much improvement in their personal lives in the rural areas as the incentives were purported to serve. Findings from this research question indicated that teachers were unwillingly posted to the rural areas, and no transport expenses were reimbursed or suitable accommodation offered them.

Table 35

How friendly is the Community?

Responses	Headteachers	
	No.	%
Agree	33	73.3
Disagree	12	26.7
Total	45	100

Table 35 shows that majority of the headteachers and teachers believe that their schools are in a friendly community. Some teachers and headteachers however indicated that the communities in which their schools were cited are not friendly. This could be a disincentive for teachers to live within unfriendly communities in the rural areas. Atta et al, (2000) contend that the community can interact favourably with the school by using each other's facilities but warned that the headteacher and his/her staff must be

careful about the information they give to the community. This is because certain information given out may have adverse effects on the school.

Table 36

No Community Encroachment on School Property

Responses	Teachers	
	No.	%
Agree	48	26.7
Disagree	131	72.8
Undecided	1	0.5
Total	180	100

Regarding community encroachment on school property like classrooms, chairs, school farm, toilet and field etc, majority of respondents indicated that there was encroachment on school property by the community. Some teachers however indicated that the community did not encroach on school property. There was no response from one respondent.

Table 37

Community Interferes in Teachers Private Lives

Responses	Headteachers		Teachers	
	No.	%	No.	%
Agree	17	35.5	69	38.3
Disagree	28	65.5	107	59.5
Undecided	-	-	4	2.2
Total	45	100	180	100

Concerning community interference on private lives of teachers, the researcher sought to find out whether the community did not interfere on private lives of teachers in the rural areas. Revelations from the study showed that majority of teachers and headteachers did not have any interference from the community on personal matters. Some teachers and headteachers however indicated that the community interfered in their private lives. Four teachers failed to give any response. As to whether the District Director had had occasion to solve problems concerning school community conflicts, her response was in the affirmative, saying that most of the conflicts emanated from misuse of children for labour or disregard for the SMCs and on land issues. She said however that such cases were often treated amicably

Table 38

Treatment of Issues of Interference

	Headteachers	
	No.	%
Through Opinionleaders	14	31.1
Through both PTAs/ SMS Chairmen	16	35.6
Invite teachers concerned for counselling	10	22.2
It seldom happens in my school	5	11.1
Total	45	100

Regarding the issues of interference, some headteachers said issues on interference were treated through dialogue with opinion leaders. Some

treated interference issues with the PTAs / SMCs Chairmen, some invited the teachers concerned for counselling while some indicated that interference issues seldom happened in their schools, see Table 38

Table 39

Community Support for Teachers and Pupils

	Headteachers		Teachers	
	No.	%	No.	%
Agree	58	32	20	44.4
Disagree	109	60.6	25	55.6
Undecided	13	7.2	-	-
Total	180	100	45	100

Regarding community support for teachers and pupils the researcher wanted to find out whether the community understood the need for education and was always ready to support their schools in times of need.

Some schools did have support from the community. However majority of schools did not have support from the community due probably to the fact that they did not understand the need for education and was never ready to help,

This however contradicts what some headteachers had said earlier. For any effective running of a school, the school and the community must support each other and relate favourably (Atta et al, 2000).

Table 40**Community Involvement in Decision Making**

Responses	Teachers	
	No.	%
Agree	105	58.3
Disagree	73	40.6
Undecided	2	1.1
Total	180	100

As to whether the community always involved itself in the decision-making of the schools especially concerning the welfare of the pupils, most of respondents agreed that the community involved itself in the affairs of the schools. Some of the teachers however, felt that the community did not concern itself with the welfare of the school and the pupils.

Atta, et al (2000) contends that for effective running of a school, the head should encourage the formation of Parent, Teacher Associations (PTAs) through which the school can discuss problems and success affecting the pupils.

Table 41
Pupil's Regular School Attendance

Responses	Teachers	
	No.	%
Agree	79	43.9
Disagree	101	56.1
Total	180	100

Table 41 shows the response of the teachers to the attitude of the pupils to school attendance. Some responses showed that the pupils understood the need for education and were always present at school. Majority of the responses however indicated that the pupils did not understand the need for education and were always absent from school. This attitude of pupils could serve as a disincentive for teachers. McLaughlin (1960) found that working conditions and negative pupils' attitude were a major source of job dissatisfaction for teachers.

Table 42
Parents Reactions to Teacher's Disciplinary Actions on Pupils

	Headteachers		Teachers	
	No.	%	No.	%
Agree	99	55	28	62
Disagree	81	45	17	37.8
Total	180	100	45	100

Table 42 shows that majority responses from both teachers and headteachers showed that some the parents consider disciplinary actions against their children as a serious offence to them. However some teachers and headteachers indicated that disciplinary actions taken on pupils did not constitute a serious offence to parents.

Table 43

Teacher's Reactions towards Parent's Attitude

Responses	Teachers	
	No.	%
Agree	67	51.6
Disagree	63	24.4
Total	45	100

As to whether teachers were willing to teach despite the negative attitude of some of the parents towards them, majority of teachers indicated that despite the attitude of some parents they were still very willing to work. On the other hand some teachers declared that by the attitude of some parents, teachers in their schools were not very willing to work.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter is divided into four sections. Section one dealt with the summary of the study problem while section two presents the major findings drawn from the study. Section three discusses the conclusion, while section four suggests recommendations and areas for further research.

Summary of the Study

The study sought to find out whether incentives would help teachers accept posting to the rural areas and also retain those in rural areas in Ghana.

The study was structured into five chapters. The first chapter dealt with the introduction, background to the study, statement of the problem, purpose of the study, research questions, significance of the study, delimitation, limitation, list of acronyms and organisation of the study.

Chapter two considered the review of related literature on teachers' perceptions of social amenities in rural Ghana, incentive packages for teachers in rural areas and School-Community relationship and teacher retention in rural areas.

Chapter three was devoted to research methodology. This chapter began with the research design, population, sample and sampling technique, the research instruments, pre-testing, procedure for data collection, data analysis and problems encountered by the researcher.

Chapter four dealt with the results of the findings. The chapter began with the description of the presentation, interpretation of data analysis and summary of findings and discussions. The final chapter, five was devoted for the summary, conclusion, recommendations and areas for further research.

Summary of major Findings

The study revealed the following as some of the major causes that led to teachers refusing posting to the rural areas. Among them are:

1. Unavailability of health facilities, which often led teachers and their families access health care needs from far distances. Others were accommodation and recreational facilities, means of transport to and from the District Capital, basic items and high cost of food like rice, yam and plantain, complete absence of snacks and “take-away”, other consumables such as soap, sugar, milk, kerosene and dry cell touch light batteries and salt.
2. Teachers were also faced with the problem of finding ready cooked food to buy. Available food is sometimes prepared under unhygienic conditions.
3. Furthermore, unmaintained vehicles plying the roads in the rural areas posed a big risk to rural travellers and commuters especially during the rainy season.
4. Concerning incentive packages purported to have been designed for rural area teachers, the study revealed that only a few teachers in the district were aware of such incentives.

Even though some teachers saw the provision of school buildings, furniture, bicycles, cooking utensils, sewing machines and radio cassette players supposedly meant to attracting teachers to rural areas, unfortunately it seemed these items did not go to improve the existing pattern of teachers refusing posting to rural areas.

5. It was also found that unavailability or lack of books and other teaching/learning materials made teachers teach largely with improvisation. Non - payment of travelling expenses and other related expenditure were other problems faced by rural area teachers in the district. These conditions create job dissatisfaction and tension.

Conclusion

The results of the study supported a few of the researchers previously cited, but went contrary to many of the studies. Although the G.E.S. is said to have provided some amount of incentives such as classroom buildings, headteachers' accommodation, furniture, bicycles, sewing machines, radio cassette players and cooking utensils to rural area school teachers, it seemed these have not gone to improve the personal lives of teachers in the rural areas. It is the conclusion of the researcher that what teachers need is not merely incentives, but enabling conditions that will enhance their work as professionals.

Recommendations

In the light of the above research findings the following recommendations are made to guide the G.E.S., educationists, policy makers, guidance and counselling unit of the ministry of education and other stakeholders in assisting education implementation in Ghana.

1. In the first place the government should take a bold step to provide residential accommodation in the rural areas for teachers as it is done for headteachers.
2. There is the need for the G.E.S. to provide health care needs for teachers. This could be done by every education directorate arranging for health personnel to visit rural area schools to attend to the health care needs of pupils and teachers and their families and the schools at least once every term.
3. The government should ensure that enhanced allowances are provided teachers who will be willing to relocate to rural Ghana. Those who want to work in the rural areas should receive higher incentive packages.
4. Teachers in the rural areas should be given priority in the distribution of teaching and learning materials, as there are no libraries and other resource centres for teachers and pupils to visit.
5. Government should provide motorbikes instead of bicycles to ease the travelling problems of teachers.
6. For the pupils to understand and appreciate the need for education and be regular at school, a series of educational visits should be

organized periodically for them in order to sustain their interest at school.

7. Finally, the G.E.S should make a conscious effort to reimburse travelling expenses of teachers on official duties and also pay full cost of travel expenses from home town to place of posting to attract teachers to their places of posting.

Suggested areas for further Research

The researcher has therefore suggested the following for further research.

1. How rural dwellers can promote retention of teachers in rural areas.
2. The role of the Ghana Education Service(G.E.S) in promoting the retention of teachers in rural areas.
3. How school-community relations can be improved in rural areas.

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APPENDIX A

Questionnaire for Teachers

TOPIC: Incentives and rural area teaching: A Case study of Abura-Asebu-Kwamankese District

Dear Sir/Madam

The purpose of this study is to investigate incentives and rural area teaching in the Abura-Asebu-Kwamankese District. You are respectfully entreated to provide frank responses to the questionnaire items. The information provided will be treated confidentially.

Thank you.

Question 1 – 6 of section A are based in biographical data.

SECTION A: Personal Data

INSTRUCTION

From your own independent and objective point of view, please supply appropriate responses in to the following it. Please make a tick [] in the box or write the responses in spaces provided.

1. Name _____ of school.....
2. Sex: Male [] Female []
3. Type of school: Primary [] J.S.S []
4. Professional Qualification: 4years Cert A []
2/3 years P. Sec Cert A []
Trs Diploma []

Degree []

M. Ed []

Other (specify)

5. Number of years spent in present school please tick [√] as appropriate

Under 5 years []

5 – 10 years []

11 – 15 years []

16 – 20 years []

Over 31 years []

6. Teaching experience please tick [√] as appropriate

Under 10 years []

11 – 20 years []

21 – 30 years []

Over 31 years []

SECTION B: Teacher's perception of Incentive in Abura-asebu-Kwamankese District.

This section is designed to find out teachers' perceptions of incentives in rural settings. Please make a tick [√] in the box or write the appropriate response in the spaces provided.

7. Your school is in a area.

Rural []

Semi Rural []

Semi Urban []

Urban []

Peri Urban []

INSTRUCTION:

Provide responses to the items in this section. Circle the number that best describes your response to each statement. The responses to items are numbered.

	4	-	Strongly agree	-	SA				
	3	-	Agree	-	A				
	2	-	Disagree	-	D				
	1	-	Strongly disagree	-	SD				
						SA	A	D	SD
8.			The roads in my area are motorable throughout the year.			4	3	2	1
9.			Vehicles are means of contacting the District Education Directorate.			4	3	2	1
10.			Vehicles ply our roads regularly and in good condition.			4	3	2	1
11.			There is easy access to information from the District.			4	3	2	1
12.			There is potable and regular water supply throughout the year.			4	3	2	1
13.			Pipe borne water is the main source of water supply.			4	3	2	1
14.			Accommodation is easily available						

	and suitable for teachers.	4	3	2	1
15.	The school administration helps teachers in securing accommodation in my school	4	3	2	1
16.	Food and essential commodities are easy to come by.	4	3	2	1
17.	Health facilities are easily available.	4	3	2	1
18.	Provision of electricity enhances my work.	4	3	2	1
19.	The classrooms are adequately equipped with furniture.	4	3	2	1

SECTION C: Incentive package for Teachers in Rural Setting.

This section is designed to determine incentive packages for teachers in rural setting. Provide responses to the items in this section. Circle the number that best describes your response to each statement. The responses to the items are numbered.

4	-	Strongly agree	-	SA				
3	-	Agree	-	A				
2	-	Disagree	-	D				
1	-	Strongly disagree	-	SD				
					SA	A	D	SD
20.	The workload of teachers in rural areas doesn't exert much stress on them	4	3	2	1			
21.	Teachers willingly accept posting to rural area schools	4	3	2	1			

22. You were duly refunded the full cost of your transport expenses from your hometown to your place of posting. 4 3 2 1
23. Teachers are provided with free accommodation by the community 4 3 2 1
24. Your acceptance to a rural area school was motivated by incentives provided for rural area teachers. 4 3 2 1
25. All teachers in my school are provided with incentives e.g. bicycles, cooking utensils, sewing machines and radio cassette players, etc 4 3 2 1
26. Please, specify which of the incentives have been provided.
Tick [√] as appropriate.
- Bicycles []
- Cooking utensils []
- Sewing machine []
- Radio cassette player []
27. Teachers in your rural area schools are granted study leave with pay after serving two years in their areas of posting. 4 3 2 1
28. Teachers in your local area are provided with good classroom accommodation 4 3 2 1
29. Teachers in your local area are provided with adequate teaching/learning materials 4 3 2 1
30. The incentives provided by the GES have

actually improved the personal lives of

teachers in the rural schools. 4 3 2 1

SECTION D: School-Community relationship and teacher retention in rural areas. This section is designed to find out how school community relationship affect teacher retention in rural areas.

INSTRUCTION:

Provide responses to the items in this section.

Circle the number that best describes your response to each statement. The responses to the items are numbered.

4	-	Strongly agree	-	SA				
3	-	Agree	-	A				
2	-	Disagree	-	D				
1	-	Strongly disagree	-	SD				
					SA	A	D	SD
31.	The schools is built in a very friendly community		4	3	2	1		
32.	The community does not encroach on certain properties of the school		4	3	2	1		
33.	The community interferes in the private lives of teachers in my area		4	3	2	1		
34.	The community understands the need for education and is always ready to support both teachers and pupils in times of need.		4	3	2	1		
35.	Teachers and the community always meet to							

	take decisions on their children	4	3	2	1
36.	Pupils understand the need for education and are always present at school	4	3	2	1
37.	Disciplinary action taken by teachers on pupils constitute a serious offense to parents in my area.	4	3	2	1

APPENDIX B

QUESTIONNAIRE FOR HEADTEACHERS

TOPIC: Incentives and rural area teaching: A case study of Abura-Asebu-Kwamankese District

Dear Sir/Madam,

The purpose of this study is to investigate incentives and rural area teaching in the Abura-Asebu-Kwamankese district. You are, respectfully entreated to provide frank responses to the questionnaire items. The information provided will be treated confidentially.

Thank you.

SECTION A: Personal Data

INSTRUCTION:

From your independent and objective point of view, please supply appropriate responses in the spaces provided.

1. Name of school.....
2. Type of school: Primary [] J.S.S []
 Combined stream [] One Stream []
3. Sex of Head/Masters/Mistresses Male [] Female []
4. Professional Qualification:
 - i. 4years Cert A []
 - ii. 2/3 years P. Sec Cert A []
 - iii. Trs Diploma []
 - iv. BA/B.Sc. []
 - v. PGCE/PGDE []

vi. B.Ed []

vii. M. Ed []

viii. Other (specify)

5. Number of years spent in present school please, tick [√] as appropriate

i. Below 5 years []

ii. Between 5-10 years []

iii. Between 11-15 years []

iv. Between 16-20 years []

v. Between 21-30 years []

vi. Over 31 years []

6. Teaching experience please, tick [√] as appropriate.

i. Below 10 years []

ii. Between 11-20 years []

iii. Between 21-30 years []

iv. Over 31 years []

SECTION B: Teachers perception of Incentives in Abura-asebu-Kwamankese District.

This section is designed to find out teachers' perceptions of incentives in rural settings. Please make a tick [√] in the box or write the appropriate response in the spaces provided.

7. Your school is in a area.

Rural []

Semi Rural []

Semi Urban []

Urban []

Peri Urban []

8. Your transport expenses to and from the District Education Directorate on official duties are duly reimbursed. 4 3 2 1
9. Residential accommodation is easy to come by in your village/town. 4 3 2 1
10. You have regular quality supply of water. 4 3 2 1
11. Your classroom accommodation is adequately provided with good set of furniture 4 3 2 1

SECTION C: Incentive packages for teachers in rural setting.

This section is designed to determined the incentive packages for teachers in rural setting.

INSTRUCTION

Provide responses to the items in this section. Circle the number that best describes your response to each statement. The responses to the items are numbered.

4 - Strongly agree - SA

3 - Agree - A

2 - Disagree - D

1 - Strongly disagree - SD

SA A D SD

12. The work load of teachers in rural areas does not exert much stress on them. 4 3 2 1
13. All teachers in your school have been provided

with incentives such as bicycles, cooking
 utensils and radio cassette players. 4 3 2 1

14. The items mentioned in question 13 above are
 the needs of teachers in your school. 4 3 2 1

SECTION D: School community relation and teacher retention in rural
 areas. This section is designed to find out the effect of school-community
 participation and teacher's attitude to work.

INSTRUCTION

Provide responses to the items in this section. Circle the number that best
 describes your response to each statement. The responses to the items are
 numbered.

- | | | | | | | | | |
|---|---|-------------------|---|----|----|---|---|----|
| 4 | - | Strongly agree | - | SA | | | | |
| 3 | - | Agree | - | A | | | | |
| 2 | - | Disagree | - | D | | | | |
| 1 | - | Strongly disagree | - | SD | | | | |
| | | | | | SA | A | D | SD |

15. The school is built in a very
 friendly community 4 3 2 1

16. The community involves itself in the activities
 of the school in terms of decision making. 4 3 2 1

17. The community interferes in the private
 lives of teachers in your school. 4 3 2 1

18. The community understands the need for
 education and is always ready to support
 both teachers and pupils. 4 3 2 1

19. Disciplinary action taken by teachers
in the school on pupils constitute a
serious offence to parents. 4 3 2 1
20. By actions of parents, teachers are always
willing to work. 4 3 2 1
21. If you do not have any problems contacting the district education
directorate, briefly explain by what means you have contacts with the
district education directorate.....
.....
.....
.....
22. How do you settle teachers posted to your school? Briefly explain
.....
.....
.....
23. If your teachers are not provided with good quality water, how do
they get good quality water?.....
.....
24. What items do your teachers often complain they need?
.....
.....

APPENDIX C

**INTERVIEW GUIDE FOR THE DISTRICT DIRECTOR OF
EDUCATION ABURA-ASEBU-KWAMANKESE DISTRICT**

TOPIC: Incentives and rural area teaching. A case study of Abura-
Asebu-Kwamankese District.

Dear Sir/Madam,

The purpose of this study is to investigate incentives and rural area teaching in Abura-Asebu-Kwamankese district.

You are therefore, respectfully entreated to provide frank responses to the questionnaire items. The information provided will be treated confidentially.

Thank you.

SECTION A: Teacher's perception of incentives in Abura-Asebu-
Kwamankese District.

This section is designed to find out teacher's perceptions of incentives in rural settings.

INSTRUCTION

Provide responses to the items in this section. Circle the number that best describes your response to each statement. The responses to items are numbered.

- | | | | | |
|---|---|-------------------|---|--------------------|
| 4 | - | Strongly agree | - | SA |
| 3 | - | Agree | - | A |
| 2 | - | Disagree | - | D |
| 1 | - | Strongly disagree | - | SD |
| | | | | SA A D SD |

1. When posting teachers to rural settings
you border to find out the conditions
prevailing there in terms of transportation,
water, accommodation and lighting systems. 4 3 2 1
2. Some teachers make request to be posted to
some specific rural areas. 4 3 2 1

SECTION B: Incentive packages provided for teachers in rural setting.

This section is designed to determine the incentive packages provided for teachers in rural setting.

INSTRUCTION

Provide responses to the items in this section. Circle the number that best describes your response to each statement. The responses to the items are numbered.

- | | | | | | | | | |
|---|---|-------------------|---|----|----|---|---|----|
| 4 | - | Strongly agree | - | SA | | | | |
| 3 | - | Agree | - | A | | | | |
| 2 | - | Disagree | - | D | | | | |
| 1 | - | Strongly disagree | - | SD | | | | |
| | | | | | SA | A | D | SD |

3. Teachers are refunded the full cost
of their travelling and transport expenses
on posting in your district. 4 3 2 1
4. If no, how do they recoup their travelling expenses?
.....
.....

5. All teachers in your district are provided with bicycles cooking utensils and radio cassette players 4 3 2 1
6. If no, by what other means do you motivate them to stay longer in the rural areas briefly explain.....
.....
.....
7. You grant teachers who have served two years in your district study leave with pay to pursue courses of their choice 4 3 2 1
8. If no, why? briefly explain.....
.....
9. You have adequate classroom accommodation with good set of furniture for the rural schools in your district. 4 3 2 1
10. If no, how do you make teaching and learning attractive to both teachers and pupils in these areas? Briefly explain
.....
.....

SECTION C: School community relationship and teacher retention in rural areas. This section is designed to find out the effect of school-community relationship and the teacher retention in rural areas.

INSTRUCTION

Provide responses to the items in this section. Circle the number that best describes your response to each statement. The responses to the items are numbered.

- 4 - Strongly agree - SA
- 3 - Agree - A
- 2 - Disagree - D
- 1 - Strongly disagree - SD

SA A D SD

11. You have found the occasion to solve school community problems in terms of conflict resolution in your district 4 3 2 1

12. If yes, what is the nature of the problem?
Briefly explain.....
.....
.....

13. The community in your district helped in the provision of infrastructure for the school 4 3 2 1

14. If yes, what was the nature of the infrastructure?
Briefly explain.....
.....
.....

