

UNIVERSITY OF CAPE COAST

COMPENSATION AND RETENTION OF JUNIOR HIGH SCHOOL  
TEACHERS' IN THE NSAWAM ADOAGYIRI MUNICIPALITY, GHANA

GERTUDE ASIEDUA YEBOAH

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TEACHERS' IN THE NSAWAM ADOAGYIRI MUNICIPALITY, GHANA

BY

GERTUDE ASIEDUA YEBOAH

Dissertation submitted to the Department of Human Resource Management of the School of Business, College of Humanities and Legal Studies, University of Cape Coast, in partial fulfillment of the requirements for the award of Master of Business Administration Degree in Human Resource Management

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## **DECLARATION**

### **Candidate's Declaration**

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

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

Name: Gertrude Asiedua Yeboah

### **Supervisor's Declaration**

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

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

Name: Dr. (Mrs) Rebecca Dei Mensah

## **ABSTRACT**

Although there have been a number of studies on compensation and teacher retention, Nsawam Adoagyiri district has received little attention. It is against this background that the current study focused on the compensation and retention of teachers in the district. The study adopted the quantitative approach to research. The explanatory design was also employed. From a population of 355, 285 teachers were sampled from the five circuits of the district using stratified random sampling technique. Questionnaire was the main data instrument. Data collected were analysed using descriptive and inferential statistics such as frequencies, means, standard deviation and regression. Findings of the study revealed that several compensation packages such as pay/salary, bonuses/allowances, job security, health and safety packages, promotions, annual leave, career advancement and conducive work conditions are available to teachers in the municipality. Also, there are some notable factors such as characteristics of the student body, teachers' work experience and background characteristics, low salary and other forms of compensation accounts, lack of school administrative support, student discipline problems, lack of decentralization in classroom decision making process and poor students' motivation account for teacher turnover in Junior High Schools in the municipality. Furthermore, there is a positive relationship between compensation packages and teacher retention in the municipality. The study therefore recommend the need to drastically review the existing packages upwards from time to time as well as instituting measures aimed at offering career advancement opportunities to teachers both locally and internationally.

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God richly bless you all.

## **DEDICATION**

To my family

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# **CHAPTER ONE**

## **INTRODUCTION**

This chapter gives an insight to the topic under discussion. It provides information into the background of the study, the problem statement, research objectives, research questions, significance of the study, limitation of the study and organisation of the study.

### **Background of the Study**

The institution of compensation cuts across all spheres of employment and is seen as a catalyst in promoting the retention of employees in an organisation setting. According to Berrone, Makri & Gomez-Mejia (2008) one of the ideal methods that can be implemented by an institution to retain employees is to adopt good compensation practices. Hence, most organisations have cultivated tailor made compensation practices to reward the exclusive skills of talented employees (Schlechter, Hung & Bussi, 2014). It is argued that the degree to which employees are satisfied with their readiness to remain in an organisation is a function of compensation packages and the reward system of the organisation (Osibanjo, Abioudun & Fadugba, 2012).

According to Mita (2014), employee retention as a technique adopted by businesses to maintain an effective workforce and at the same time meet operational requirements. In the words of Bidisha (2013), it is a process in which the employees are encouraged to remain with the organisation for the maximum period of time or until the completion of the project. According to Workforce Planning for Wisconsin State Government (2015), employee retention therefore offers a systematic effort to create and foster an

environment that encourages employees to remain employed by having policies and practices in place that address their diverse needs.

Back in the 1990s, Fitz-enz (1990) observed that employee commitment and retention is not determined by a single issue but by a cluster of factors. In previous researches a number of factors associated with employee retention have been identified. Factors that are commonly cited are developmental opportunities and quality supervision, job stress and colleague stress (Brown, Schultz, Forsberg, King, Kocik, & Butler, 2002); compensation and appreciation of work done, provision of challenging work, promotion and development chances, attractive atmosphere within the organisation, relationships with colleagues, work-life balance, communication (Walker, 2001) and supervision (Naqvi & Bashir, 2015).

According to Ghapanchi & Aurum (2011) retention factors include compensation and benefits, training opportunities, fair and equal treatment, organisational culture. While Allen and Shanock (2013) stressed on relationship with colleague socialization, Andrews and Wan (2009) emphasized on management style and leadership to increase an organisation retention capability. A group of researchers led by Loan (2010) noted autonomy, work-schedule flexibility and social support help organisation to keep their employees for a longer period of time. Christeen (2015) identified eight retention factors: management, conducive environment, social support and development opportunities, autonomy, compensation, crafted workload, and work-life balance. Compensation is generally observed as the aggregate income of an individual and may involve a range of discrete payments attained through different resources. Compensation is defined as reward or pay given

to people for work done. The indicators of compensation include: fundamental pay, wages, wellbeing plans, pension plans, transport remittances, over time recompenses and responsibility stipends (Baker & Demerouti, 2007). Compensation can likewise be alluded to as monetary or fiscal benefits in form of pay rates, compensation, rewards, impetuses, recompenses and benefits that is accumulated or given to a worker or a group of workers by the business (firm) because of benefits rendered by the employee(s), commitment to the organisation or reward for work (Shields & Wards, 2015).

In general, compensation is used as a mechanism to boost employee morale, increase their inspirations and also encourage team cohesion. This is because compensation drives employees to produce more output although this does not necessarily have to be based on pay (Shields & Wards, 2015). In effect, compensation has the tendency to build the confidence of employees especially if the instituted rewards are deemed equitable. This means that compensation should be incremental such that its payment considers employees in categories such as the most prolific, the second most valuable and so on (Baker & Demerouti, 2007).

Humans play a role as a blood for any organisation running through organisational veins. Although organisations are well equipped with the latest technological resource, however, humans as a resource are always required to control and direct the technology and seen as a vital segment of any organisation (Wright, Dunford & Snell, 2001). Organisations are facing challenges not only regarding managing the human resource but also retaining them is a big challenge for organisations in order to survive through competitive market (Kyndt, Govaerts, Dochy, & Baert, 2011). Employee

retention has therefore been seen as a careful and necessary effort by an organisation to keep employees for longer period (Frank, Finnegan & Taylor, 2004). It is a strategic initiative in order to develop a long lasting link between organisations and employees so that they can be sustained and retained.

A report of a survey on teacher attrition in 2009 commissioned by the Ghana National Association of Teachers (GNAT) and the Teachers and Educational Workers Union (TEWU) revealed a very high teacher attrition rate in Ghana. The survey revealed that the Ghana Education Service (GES) estimates that about 10,000 teachers leave the classroom every year for other professions (GNAT, 2009). The high rate of teacher attrition impacts negatively on school improvement efforts as it disrupts the stability and continuity of teaching. Whereas high-performing schools are distinguished by stability and continuity of teaching, studies show that teaching traditionally has been characterized as an occupation with a very high turnover rate (Lawrence, 1999). This affirms the situation in Ghana where the Teacher Training institutions in the country produce so many teachers every year but there is still shortage of teachers because they are not retained in the profession.

Cobbold (2007) laments that, policy makers and school leaders in Ghana face the challenge of retaining qualified teachers in schools to ensure quality teaching and learning for all students. A national study (Quansah, 2003 as cited in Cobbold, 2007) reports a shortage of 40,000 trained teachers in basic schools, with 24,000 of these vacancies filled by untrained personnel.

The sad and painful aspect of it is that, a great majority (about 70%) of such teachers having enjoyed the study leave facility, do not return to the classroom after their studies (Akyeampong, 2002). This is because in less developed countries where the bulk of the teachers are males, the lure of other higher-paying and higher-status occupations quickly drain off much of the existing supply in the teaching profession (Akyeampong, 2002). This makes an otherwise good policy of the government counterproductive (Bame, 1991).

The teaching profession has shown and continues to show some glimpses of impoverishment. Most of the people who enter the teaching profession these days do not take it as a lifelong career. It is sad to note that, some teachers find themselves in the teaching profession due to nonexistence of other job opportunities while others also consider teaching as a stepping stone or a spring board to enter into other professions. Such teachers leave the teaching profession with the least chance they get and this situation creates teacher shortages in our schools (Koomson, 2005). The issue of teacher shortage is a big educational challenge in Ghana. Getting a chance to train and recruit teachers is a long, expensive and uncertain process. It has therefore, been essential to safeguard the exit of the few existing teachers by the school managements. The problem of teachers leaving the classroom seems to be on the increase every year, and this suggests that though so much money is spent on training and recruiting teachers, little or no attention is paid to their retention (GNAT, 2009; Bame, 1991; Vroom, 1998).

Teachers have the greatest impact on the quality of student's education (Rivkin, Hanushek & Kain, 2000). High rates of teacher turnover usually results in high vacancies that are eventually filled by new and less-experienced



teachers who are often less effective (Chiat & Miller, 2009a). This situation tends to have harmful effects on students' education as they may not have adequate access to effective teaching (Ingersoll, 2001).

To tackle this development, the government of Ghana has over the years introduced some measures aimed at retaining teachers through motivation. Some of these include enhancement in study leave and sponsorship programs schemes where teacher trainees are sponsored by districts and the students then return to teach in the sponsored districts for at least three years upon completion of their training (Darvas & Balwanz, 2014). Also, Mandina (2012) stated other financial incentives such as tuition support, loan forgiveness, and signing bonuses in which the government announced a 20% increase in rural teachers' salary as a hardship allowance, but this has since not been implemented due to financial constraints. Teacher compensation is therefore a crucial matter that can have an influence on the retention of teachers in the Junior High Schools (JHS). The turnover of teachers leads to significant loss of service efficiency which eventually has a detrimental effect on the performance of school children (Williams, Champion & Hall, 2012).

### **Problem Statement**

The increasing rate of academic staff turnover is a global one which affects both developing and industrialized countries and has attracted a lot of attention in academia. In the United States, for example, 7.7 percent of all full time academic staff left their institutions for other places within one academic year (Armstrong, 2014). In Africa, most countries face a huge challenge in terms of skilled human resource capacity, which has a debilitating effect on its

ability to make strides in the areas of socio-economic and political development. While various efforts have been made to address the problem, there seems to be little progress, due to a variety of reasons, particularly, the inadequate investment in education, compensation and other training programmes (Falola, Ibidunni & Olokundun, 2014). Employees' willingness to stay on the job largely depends on compensation packages employees receive from employers (Saira, Madiha, Sumaira & Anam, 2014).

In Ghana, a study by Quansah (2003) revealed that there is a shortage of approximately 40,000 trained teachers in basic schools, with about 60 percent of these vacancies filled by untrained personnel. Another study by Karikari (2007) reported that most classrooms were without teachers especially in the rural areas and raised the alarm that teacher retention was a national crisis. Although some researches have been done on the recruitment and retirement of teachers, research suggests that more attention should rather be directed to teacher retention and attrition (Ingersoll, 2002).

Research suggests there are multiple reasons for high teacher turnover (Ingersoll, 2001; 2003; Boe, Cook & Sunderland, 2008). One such reason consistently cited in the literature is teacher job dissatisfaction due to low salaries (Baratz-Snowden, 2007).

There have been several agitations and demonstrations of teachers with regards to their compensation over the years coupled with an enormous number leaving their jobs to seek for other job opportunities (Samah & Aisha, 2008). However, teacher retention and compensation has received little attention in the Nsawam municipality. Most teachers leave to seek for other

job opportunities elsewhere or totally abandon their teaching services leaving the schools with poor teacher student ratio.

Meanwhile, a few studies conducted on teacher retention and compensation in Ghana have not focused on the Nsawam Adoagyiri Municipality; for example, Cobbold (2015); Abdul-Rahaman, Ababio, Arkorful, Basiru, & Abdul Rahman, (2018); Agozo (2010); and Effah, & Osei-Owusu, (2014) although the municipality has issues with teacher retention. This is because nationally of which Nsawam Adoagyiri Municipality is part, aside perceived low compensation accounting for exodus of basic school teachers, the problem is further exacerbated by the fact that after graduating from the colleges, and teaching for only three years many basic school teachers take advantage of the study leave with pay facility by the GES and upgrade their certificate qualifications to diploma and degree levels in the universities through full-time study on full salary. Unfortunately, the majority (about 70%) of such teachers do not return to the classroom after their studies (Cobbold, 2010; Sam, Effah & Osei-Owusu, 2014). This national development affects all teacher retention at the community, district and national levels.

Previous aforementioned studies used varied methodologies in studying this phenomenon. For instance, Agozo (2010) used a qualitative approach to conduct a case study of ex-teachers; Sam et al. (2014) conducted a descriptive study using selected secondary schools in the Kawbre East District, Cobbold (2015) reconceptualises the phenomenon of teacher shortage, clarifying it by disentangling and explicating its constituent variables; and finally Abdul-Rahaman et al. (2018) used a qualitative method

and cluster sampling approach to select from some circuits in Ghana. This study therefore fills the methodological gap by using a quantitative approach to unravel the issues concerning compensation and retention in the Nsawam Adoagyiri Municipality of the Ghana Education Service.

### **Research Objectives**

The general objective of the study is to investigate compensation and retention of Junior High School teachers in the Nsawam Adoagyiri Municipality.

The specific objectives are to;

1. Examine the compensation packages available to Junior High School teachers at the Nsawam Adoagyiri Municipality.
2. Examine the factors accounting for teacher retention in Junior High School level of Nsawam Adoagyiri Municipality.
3. Examine the effect of compensation on retention of Junior High School teachers in Nsawam Adoagyiri Municipality.

### **Research Questions**

1. What are the compensation packages available to Junior High School teachers at the Nsawam Adoagyiri Municipality?
2. What factors account for teacher retention at Junior High School of Nsawam Adoagyiri Municipality?
3. What is the effect of compensation on the retention of Junior High School teachers in the Nsawam Adoagyiri Municipality?

### **Significance of the Study**

The study will bring out the factors influencing teacher retention at the Nsawam Adoagyiri Municipality which will thus inform policy makers and all stakeholders on the appropriate measures to put in place to curb the turnover. This will help the Ghana Education Service in restructuring the compensation structure so as to curb the mass exodus of teachers. This will invariably improve the quality of teacher and learning since well trained, qualified and highly motivated teachers will always be at post to teach the students due to improved conditions of work.

Secondly, the findings and recommendations will be essential to the Ghana Education Service in enacting policies that will have a long-term effect on improving teacher retention at all levels of the educational system. Thus, the study will help in making some policies that will generally help the entire educational system. Finally, the study will contribute to existing literature by adding to existing knowledge of the developments in the area of teacher compensation and retention. This study will therefore serve as a repository of information for future researchers to utilise this document when future research endeavours.

### **Scope of the Study**

The scope of the study is limited to investigate compensation on retention of Junior High School teachers' in the Nsawam Adoagyiri Municipality. The study's concentration is therefore on the compensation packages available to teachers, factors that account for teacher turnover and the extent to which compensation packages affect teacher retention. The study concentrated on these key areas in order to define the specific information the

study will rely on and also the kind of data that the researcher collects from the respondents.

### **Limitation of the Study**

Also, the scope of the case study area is limited, thus the results of the study cannot be generalised to cater for compensation and retention issues in other Junior High Schools outside the municipality. These limitations form basis for improvement in future research into the study area by increasing respondents' interest and also expanding the scope to cover numerous schools.

### **Organisation of the Study**

The study is structured under five chapters. The Chapter one comprises of the introductory part of the research study and discuss the background to the study and problem statement. It further outlines the objectives of the study and describe the research questions and present hypothesis to be tested. It further presents the scope and limitations of the study. Finally, it shows the organisation of the study. Chapter two reviews literature on compensation and teacher retention. This include both theoretical and empirical studies that have been conducted over the years. This is aimed at identifying a research gap which the study seeks to fill.

Chapter three describes the methodology of the study. This comprises the research design, sources and methods of data collection, population and sample size, the type of data as well as description of the mode of the analysis and presentation of data. Chapter four discusses the research findings in line with the research objectives based on the analysis of data. Finally, Chapter five forms the concluding part of the study which includes the summary of the

findings of the research, conclusion and some suggested recommendations for policy decisions in the future.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **Introduction**

This chapter reviews literature on compensation and teacher retention. Both theoretical and empirical literatures are reviewed. The theoretical review concentrates on the expectancy theory and equity theory that link reward and behaviour. The empirical review also reviews compensation as a concept and other aspect such as compensation packages and employee retention. It further presents review on employee perception of compensation and the factors that influence teacher retention. The chapter in addition presents the evidences on the effect of compensation on teacher retention. Finally, the study provided a conceptual framework and also summarises the entire chapters.

#### **Theoretical Review**

There are some theories bothering on compensation and retention. This study discusses the Expectancy theory and the Equity Theory. These theories provide an insight into how the area of compensation and retention has been conceptualised. They are therefore important because they provide basis on which compensation can be linked to employee retention in all spheres of organisations. In that respect, these theories gives a broader understanding of the areas under discussion.

#### **The Expectancy Theory**

This theory propounded by Vroom (1964) focuses on link between rewards and behaviour. In this study the reward is compensation while the behaviour is retention. According to the theory, Motivation is the product of valence, instrumentality and expectancy. Compensation systems differ



according to their impact on these motivational components and pay systems differ most in their impact on instrumentality. There is a perceived link between behaviour and pay. Employees' job satisfaction is directly related to the extent to which their jobs provide them with such rewarding outcomes, as pay, variety in simulation, consideration from their supervisor, a high probability of promotion, close interaction with co-workers, an opportunity to influence decisions and control over their pace of work.

Expectancy theory concentrates on the expectations which employees bring with them to work situation and the context and manner in which these expectations are satisfied. The underlying hypothesis is that "appropriate levels of effort, and hence productivity, will only be extended if employees expectations are fulfilled" (Redmond, 2010:11). It does not assume a fixed range of expectations common to all employees but rather points to the possibility of different sets of expectations.

Rewards are seen as fulfilling or not fulfilling expectations. Expectancy theory challenges management to demonstrate to employees that extra effort will reap a commensurate reward (Redmond, 2010). The link between effort and reward needs to encompass both the pay packet and a variety of other extrinsic or intrinsic rewards. Reward schemes must therefore create a positive link between the size of the pay and the effort expended for employees are primarily motivated by money (Redmond, 2010).

Relating this theory to the retention of teachers, it can be asserted that when school authorities are able to compensate teachers accordingly, they may not have the intent (behaviour) of leaving to work elsewhere. Thus, when the teachers feel appropriately compensated in accordance with their job

descriptions the intent of staying with the school will be high. However, if they feel they have not been compensated well (both intrinsic and extrinsic) they will have the intention of leaving.

### **Equity Theory**

Equity theory propagated by Adams (1963) suggests that employee perceptions of what they contribute to the organisation, what they get in return, and how their return-contribution ratio compares to others inside and outside the organisation,' determine how fair they perceive their employment relationship to be. Perceptions of inequity are expected to cause employees to take actions to restore equity (Gerhart, Minkoff, & Olsen, 1995). Unfortunately, some such actions like quitting or lack of cooperation may not be helpful to the organisation.

According to Adams (1965) the focus of the theory is on the exchange relationship where individuals give something and expect something in return. What the individual gives is called inputs. On the other side of the exchange, is what the individual receives, called outcomes. The third variable in addition to inputs and outcomes is known as the reference person or group. This reference group can be a coworker, relative, neighbor, or group of coworkers. It may even be the person himself in another job or another social role (Al-Zawahreh & Al-Madi, 2000).

Equity theory proposed that when a state of inequity is perceived, the individual would experience a state of distress (Walster, Berschied & Walster, 1973). This distressing state will move individuals to take action to restore equity (Lerner, Miller & Holmes, 1973). The greater the inequity, the more distress individuals feel, and the harder they will try to restore equity (Adams,

1965). In a case like the JHS teachers at the Nsawam Adoagyiri, teachers may decide to leave the school to other private schools where they are perceived to be paid better. Thus, here, the teacher takes action based on the inequity in pay between the current school and the private school. This action may also be taken as a result of the fact that the teacher may feel that he is putting in the same input or effort being put in by his colleagues in the private schools. And as such he expects to receive similar reward or compensation being given to teachers in the private school.

These theories of compensation explain the entire concepts of enticing employees by putting in place irresistible packages so they can remain at post. The various theories discussed here (the expectancy theory, rational choice theory and equity theory) in unison suggest that there is a relationship between the two main variables (compensation and teacher retention) being discussed since the existence of good compensation packages reduces teacher turnover in most organisations of which the education sector is part. If education is the key to securing the future of any popularity, then there is the need for government to ensure teacher retention in the Ghana Education service by integrating these models. The philosophical basis of a policy on teacher retention must be the idea that educational management should make every effort to retain teachers.

### **Compensation as a Concept**

Compensation is often regarded as rewards given to employees on the basis of the value of the job, their personal contributions, and performance. It is one of the physical needs that influence motivation which in turn affects the employee performance (Osibanjo, Pavithra, & Adenike, 2014). The objectives

of any good compensation are to attract, motivate and retain good people for the attainment of organisational goals. Compensation should therefore be acknowledged as a major factor affecting employee performance (Wekesa & Nyaroo, 2013).

Irshad (2016) expressed compensation as in the form of salary, status, fringe benefits and job security. These rewards include things such as pay, job security, fringe benefits, promotions and working conditions. Other things included in it are competitive salaries, increment in pay, bonuses, and such indirect forms of payment. Farooqui & Nagendra (2014) define compensation as the fringe and pay advantages employees get from an organisation. This includes promotion opportunity, career advancement and conducive workplace environment.

Organisations are able to improve worker productivity by paying workers a wage premium a wage that is above the wage paid by other firms for comparable labour. A wage premium may enhance productivity by improving nutrition, boosting morale, encouraging greater commitment to firm goals, reducing quits and the disruption caused by turnover, attracting higher quality workers and inspiring workers to put forth greater effort (Goldsmith, Veum & Darity, 2000). As a result, people are attracted to well-paying jobs, extend extra effort to perform the activities that bring them more pay, and become agitated if their pay is threatened or decreased (Stajkovic & Luthans, 2011).

Compensations are also used to show that the company is serious about valuing team contributions to quality. The monetary rewards consist of a cash bonus allocated to each team member. The team bonus would be given

separately from the salary. On the other hand, team rewards can be used in ways that avoid destroying employees' intrinsic motivation to do their job (Balkin & Dolan, 2010). The need for continuous improvement requires employees to be innovators; devising novel solutions that improve a work process or that delight the customer. The use of rewards that are tightly linked to team performance may teach team members to become money hungry and undermine their intrinsic interest in the work itself (Balkin & Dolan, 2010).

Shoaib, Noor, Tirmizi & Bashir (2009) also attest that it is important for employers to know the value employees place in their compensation systems and to formulate strategies that address equitable and adequate reward for their employees. When appropriate reward strategies are understood and embedded in the organisation's culture, productive employees remain (Shechtman, 2008).

Sutherland (2004) argues that compensation systems ought to be a significant sphere of innovation for employers. The increasing diversity of the workforce, she states, suggests the need for more creative approaches to tailoring the right rewards to the right people. She concluded that recognition and reward are part of a more comprehensive effort at keeping workers or adopting good workplace practices, which can contribute to increased retention. Recognition programmes are an important component of an employee retention plan. The importance of these kinds of programmes is rooted in theories of positive reinforcement. According to Willis (2001), compensation is one of the crucial issues as far as attracting and keeping talent in organisations is concerned.

The fundamental hypothesis is that compensation influences employee behaviour through shaping their attitudes (Parker & Wright, 2001). Therefore, wages influence the attraction and retention of the workforce (Parker & Wright, 2001). The provision of a lucrative compensation package is one of the broadly discussed factors of retention. Not only do rewards fulfill financial and material needs but they also provide a social status and position of power within an organisation. A study by Allen, Shore and Griffeth (2003) reported that employers have to differentiate themselves from others through their compensation strategy in order to attract and retain quality employees. Therefore, an organisation's compensation strategy should be able to attract the right quality of employees, retain suitable employees and also to maintain equity amongst the employees.

### **Compensation Packages**

Compensation practices vary significantly across employing organisations and to some degree, across jobs. Previous studies have explored the compensation packages available to employees in organisations. Broadly, many researchers argue that compensation should be a package comprising financial and nonfinancial, that is, direct and indirect compensation (Namasivayam, Miao & Zhao, 2006). Specifically, others argue that a typical compensation package should include base pay, commissions, overtime pay, bonuses, profit sharing, merit pay, stock options, travel and meals, housing allowance, benefits including dental, insurance, medical, vacation, leaves, retirement, tax freedom (Atchison, Belcher & Thomsen, 2010).

Bernadin (2007) also argues that employee benefits, though a part of total compensation, embraces intrinsic forms of compensation ranging from

health care plans to pension or retirement plans, social security, insurance, family and medical leave. Cascio (2002) indicates that compensation packages such as severance pay, vacations and sabbatical, holidays and workers' compensation are legally mandated to be enjoyed by employees. However, these compensation packages are often designed by organisations to enhance employees' job performance.

### **Concept of Employee Retention**

There is no distinct definition of workers' retention that could be universally acceptable because perception of the organisations towards workers' retention may differ. McKeown (2002) concurred that some organisations perceive retention as a low rate of turnover to the viable degree; some base it on pay and benefits while others view it as part of organisational culture. Different opinions have been identified in the current literature on the definition of employees' retention, the type of employees to be retained and the method to be used in the retention (Mohlala, Goldman & Goosen, 2012).

According to Mayfield & Mayfield (2008) retention of valuable employees is one of the most significant issues confronting organisational leaders. Retention of talented employees by employers is imperative because the organisation's competitive advantage is often dependent on the specialized knowledge and skills possessed by the employees (Schreuder & Theron, 2001). Given the mobility nature of talented employees, retaining them becomes a matter of concern to employers since, in the view of Buckingham (2000), their leaving means a loss to the organisation of its intellectual capital or intangible assets. The major goal of retention is to prevent the loss of

competent employees from the organisation as this could have adverse effect on productivity and service delivery.

Patgar & Kumar (2015) stated that certain factors are essential in influencing workers' decision to either leave or stay in an organisation. Such factors are compensation packages, convenient and flexible work hours, recognition and rewards for good performance, career growth and promotion opportunities, job security and training and development programmes.

### **Compensation and Employee Retention**

Compensation plays an important role in employee retention. Walker (2001) indicated that compensation was the prime factor for retaining workers (it was ranked first in his study) when respondents were asked to rank seven factors (provision of challenging work, opportunity for promotion and advancement, friendly working environment, relations with peers, health balance between professional and personal life, good communication with regard to their retention).

Some writers have indicated that low teacher salary is a major factor that influences teacher retention (Ingersoll, 2001). It is clear that compensation has been a major factor in teacher turnover for some time, and remedies have not been forthcoming to do anything about it. One could predict that teachers who do not believe that they are compensated equitably for the work and hardships they must endure will take action to remedy the inequity. One of these remedies is leaving the profession. In addition, wage differentials have an impact on teacher supply and teacher turnover (Darling-Hammond & Sclan, 2006; Rickman & Parker, 2000).



It is acknowledged that inner-city school districts and poor rural areas tend to lose teachers due to the difference in salary schedules. Differences in funding and market conditions are cited as reasons for causing the teacher shortage in certain geographic areas (Darling-Hammond & Sclan, 2006). Some studies have linked salary and benefits to a teacher's satisfaction or level of commitment (Choy, Bobbitt, Henke, Medrich, Horn & Lieberman, 2003).

The study by Muguongo, Muguna, & Muriithi (2015) in Kenya revealed that the compensation the teachers receive does not match their job description. The study employed a descriptive survey research design. Stratified random sampling was used to select a sample size of 214 teachers drawn from the target population of 474. Responses were collected through questionnaire and analysed with descriptive statistics. It was deduced that the basic pay teachers receive affects their job satisfaction to a moderate extent including the pay structure, policy consistency, administration and timely payment of salary. Muguongo, Muguna, & Muriithi, (2015) further concludes that the allowances such as house allowance and hardship allowance that the teachers received also affect their job satisfaction. In addition, majority of the teachers in secondary schools are holders of Bachelor's degree. The study further found disparity in teachers' salary because of the different levels of education which caused dissatisfaction among some teachers. It was further concluded by Muguongo et al. (2015) that insurance cover and medical insurance positively affect job satisfaction among teachers. The study finally concludes that the nonfinancial compensation that affect the teachers satisfaction include psychic rewards (acknowledgement of teaching competence), reasonable work load and administrative support.

Muguongo et al. (2015) also found in their study that allowances and the amount of compensation the teachers receive in comparison to that of their counter parts in the civil service to the teachers are some of the major factors that influence teachers' job satisfaction. Therefore, the study recommended the government should address teachers' compensation issues in order to enhance teachers' job satisfaction. These findings may also apply to the Nsawam Adoagyiri JHS since it is also a public institution with similar characteristics.

Another study was conducted by Wekesa & Hyaroo (2013) to examine the effect of compensation on performance on public secondary school teachers in Kenya. The study adopted descriptive survey design where questionnaires and interview schedules were used to collect data. Simple random sampling was used to select 114 teachers and purposive sampling to select 14 head teachers. Based on the findings, the study concluded that fair compensation has an effect on public secondary school teachers' performance this is because the compensation policy in place demoralizes the teachers, does not enhance task performance and negatively affects the productivity of the teachers in the schools. Since Nsawam Adoagyiri JHS is also a public school in Africa, the research findings may be similar to that of Kenya.

Baakile (2011) focused the study on comparative analysis of teachers' perception of equity, pay satisfaction, affective commitment and intention to turnover in Botswana. Respondents comprised of 121 Community Junior Secondary School (CJSS) teachers and 111 Senior Secondary School (SSS) teachers. The purpose of the study was to investigate the relationships between equity, pay satisfaction, affective commitment and intention to turnover

among junior and senior secondary school teachers in Botswana. Results revealed that, the relationship between equity and pay satisfaction was strong and significant for both junior and senior secondary school teacher. The relationship between equity and affective commitment, pay satisfaction and intention to turnover, and affective commitment and intention were all significant. The major conclusions were that teachers' perception of these variables is similar regardless of whether they are at a junior or senior school.

Hausknrcht, Rodder & Howard (2009) concurred that compensation is a factor for workers retention. The most suitable way to workers' retention is by the use of a reward system appropriately to make employees happy to stay and continue with their employment. Similarly, the salaries of workers who are highly qualified should be increased to prevent them from leaving for another job (Holtbrügge, Friedmann & Puck, 2010). Offering equitable compensation packages to public sector workers may serve as a retention technique and may prevent them from leaving to private sector organisations. Sandhya & Kumar (2011) stressed that money serves as a motivating factor for employees' retention. Mohlala, Goldman, & Goosen, (2012) also postulated that a good compensation system is one of the factors that can affect employee retention. Compensation s can be employed by organisations to retain workers (Ajmalet, Abrar, Khan & Saqib, 2015).

However, on the contrary, Tang, Kim, & Tang, (2000) opined that receiving more reward has little significance or impact on employees' retention and further suggests that it could only be significant when job satisfaction is low. Sturman (2006) posit that, "Compensation can be a powerful tool for managing employees, but that the effects of base pay are

different from those of raises, which in turn are different from those of bonuses” (pg.6). Carraher, Mulvey, Scarpello & Ash (2004) explained that single pay structure for all employees decreased compensation satisfaction. They found that compensation satisfaction depended on the employee’s job complexity. Compensation satisfaction is different for sales managers then line level employees. Carraher, Mulvey, Scarpello, & Ash, R. (2004) recommend that different compensation systems must be looked at for different employee positions.

Heneman & Schwab (1985) hypothesized that there were four dimensions of compensation satisfaction: pay levels, benefits, raises, and pay structure. Their findings concluded that total compensation satisfaction was a “multidimensional construct.” There was enough evidence from their research to support that satisfaction with total compensation can increase job satisfaction and possibly retention. However, they also concluded that employees who are satisfied with their total compensation might be more satisfied in some areas and not as satisfied in others. They recommended that companies survey their employees’ attitudes on individual compensation components. Companies may find that there are some potential savings, while maintaining overall compensation satisfaction. For example, they found that some employees were not satisfied with their pay but were satisfied with their benefits. So in order to increase compensation satisfaction, the company only had to review their pay practices but did not have to increase their benefits in order to retain such employees.

Williams, McDaniel & Ford (2007) conducted a comprehensive meta-analysis and found that employee organisational commitment was related to

dimensions in compensation satisfaction. Their report also explained that in order to create compensation satisfaction, companies must plan, communicate, and follow through with their compensation policies. Effectively communicated total compensation policies provide signals to employees regarding their company's culture and "the extent to which employees are valued by the organisation (Williams, & Kritsonis, (2007).

DiPietro & Condly (2007) used the Commitment and Necessary Effort (CANE) model of motivation to find how hospitality employees are motivated. They discovered that nonfinancial compensation or the quality of the work environment played an important part on employee turnover intentions. They explain companies must be cognizant of the employee's perception of a quality work environment. However, since the research was conducted in health facility, the results may not be similar to that of this study which focuses on education.

### **Factors Influencing Retention of Teachers**

There are various factors that impact on school teacher's turnover intentions. Factors such as the teacher characteristics, student body characteristics, teacher satisfaction with their salary, working conditions, teaching experience and the principal leadership all has an influence on the retention of teachers. A study was conducted by Tehseen & Hadi (2015). The study explored western literature that bothered on the factors influencing teacher's performance and retention with no statistical evidence. The study revealed that teacher's characteristics, student body characteristics and school contextual factors influence teacher retention.

Other studies have indicated that the turnover of teachers have been influenced by their work experience and background characteristics by (Boyd, Grossman, Ing, Lankford, & Wyckoff, 2011). For example, older and young teachers are most likely to leave their jobs unlike these in their middle-age (Allensworth, Ponisciak, & Mazzeo, 2010). Teacher quality measures have been linked to turnover intentions by most scholars. For example, high qualified teachers which are measured by their own degree scores have more intentions to leave teaching. However, teachers who focus more for being effective teachers by measuring the test score gains of the classroom students are less intended towards job turnover. On the other hand, many researchers found no significant relationship between teacher gender, race, or ethnicity to turnover (Simon & Johnson, 2015).

The relationship between student body characteristics and the turnover intentions of teachers has been established and it has been indicated that schools having a high low-income background or schools with low-achievement potentials experience high teacher turnover (Boyd, Grossman, Ing, Lankford, Loeb & Wyckoff, 2011). For instance, according to a study conducted in New York there was 15% and 27% teacher's turnover in the low performing schools and high performing schools respectively. In schools where students perform better, most teachers are likely to stay in the schools (Tehseen & Hadi, 2015).

Another factor that influences retention of teachers is the satisfaction of teachers with their salaries (Boyd et al., 2011). Salaries received by teachers are a contributing factor to their retention. The low salary received by a teacher also contributes to teacher turnover and attribution. However, higher

salary or compensation is more likely to reduce teacher turnover, this is because studies have indicated that low salaries leads to turnover behaviours of teachers (Boyd et al., 2011). Other studies recommend that teachers should be given a higher salary since it serves as an effective strategy in reducing teachers' turnover issues. Other studies have also indicated a positive relationship between salary and job satisfaction of teachers. For example, the work of Liu & Meyer (2010) revealed that a lower compensation for teachers is a major factor which leads to a dissatisfaction of teachers with their job. However, only few researches focused on the relationship between teachers' satisfaction with their salary and administrative support (Boyd et al., 2011). Boyd et al (2011) postulates that most teachers leave their jobs as a result of the working conditions (that include lack of school administrative support, student discipline problems, poor student motivation and lack of decentralization in decision making process regarding classroom by the teachers) than salaries received. Tickle, Chang & Kim (2011) identified working conditions as the main source of teacher job dissatisfaction and teacher turnover.

Turnover issues mostly occur in the first year of the teacher and these teachers are more likely to leave the teaching profession than those who are already in the field in the first year of the teaching service (Liu & Meyer, 2010). The major factors that significantly affect the satisfaction and turnover issues of teachers are basically social support and social management factors. The researcher also contracted this by indicating that more experienced teachers are less satisfied on their jobs than the less experienced teachers, and

that administrative support had influence on great teachers' job satisfaction than years of teaching experience as indicated in (Tehseen & Hadi, 2015).

### **Empirical Studies on Compensation and Retention of Teachers**

This aspect reviews empirical literature on studies that have been conducted in various countries on compensation and retention in schools. Pepra-Mensah, Adjei & Agyei (2017) conducted a study on the effect of Compensation on Basic School Teachers' Job Satisfaction in the Northern Zone of Ghana. The study sort to test three (3) hypotheses; there is a significant relationship between Base Pay and Basic school teachers' job satisfaction, there is a significant relationship between Benefits and Basic school teachers' job satisfaction and there is a significant relationship between Incentives and Basic school teachers' job satisfaction.

A convenience sampling procedure was used to select 100 basic school teachers for the study. Primary data were gathered through the administration of questionnaires. Statistical tools employed to analyse the data were frequencies, means and standard deviation. Pearson correlation and regression analysis were also adopted for hypotheses testing. The results revealed that teachers have a negative perception about compensation practices of the service and also revealed that compensation dimensions of Base pay, Incentives and benefits significantly correlated with teachers' job satisfaction.

That of Abdul-Rahaman et al. (2018) investigated teacher retention strategies in Ghana. The key objective was to investigate teacher motivational strategies and how effective they are in retaining teachers in deprived rural areas in the Wa West district of the Upper West Region of Ghana. The study was quantitative and questionnaires were administered to a sample size of one



hundred and twenty (120) trained teachers. The study found out that recruitment of teachers from deprived areas was weak but enhancement in study leave and sponsorship programs, enhancement of teachers' accommodation and improvement in social amenities in deprived areas were strong reasons to keep teachers in the district.

The study by Colson & Satterfield (2018) analysed the effects of strategic compensation on teacher retention. The objectives of the study observed retention rates of highly effective teachers were significantly different compared to the retention rates of highly effective teachers and also examined strategic compensation plan favourability among hard-to-staff special education teachers. The chi-square analysis for the first objective found no significant difference in the retention of highly effective teachers who were compensated by the district's new strategic compensation plan compared to the retention of highly effective teachers who elected to remain compensated by the traditional salary schedule.

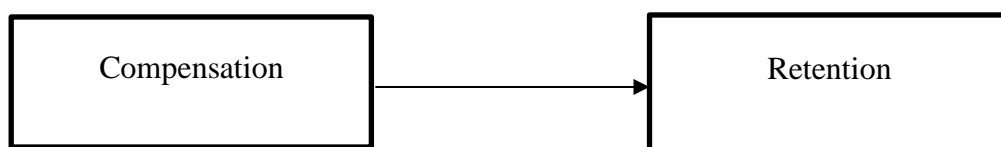
That of the second objective revealed inconclusive findings between voluntary strategic compensation plan participation rates and hard-to-staff and non-hard-to-staff teachers, therefore concluding that the district's strategic compensation plan was no more favourable to hard-to-staff teachers than to non-hard-to-staff teachers

The study by Makhuzeni & Barkhuizen (2015) investigated the effect of a total rewards strategy on school teachers' retention. The main objective was to determine the effect of a total rewards strategy on the turnover intentions of school teachers in the North-West province in South Africa. The study adopted a qualitative research approach using semi-structured interviews

to gather data from teachers in the North-West province. The findings revealed that performance management, career development and compensations of teachers were poorly applied in schools. Teachers strongly considered leaving the teaching profession as a result of poor rewards. The participants were also fairly satisfied with their work benefits and work-life balance.

The review of these empirical literature revealed that compensation plays a key role on the retention of teachers especially in basic schools. Thus a blend of both extrinsic and intrinsic compensation is necessary in some cases to retention teachers and also to attract prospective ones into the teaching fold.

### **Conceptual Framework**



*Figure 1: Compensation and Retention*  
Source: Researcher's Construct (2018)

The Figure above explains the relationship between the two main variables that make up the study. It explains that compensation affect the levels of retention of teachers. Thus compensation which has monetary elements such as salaries, bonuses, study leave with pay, severance packages as well as non-monetary elements such as lack of school administrative support, student discipline problems, poor student motivation and lack of decentralization in decision making process regarding classroom by the teachers affect the extent to which teachers intend to be retained in the same profession.

### **Summary of Chapter**

This chapter has reviewed various aspects of literature on the effect of compensation on teacher retention. Three main theories were presented. They

comprise the Expectancy Theory and Equity Theory. These theories focus on reward and behaviour where they are discussed and linked with the behaviour of teachers in relation to the reward they receive. The empirical review also presents studies conducted on related issues on compensation and its significance to retention. Various studies reviewed under this chapter have revealed the importance and significance of compensation to teacher retention.

## **CHAPTER THREE**

### **RESEARCH METHODS**

#### **Introduction**

This chapter generally seeks to provide the methodological framework around which the study was undertaken. It includes research approach, research design, study area, population, sampling procedure, data collection instruments, pretesting and ethical considerations used in assessing the effects of compensation on retention of Junior High School teachers in the Nsawam Adoagyiri Municipality.

#### **Research Approach**

The researcher adopted the deduction approach in the study. This approach involves the development of a theory that is subjected to a rigorous test that allow the anticipation of phenomena, predicting their occurrence and therefore permit them to be controlled (Collis & Hussey, 2003). Additionally, the deduction approach ensures that concepts are operationalised in a way that enables facts to be measured quantitatively. The quantitative nature of the study more often draws inferences based on statistical procedures and often makes use of graphs and figures in its analysis (Ghauri & Grønhaug, 2005). It is therefore quantitative in nature in terms of its analysis and inferences drawn from the data collected from the respondents.

Quantitative research methodology is used because the effect compensation has on the retention of teachers required empirical measurements or variables for the purpose. Finally, this approach ensures that the final characteristics of deduction can be generalised, thus the researcher selected sufficient sample size in order to be able to generalise statistically.

## **Research Design**

According to Burns & Grove (2001), research design is defined as the clearly defined structures within which the study is implemented. This study adopted the explanatory study design to gain new insights, discover new ideas, and for increasing knowledge of the phenomenon (Burns & Groove, 2001). The study also attempted to explain the experiences of teachers in relation to their compensation which directly has a bearing on their retention and also how the education directorate ensures adequate compensation is given these teachers.

## **Study Area**

Nsawam Adoagyiri Municipality is located approximately 23km from Accra, the national capital. It is situated in the South Eastern part of the Eastern Region between latitude 5.45'N and 5.58'N and longitude 0.07'W and 0.27'W and covers a land area of about 175 square kilometre. In terms of spatial interaction, it is boarded to the North by Suhum Municipal Assembly, to the south by Ga West Municipal Assembly, to the west by West Akim District, and to the East by Akuapem South District.

In recognition of the importance of education, the Nsawam Adoagyiri Municipal Assembly places so much emphasis on education as one of the key issues in its human resource development. The provision of adequate educational facilities throughout the Municipality has being a nagging problem to the Assembly. Thus the Assembly has directly established, and indirectly, facilitated the establishment of several educational institutions in the Municipality so as to provide quality education to the people therein. The number of schools in the Municipality are categorized into levels thus; 89

Kindergatens, 97 primary schools, 60 Junior High Schools, 3 Senior High Schools and 3 Technical and Vocational Training Institutes. These schools can boast of adequate teachers handling the needs of the students both in private and public institutions.

The proximity of the Municipality to Accra and Tema is a potential for development. For instance, the Accra–Tema conurbation provides the single largest market in the country and provides ready market for farm produce and industrial products from the Municipality. Thus, some people in the Municipality, for instance, focus on market gardening in agricultural development. The Municipal capital, Nsawam is a gap town along the main highway linking the coastal lands to the Northern part of the country that is the Accra–Kumasi Road. This provides opportunities for commercial activities in the town, particularly the marketing of bread and pastries.

### **Population of the Study**

Population is defined by Polit & Beck (2004) as the aggregate or totality of those conforming to a set of specifications. The population targeted for this study was all teachers in Junior High Schools in the Five circuits within Nsawam Adoagyiri Municipality. The key characteristics of the population indicated that all they all have the requisite qualification to teach in Junior High Schools within the Municipality. The total number is 355 teachers. This is tabulated below:

**Table 1: Population of the Study**

Name of Circuit	No.	%
Djankrom A	71	20.0
Djankrom B	74	20.8
Central	93	26.2
Adoagyire A	55	15.5
Adoagyire B	62	17.5
Total	355	100

Source: Eastern Regional Education Office (2018)

### **Sampling Procedure**

Sampling refers to the process of selecting a portion of the population that conforms to a designated set of specifications to be studied. A sample is a subset of a population selected to participate in the study (Burns & Grove, 2001). A sample is thus a sub-group of the population which is an ideal representative of the entire population and its findings can be used for generalization. The researcher adopted the stratified random sampling technique to select from the teachers from the various circuits. According to Saunders and Lewis (2012), a stratified random sampling technique is where the population is partitioned into subgroups called strata from within each stratum, uniform random sampling is used to select a per-stratum sample.

The researcher selected a sample size of 285 which is representative according to Yamane (1967) from among the teachers. This was based on using a margin of error of 5% and a confidence interval of 95%. This is indicated in the formula below:

$$n=N/1+(e)^2$$

Where  $n$  represents the sample size

$N$  represents total population

$e$  represents margin of error (which is set at 5%)

Roscoe (1975) suggested that sample sizes larger than 30 and less than 500 are appropriate for most research. This suggestion is supported by Stutely (2003) who suggested a minimum number of 30 for statistical analyses. Based on that, the researcher divided the sample size equally among the circuits within the municipality. This is tabulated below:

**Table 2: Sample Size**

Name of Circuit	No.	%
Djankrom A	57	20.0
Djankrom B	57	20.0
Central	57	20.0
Adoagyire A	57	20.0
Adoagyire B	57	20.0
Total	285	100%

Source: Field Survey (2018)

### **Data Collection Instrument**

Primary data was collected by the researcher in this study. Primary data was gathered from the teachers in the municipality at the Junior High School level. This primary data was collected from teachers by help of structured questionnaires administered by the researcher to the selected respondents. The structured questionnaire was divided into five (5) parts with Thirty-Two (32) questions in all. Part A delved into the Compensation packages available to the Junior High School Teachers with nine (9) questions,



Part B investigated the factors accounting for teacher turnover in Junior High School level with seven (7) questions, Part C posed ten (10) questions concerning the influence of compensation on retention of JHS teachers and finally the Part D sought to find out demographic characteristics of the Junior High School teachers with six (6) questions.

### **Data Collection Procedures**

The researcher adopted some key procedures in data collection. Largely, the researcher approached the targeted respondents in the various schools in a courteous and friendly manner and also explained the whole idea about choosing this specific research topic in order to arouse their interest to aid in answering the data collection instruments. Further, with their expressed consents, the data collection instrument (structured questionnaires) were administered to them at their various schools. The researcher and the respondents negotiated the time for the collection of the filled questionnaires and across all the schools, the periods between two weeks and one month were agreed. The research therefore retrieved the filled data on these agreed period personally from the respondents in the various schools.

### **Field Challenges**

The administration of the data collection was confronted with certain challenges on the field. Some of these were adequate resources to fund the entire work since there was not any external source of funds to augment the little resources of the researcher. Also, the time constraints of the researcher since the researcher has to conduct the field exercise alone due to non-availability of field assistants. Finally, the researcher needed to spend more time on respondents who still harboured fears of their identity being exposed

thereby taking the whole exercise a little longer to complete than expected. Finally non-cooperation with some of the respondents to answer the data collection instruments also served as a hindrance to the conduct of the study.

### **Data Analysis**

The data collected by the researcher from the survey was analysed quantitatively. A total of 285 questionnaires were administered to the selected teachers and 278 were received representing an overall response rate of 97.5%. The data was first checked to correct errors and also select the appropriately answered ones. The research employed two main statistical tools, which is Statistical Package for Social Sciences (SPSS) software and Microsoft Excel spreadsheet (2010) in analysing the data collected. The results of the analysis was presented in frequencies, percentages, mean and standard deviation and a regression analysis.

In analysing the first objective, frequencies and percentages were used to indicate the availability of compensation packages to respondents at Junior High Schools within the Nsawam Adoagyiri Municipality. Also for objective two, the factors that account for teacher turnover was analysed using a comparism of mean and standard deviation. Furthermore, in analysing the data on the effect of compensation on the retention of Junior High School teachers in the Nsawam Adoagyiri Municipality, a regression analysis was employed which showed the coefficients of relationship between the dependent and independent variables.

### **Pretesting (Reliability and Validity)**

Reliability refers to the extent to which data collection techniques or analysis procedures will yield consistent findings. It can be assessed by posing

the following three questions (Easterby-Smith, Golden-Biddle & Locke, 2008). In checking for reliability, the researcher used the Cronbach Alpha which provide a measure of internal consistency of a test or scale; it is expressed as a number between 0 and 1. Internal consistency describes the extent to which all the items in a test measure the same concept or construct and hence it is connected to the inter-relatedness of the items within the test. The cronbach values for various is displayed in Table 3.

### **Reliability Analysis for the Various Constructs**

**Table 3: Reliability Statistics**

Construct	Cronbach's Alpha	N of items
Construct 1	.703	7
Construct 2	.701	7
Construct 3	.702	10

Source: Field Survey (2018)

The cronbach's alpha measurement of the individual constructs showed the following value: .703 for construct 1, .701 for construct 2 and .702 for construct 3. These values of indicated an acceptable level of consistency among the variables being measured.

Validity on the other hand is defined as the extent to which an instrument measures what it purports to measure. Validity requires that an instrument is reliable, but an instrument can be reliable without being valid. The researcher conducted a facial validity of the data collection instrument to ensure whether questions posed measure the objectives that have been set.

## **Ethical Consideration**

The researcher collection field data and information based on expressed consent of the respondents used in the study. The purpose of the study was clearly defined to the respondents and they decide to willingly participate in the study or not. Additionally, respondents were made to understand that the research was for academic purposes and the information given out is to be held confidential and used only for the purpose for which it has been collected for.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### Introduction

This chapter presented the analysis of the data collected from the field survey and the discussion thereof. The chapter discussed the results of each objective and varied it against similar findings in literature. This helped to verify whether the current results tallied or are in variance with previous results in the area of compensation and retention.

#### Demographic Characteristics of Respondents

Details of the outcomes of respondents' demographic data are presented in Table 4 by the researcher. The main areas of concentration were gender, marital status, highest level of education, circuit in the municipality and length of time teaching.

**Table 4: Demographic Characteristics**

Name of Circuit	No.	%
Gender		
Male	191	69
Female	87	31
Age		
Below 30 years	29	10
30 – 39 years	131	47
40 – 49 years	85	31
50 years and above	33	12
Marital Status		
Single	61	22
Married	195	70
Divorced	22	8
Highest Level of Education		
G.C.E. O and A Level/Cert A	10	4
Diploma in Education	62	22
Bachelor's Degree	190	68
Masters' Degree	16	6

**Table 4 continued**

Circuit in the Municipality (Table 4 Continuation)		
Djankrom A	54	19.4
Djankrom B	57	20.6
Central	56	20.1
Adoagyire A	56	20.1
Adoagyire B	55	19.8
Length of time teaching at the JHS level		
Less than 1 year	10	4
1-5 years	56	20
6-10	72	26
Above 10 years	140	50
Total	278	100

Source: Field Survey (2018)

The Table 4 explains the demographic characteristics that relates to the respondents used in the study. From the table, results on gender revealed that 191(69%) and 87(31%) of the respondents were males and females respectively which implied that the results were male dominated since the number of males outweighed the females. The ages of the respondents also revealed that 29(10%), 131(47%), 85(31%) and a further 33(12%) are below 30 years, between 30-39 years, 40-49 years and 50 years and above respectively. For marital status, 61(22%), 195(70%) as well as 22(12%) of the respondents are single, married and divorced respectively. In relation to the respondents' highest level of education, 10(4%), 62(22%), 190(68%) and 16(6%) possess GCE 'O'/'A' Level/ Cert A, Diploma in Education, Bachelor's Degree and a Master's Degree respectively.

Furthermore, the respondents drawn from the five (5) main circuits represented that 54(19.4%), 57(20.6%), 56(20.1%), 56(20.1%) and 55(19.8%) were selected from Djankrom A, Djankrom B, Central, Adoagyire A and Adoagyire B respectively. Finally, the respondents have been teaching at the

JHS level for some number of years ranging from less than a year to over 10 years. From the results, 10(4%), 56(20%), 72(26%) and 140(50%) which indicated that the respondents have been teaching at the JHS level for less than 1 year, 1-5 years, 6-10 years and above 10 years respectively.

These demographic information sets the foundation of understanding the issues that relate to compensation and teacher retention within the municipality. Also, Peil (1982) argues that the more information that can be gained about a population, the better sampling is likely to be.

**Compensation Packages Available to the Junior High School Teachers at Nsawam Adoagyiri Municipality**

The first objective sought to find out the compensation packages available to Junior High School teachers in the Nsawam Adoagyiri Municipality. To achieve this respondent were presented with items covering pay/salary, bonuses, job security, health and safety packages, promotions, annual leave, career advancement and conducive work conditions to indicate which of them were available to the teachers. Details of the outcome are presented in Table 5.

**Table 5: Compensation packages for Junior High School Teachers**

Compensation Packages	Yes		No	
	F	%	F	%
Pay/Salary	278	100	0	0
Bonuses/Allowances	29	10.4	249	89.6
Job Security	202	72.7	76	27.3
Health and Safety Packages	10	3.6	268	96.4
Promotions	217	78.1	61	21.9
Annual Leave	266	95.7	12	4.3
Career advancement	266	95.7	12	4.3
Conducive work conditions	174	62.6	104	37.4

Source: Field Survey (2018)

The compensation packages available to the Junior High School Teachers at Nsawam Adoagyiri Municipality casts across notable compensation packages paid workers. Among these include pay/salary, bonuses/allowances, job security, health and safety packages, promotions, annual leave, career advancement and conducive work conditions. As represented in the findings, 278(100%) benefit from pay/salary, 29(10.4%) benefit from bonuses/allowances, 202(72.7%) have job security, 10(3.6%) benefit from health and safety packages, 217(78.1%) benefit from promotions, 266 (95.7%) are entitled to annual leave, 266(95.7%) have career advancements and 174(62.65) perform their duties in conducive work conditions.

This means that all staff earn pay/salaries on monthly basis for the task they undertake as teachers. Also, a good majority of them especially of professional trained ones are paid the assured of their job security. In addition, a high number of them have or are due for promotion to higher ranks as well as an equally high number of them have opportunities to advance their career, largely, it has been established that most of them undertake their teaching and learning in good and conducive work conditions.

On another hand, not all teachers benefit from bonuses/allowances as well as health and safety packages since these are paid to higher ranked teachers who have earned these ranks through either academic upgrades or by the number of years in service.

These results are in tune with Irshad (2016) who expressed compensation as in the form of salary, status, fringe benefits and job security. These rewards include things such as pay, job security, fringe benefits,



promotions and working conditions. Other things included in it are competitive salaries, increment in pay, bonuses, and such indirect forms of payment. In addition, Farooqui & Nagendra (2014) explains compensation as the fringe and pay advantages employees get from an organisation which includes promotion opportunity, career advancement and conducive workplace environment.

**Factors Accounting for Teacher Turnover in Junior High School Teacher level of Nsawam Adoagyiri Municipality**

The second objective sought to find out the factors accounting for teacher turnover in Junior High School Teacher level of Nsawam Adoagyiri Municipality. To achieve this respondents were presented with certain factors to indicate which of them apply to them. Details of the outcome are presented in Table 6.

**Table 6: Factors Accounting for Teacher Turnover in Junior High School Teacher level of Nsawam Adoagyiri Municipality**

	N	Mean	SD
The characteristics of the student body accounts for teacher turnover in the municipality	278	2.4496	1.37381
Teachers' work experience and background characteristics account for teacher turnover in the municipality	278	2.6763	1.19394
Low salary and other forms of compensation accounts for teacher turnover in the municipality	278	4.2554	1.09621
Lack of school administrative support accounts for teacher turnover in the municipality	278	3.1655	1.3759
Student discipline problems accounts for teacher turnover in the municipality	278	2.3561	1.2013
Lack of decentralization in classroom decision making process accounts for teacher turnover in the municipality	278	2.0036	0.70326
Poor academic performance of students accounts for teacher turnover in the municipality	278	2.7158	1.16283

Source: Field Survey (2018)

Table 6 showed the results of factors accounting for teachers' turnover in Junior High School Teacher level of Nsawam Adoagyiri Municipality.

The statement "the characteristics of the student body accounts for teacher turnover in the municipality" scored a mean of 2.4496 and standard deviation of 1.37381 indicating that 49% indicating that almost half of the respondents viewed the characteristics of the student body as a criterion for teacher turnover. This finding corresponds with the assertions by Tehseen & Hadi (2015) who revealed that teacher's characteristics, student body characteristics and school contextual factors influence teacher retention. Also, Boyd et al. (2011) established a relationship between student body characteristics and the turnover intentions of teachers and indicated that schools having a high low-income background or schools with low-achievement potentials experience high teacher turnover.

In addition, the statement "teachers' work experience and background characteristics account for teacher turnover in the municipality" scored a mean of 2.6763 and a standard deviation of 1.19394 indicating that 54% of the respondents agreed that their work experience and background characteristics account for the possible turnover. This finding corresponds with other studies that have indicated that the turnover of teachers have been influenced by their work experience and background characteristics (Boyd, Grossman, Ing, Lankford, & Wyckoff, 2011). For example, older and young teachers are most likely to leave their jobs unlike these in their middle-age (Allensworth, Ponisciak, & Mazzeo, 2010).

The statement "low salary and other forms of compensation accounts for teacher turnover in the municipality" scored a mean of 4.2554 and a

standard deviation of 1.09621 indicating that 85% of the respondent's low salary and other forms of compensation accounts for turnover of teachers in the municipality. The highly accepted reason as indicated by the high percentage of respondents in agreement with it corresponds with the findings of Boyd et al. (2011) which indicated that the low salary received by a teacher also contributes to teacher turnover and attribution. However, higher salary or compensation is more likely to reduce teacher turnover, this is because studies have indicated that low salaries leads to turnover behaviours of teachers

Furthermore, the statement "lack of school administrative support accounts for teacher turnover in the municipality" scored a mean of 3.1655 and a standard deviation of 1.37590 indicating that 63% of the respondent's lack of school administrative support accounts for teacher turnover in the municipality. This finding is in line with that of Boyd et al (2011) who postulates that most teachers leave their jobs as a result of the working conditions (this include lack of school administrative support, student discipline problems, poor student motivation and lack of decentralization in decision making process regarding classroom by the teachers) than salaries received.

In addition, the statement "student discipline problems accounts for teacher turnover in the municipality" scored a mean of 2.3561 and a standard deviation of 1.20130 indicating about 47% agreed that the discipline issues of students accounts for teacher turnover. This finding is in line with that of Boyd et al (2011) who postulates that most teachers leave their jobs as a result of the working conditions (this include lack of school administrative support, student discipline problems, poor student motivation and lack of decentralization in

decision making process regarding classroom by the teachers) than salaries received. The statement “lack of decentralization in classroom decision making process accounts for teacher turnover in the municipality” scored a mean of 2.0036 and a standard deviation 0.70326 indicating that 40% of the respondent’s link turnover to the lack of decentralization in classroom decision making process. This finding agrees with that of Boyd et al (2011) who postulates that most teachers leave their jobs as a result of the working conditions (this include lack of school administrative support, student discipline problems, poor student motivation and lack of decentralization in decision making process regarding classroom by the teachers) than salaries received.

Finally, the statement “poor students’ motivation accounts for teacher turnover in the municipality” scored a mean of 2.7158 and standard deviation of 1.16283 indicating 54% of the respondents agreed that poor students’ motivation accounts for teacher turnover. This finding agreed with that of Boyd et al. (2011) who postulates that most teachers leave their jobs as a result of the working conditions (this include lack of school administrative support, student discipline problems, poor student motivation and lack of decentralization in decision making process regarding classroom by the teachers) than salaries received.

### **Effect of Compensation on Employee Retention**

This section presented the results of the analysis on the effect of compensation on employee retention. Regression was the statistical tool employed to analyse the effect. This result is indicated in Table 7. Per the regression table, compensation meant conducive workplace conditions,

promotions, health and safety packages, bonuses, career advancement and job security which are the independent variables and employee retention is the dependent variable.

**Table 7: Regression analysis outputs**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	0.652 <sup>a</sup>	0.425	0.412	1.97916

a. Predictors: (Constant), Conducive workplace conditions, Promotions, Health and Safety packages, Bonuses/Allowances , Career advancement , Job Security

**ANOVA<sup>a</sup>**

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	783.662	6	130.61	33.344	.000b
Residual	1061.523	271	3.917		
Total	1845.185	277			

a. Dependent Variable: Retention

b. Predictors: (Constant), Conducive workplace conditions, Promotions , Health and Safety packages, Bonuses/Allowances , Career advancement , Job Security

Model	Unstandardized Coefficients	Standardized Coefficients	T	Sig.
	B	Std. Error	Beta	
(Constant)	17.049	1.617		10.545 .000
Bonuses/Allowances	.476	0.424	0.056	0.12 0.264
Job Security	.642	0.325	0.457	0.124 .000
Health and Safety packages	.456	0.652	0.105	0.232 0.026
Promotions	.143	0.35	0.023	0.409 0.683
Career advancement	-.609	0.665	-0.442	-0.431 .000
Conducive workplace conditions	.654	0.272	0.311	0.079 .000

Source: Field Survey (2018)

The Table 7 above showed the results of a regression analysis between the two variables; compensation (independent) and retention (dependent). From the table, the value of .652<sup>a</sup> showed a moderate relationship between the dependent and the independent variables because the value falls between .30 and .70 which is considered a moderate relationship. Also, since the value is positive, it indicated that increases in the independent variables cause an increase in the dependent variable and vice versa. The R<sup>2</sup> figure which is .425 indicated that 42.5% of retention can be explained by compensation packages available to the teachers.

The fact that the availability of bonuses/allowances have contributed to retention of teachers scored a value of .476 indicating a positive relationship between bonuses/allowances and retention. This means that teacher retention will increase by 47.6% if there is a 100% increase in bonuses and allowance. The significance value .264 indicated no statistical significance since the value is greater than 0.05. This finding corresponds with that of Muguongo et al. (2015) who found out in their study that allowances and the amount of compensation the teachers receive in comparison to that of their counter parts in the civil service to the teachers are some of the major factors that influence teachers' job satisfaction.

Also, the notion that job security have contributed to teacher retention scored a value of .642 indicating a positive relationship with the two variables. This means that teacher retention will increase by 64.2% if there is a 100% increment in job security of the teachers. The significance value .000 indicated a high level of statistical significance since the value is less than 0.05. This finding corresponds with that of Patgar and Kumar (2015) who stated that

certain factors are essential in influencing workers' decision to either leave or stay in an organisation. Such factors are compensation packages, convenient and flexible work hours, recognition and rewards for good performance, career growth and promotion opportunities, job security and training and development programmes.

Furthermore, the fact that health and safety packages have influenced retention of teachers scored a regression coefficient of .456 showed a positive relationship between the two variables. This means that teacher retention will increase by 45.6% if there is a 100% increase in the provision of health and safety packages in the municipality. The significance value of .026 indicated no statistical significance since the value is less than 0.05. This finding agreed with that of Muguongo et al. (2015) that insurance cover and medical insurance positively affect job satisfaction among teachers.

In addition, the notion that promotions have contributed to the retention of teachers in the municipality scored a coefficient of .143 indicating a positive relationship between the two variables. This means that teacher retention will increase by 14.3% if there is a 100% increase in the availability of promotions for teachers in the municipality. The significance value of .683 indicated no statistical significance since the value is less than 0.05. This finding corresponds with that of Patgar and Kumar (2015) who stated that certain factors are essential in influencing workers' decision to either leave or stay in an organisation. Such factors are compensation packages, convenient and flexible work hours, recognition and rewards for good performance, career growth and promotion opportunities, job security and training and development programmes.

Again, the fact that career advancement has contributed to the retention of teachers in the municipality scored a regression coefficient of  $-.609$  indicating a negative relationship between the two variables. This means that teacher retention will decrease by 60.9% if there is a 100% increase in career advancement by teachers within the municipality. The significance value of  $.000$  indicated a high level of statistical significance since the value is less than  $0.05$ . This finding corresponds with that of Patgar and Kumar (2015) who stated that certain factors are essential in influencing workers' decision to either leave or stay in an organisation. Such factors are compensation packages, convenient and flexible work hours, recognition and rewards for good performance, career growth and promotion opportunities, job security and training and development programmes.

Finally, the notion that providing conducive workplace conditions contributed to retention of teachers in the municipality scored a regression coefficient of  $.654$  showing a positive relationship between the two variables. This means that teacher retention will increase by 65.4% if there is a 100% increase in providing conducive workplace conditions for teachers within the municipality. The significance value of  $.000$  indicated a high level of statistical significance since the value is less than  $0.05$ . This finding corresponds with that of Patgar and Kumar (2015) who stated that certain factors are essential in influencing workers' decision to either leave or stay in an organisation. Such factors are compensation packages, convenient and flexible work hours, recognition and rewards for good performance, career growth and promotion opportunities, job security and training and development programmes.



In explaining the variables that predicted the occurrence of the dependent variable (retention) more, the beta values of the independent variables were analysed. From the table the institution of job security scored the highest beta value of .457 and that of promotions contributed the least with a beta value of .023.

### **Summary of Chapter**

This chapter analysed the data collected and came up with findings that explained the objectives stated. The demographic section covered areas such as gender, marital status, highest level of education, circuit in the municipality and length of time teaching. The first objective revealed that respondents benefits from compensation packages that cover pay/salary, bonuses, job security, health and safety packages, promotions, annual leave, career advancement and conducive work conditions. The second objective also looked into factors that account for teacher turnover in Junior High School Teacher level of Nsawam Adoagyiri Municipality and finally the third objective. The third objective showed the relationship and contribution of the independent variables (compensation packages) to predicting the occurrence of the dependent variable (employee retention).

**CHAPTER FIVE**  
**SUMMARY OF FINDINGS, CONCLUSION AND**  
**RECOMMENDATIONS**

**Introduction**

This chapter of the study explored the summary of findings, conclusion and recommendations. The summary of findings is captured under the objectives as stated in the introductory chapter. The study sought to investigate compensation and teacher retention of Junior High School teachers' in the Nsawam Adoagyiri Municipality by examining the compensation packages available to Junior High School, the factors accounting for teacher turnover in Junior High School level of Nsawam Adoagyiri Municipality and the effect of compensation on retention of Junior High School teachers in Nsawam Adoagyiri Municipality. The study was explanatory in nature. It employed the quantitative approach to research. Data collected for the study was by the use of a questionnaire.

**Summary of Findings**

This section summarises the findings of the study under their respective objectives.

**The Compensation Packages Available to Junior High School Teachers at the Nsawam Adoagyiri Municipality**

From the findings, the compensation packages available to the Junior High School Teachers at Nsawam Adoagyiri Municipality casts across notable compensation packages paid workers. Among these include pay/salary, bonuses/allowances, job security, health and safety packages, promotions, annual leave, career advancement and conducive work conditions. As

represented by the respondents, 278(100%) benefit from pay/salary, 29(10.4%) benefit from bonuses/allowances, 202(72.7%) have job security, 10(3.6%) benefit from health and safety packages, 217(78.1%) benefit from promotions, 266 (95.7%) are entitled to annual leave, 266(95.7%) have career advancements and 174(62.65) perform their duties in conducive work conditions.

### **The Factors Accounting for Teacher Turnover in Junior High School Level of Nsawam Adoagyiri Municipality**

The results showed that the various measures of factors accounting for teacher turnover in Junior High Schools in the municipality scored varied means in line with the statements posed to the respondents. Thus “the characteristics of the student body accounts for teacher turnover in the municipality” scored a mean of 2.4496 and standard deviation of 1.37381 indicating that 49% indicating that almost half of the respondents viewed the characteristics of the student body as a criteria for teacher turnover; “teachers' work experience and background characteristics account for teacher turnover in the municipality” scored a mean of 2.6763 and a standard deviation of 1.19394 indicating that 54% of the respondents agreed that their work experience and background characteristics account for the possible turnover.

Furthermore the notion that “low salary and other forms of compensation accounts for teacher turnover in the municipality” scored a mean of 4.2554 and a standard deviation of 1.09621 indicating that 85% of the respondents low salary and other forms of compensation accounts for turnover of teachers in the municipality; “lack of school administrative support accounts for teacher turnover in the municipality” scored a mean of 3.1655

and a standard deviation of 1.37590 indicating that 63% of the respondents lack of school administrative support accounts for teacher turnover in the municipality; “student discipline problems accounts for teacher turnover in the municipality” scored a mean of 2.3561 and a standard deviation of 1.20130 indicating about 47% agreed that the discipline issues of students accounts for teacher turnover.

In addition, the fact that “lack of decentralization in classroom decision making process accounts for teacher turnover in the municipality” scored a mean of 2.0036 and a standard deviation 0.70326 indicating that 40% of the respondents link turnover to the lack of decentralization in classroom decision making process; and “poor students’ motivation accounts for teacher turnover in the municipality” scored a mean of 2.7158 and standard deviation of 1.16283 indicating 54% of the respondents agreed that poor students’ motivation accounts for teacher turnover.

### **The Effect of Compensation on Retention of Junior High School Teachers in Nsawam Adoagyiri Municipality**

The regression output showed a moderate relationship between the dependent and the independent variables with a coefficient of .652<sup>a</sup> because the figure falls between .30 and .70 which is considered a moderate relationship. The R<sup>2</sup> figure of .425 indicated that 42.5% of retention can be explained by compensation packages available to the teachers. Also, the following compensation packages (bonuses/allowances, job security, health and safety packages, promotions and conducive workplace conditions) formed a positive relationship with teacher retention whilst career advancement formed a negative relationship with teacher retention.

From the table, independent variables (job security, career advancement and conducive workplace environments) have a good significance level since their significance value is less than 0.05 whilst the remaining (bonuses/allowances, health and safety packages and promotions) have are statistically insignificant since they have significance values more than 0.05. Finally, in explaining the variable(s) that predicted the occurrence of the dependent variable (retention) more, the beta values of the independent variables were analysed. From the table the institution of job security scored the highest beta value of .457 and that of promotions contributed the least with a beta value of .023.

### **Conclusions**

The concept of compensation in all spheres of human endeavor cannot be underestimated. It as seen a key propeller by many scholars as an end to ensuring employee satisfaction and hence retention. Studies have showed that satisfaction with compensation packages (being intrinsic and extrinsic) have a strong and significant effect on employee work motivation. The educational sector is also no different when it comes to the issues of compensation and teacher retention especially at the basic school level. Teacher compensation is therefore a crucial matter that can have an influence on the retention of teachers in the Junior High Schools (JHS).

In understanding the compensation packages available to Junior High School teachers at the Nsawam Adoagyiri Municipality, results indicated that the compensation packages that exist and are enjoyed by teachers are pay/salary, bonuses/allowances, job security, health and safety packages, promotions, annual leave, career advancement and conducive work conditions.

Also, in assessing the factors that account for teacher turnover in Junior High School level of Nsawam Adoagyiri Municipality, varied factors are outlined including characteristics of the student body, teachers' work experience and background characteristics, low salary and other forms of compensation, lack of school administrative support, student discipline problems, lack of decentralization in classroom decision making process and poor students' motivation.

The effect of compensation on retention of Junior High School teachers in Nsawam Adoagyiri Municipality is therefore enormous. Among others, while it is noted that packages such as bonuses/allowances, job security, health and safety packages, promotions and conducive workplace conditions results in teacher retention in the municipality, that of conducive work conditions does not result in teacher retention.

These interesting outcomes of the study agree largely with the various theories that underpin teacher compensation and retention such as the expectancy theory which focuses on link between rewards and behaviour (1964), the theory of rational choice which posits that, the value of rewards versus that of costs proves to be a useful way of understanding individual behaviour and decision making (Scott, 2000) and finally equity theory by Adams (1965) which the focuses on the exchange relationship where individuals give something and expect something in return.

### **Recommendations**

Based on the findings of the study, the following recommendations are presented:

Government through the Ministry of Education should make available other compensation packages to all teachers such as bonuses/allowances and accommodation in order to avoid losing qualified and competent teachers to the private sector organisations and hence increasing the rate of teacher turnover. Also, there is a need to drastically review the existing packages upwards from time to time, strengthen school's administrative support for teachers and also motivate students' interest in education through restructuring of the curriculum and/or sensitization programmes so make the profession more appealing to the teachers already in it and also attractive others to join.

Finally, government through its assigned agencies should institute measures aimed at offering career advancement opportunities such as refresher courses, professional programmes as well as top-up academic programmes to teachers both locally and internationally. This could take the form of programmes. So as for the teachers to develop and sharpen their professional skills and study leaves with pay and full or partial sponsorships to pursue specific also feel motivated to pass on their acquired knowledge to the pupils within the district.

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**APPENDIX A**  
**QUESTIONNAIRES**  
**UNIVERSITY OF CAPE COAST**  
**COLLEGE OF HUMANITIES AND SOCIAL SCIENCES**  
**SCHOOL OF BUSINESS**  
**DEPARTMENT OF HUMAN RESOURCE MANAGEMENT**  
***QUESTIONNAIRE FOR JHS TEACHERS AT NSAWAM ADOAGYIRI***  
***MUNICIPALITY***

Dear Sir/Madam

This research is being undertaken as part of the requirements for the award of a Masters' degree in Human Resource Management. The research seeks to **investigate compensation on retention of Junior High School teachers in the Nsawam Adoagyiri Municipality**. The research is strictly for academic purposes, hence information volunteered would be held in high confidentiality. I shall be grateful if you could take a few minutes of your time to answer the following questions. Thank you.

Please tick (✓) your response to each question

**PART A: Compensation Packages Available to the Junior High School Teachers at the Nsawam Adoagyiri Municipality.**

What are the compensation packages available to you as a teacher in the municipality?

*(Please tick (✓) the appropriate packages that apply)*

S/N	Compensation packages available to the Junior High School Teachers	YES	NO
1	Pay/Salary		
2	Bonuses/Allowances		
3	Job Security		
4	Health and Safety packages		
5	Promotions		
6	Annual leave		
7	Career advancement		
8	Conducive workplace conditions		
9	Other (Please specify).....		

**PART B: Factors Accounting for Teacher Turnover in Junior High School level of Nsawam Adoagyiri Municipality.**

Please tick (✓) the appropriate response that best answers each question from a scale of 1 to 5 where

**1= Strongly Disagree 2=Disagree 3=Neither Agree nor disagree 4= Agree 5=Strongly Agree**

S/N	Factors accounting for teacher turnover in Junior High School level	1 SD	2 D	3 N	4 A	5 SA
10	The characteristics of the student body accounts for teacher turnover in the municipality					
11	Teachers' work experience and back ground characteristics account for teacher turnover in the municipality					
12	Low salary and other forms of compensation accounts for teacher turnover in the municipality					
13	Lack of school administrative support accounts for teacher turnover in the municipality					
14	Student discipline problems accounts for teacher turnover in the municipality					
15	Lack of decentralization in classroom decision making process accounts for teacher turnover in the municipality					
16	Poor academic performance of students accounts for teacher turnover in the municipality					

**PART C: Influence of Compensation on Retention of JHS Teachers in Nsawam Adoagyiri Municipality.**

Please tick (√) the appropriate response that best answers each question from a scale of 1 to 5 where

**1= Strongly Disagree 2=Disagree 3=Neither Agree nor disagree 4= Agree 5=Strongly Agree**

S/N	Influence of compensation on retention of JHS teachers in Nsawam Adoagyiri Municipality	1 SD	2 D	3 N	4 A	5 SA
17	I feel compensation is key in retaining teachers in my municipality					
18	Increments in my salary deters me from leaving for another job					
19	The equitable compensation packages available for teachers prevents me from leaving to private sector organisations					
20	I feel the current compensation policies have been planned, communicated and followed through					
21	I feel the wage differentials between rural and urban teachers affects teacher retention					
22	The compensation I receive does not match my job description					
23	I feel the inadequate insurance cover and medical insurance I receive could result teacher turnover					
24	I feel non-existent nonfinancial compensations affect teacher retention					
25	The meagre allowances and bonuses I receive in comparison to that of my counter parts affects my retention on the job					
26	I feel insufficient pension benefits affect my turnover in the municipality					

**PART D: DEMOGRAPHIC CHARACTERISTICS**

27. Gender Male [ ] Female [ ]
28. Age Below 30 years [ ] 30 - 39 years [ ] 40 – 49 years [ ] 50 years and above [ ]
29. Marital Status Single [ ] Married [ ] Divorced [ ] Widowed [ ]
30. Highest Level of Education G.C.E. ‘0’ and ‘A’ level/Cert “A” [ ] Diploma in Education [ ] Bachelor’s Degree [ ] Master’s Degree [ ] Doctorate/PhD [ ] Others, (please specify).....
31. Which circuit in the municipality do you teach? Djankrom A [ ] Djankrom B [ ] Central [ ] Adoagyire A [ ] Adoagyire B [ ]
32. How long have you been teaching at the JHS level? Less than 1 year [ ] 1-5 years [ ] 6-10 years [ ] Above 10 years [ ]

**Thank you so much for your cooperation**