

UNIVERSITY OF GHANA BUSINESS SCHOOL

[Department of Public Administration and Health Service Management]

**RETAINING THE GRADUATE TEACHER IN THE GHANA
EDUCATION SERVICE**

BY

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PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF
MPHIL PUBLIC ADMINISTRATION DEGREE**

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DECLARATION


I Peter Nambu Ngala do hereby declare that this thesis is as a result of my own original research and this has never been submitted in whole or in part for any purpose in this University, or elsewhere. This thesis was produced under the able supervision of Dr. Emmanuel Kojo Sakyi and all references to the work of other people and institution(s) have been duly acknowledged. With the endorsement of my supervisor, I present this thesis to the University of Ghana Business School, Legon.



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DEDICATION

This thesis is dedicated to my parents

Mr. & Mrs. Rev. Emmanuel Kwaku Nambu

ACKNOWLEDGEMENT

My profound thanks go to the almighty God for granting me strength and wisdom to be able to complete this thesis successfully.

I also thank my supervisor, Dr. Emmanuel Kojo Sakyi for his time, patience; directions and corrections which made this work a success.

I would also like to thank all the graduate teachers and Education Officers both in active and non-active service for sacrificing their time they hard to provide me with the necessary information needed for this research.

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God Bless You All!

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LIST OF ACRONYMS AND ABBREVIATIONS

EFA:	Education for All
EMIS:	Educational Management Information System
FCUBE:	Free Compulsory Universal Basic Education
GES:	Ghana Education Service
GNAT:	Ghana National Association of Teachers
HRMD:	Human Resource Management and Development
ILO:	International Labour Organization
MOE:	Ministry Of Education.
N AGRAT:	National Association of Graduate Teachers
NLC:	National Labour Commission
SWOT:	Strengths, Weaknesses, Opportunities and Threats
TEWU:	Teachers and Education Workers Union
UCEW:	University College of Education-Winneba.
UNESCO:	United Nations Educational, Scientific & Cultural Organization

ABSTRACT

Teacher retention/attrition rates are difficult to estimate (Memku CIE, 2000, 50 P.). An empirical data shows that intake into the University College of Education-Winneba (UCEW) programme to upgrade certificate 'A' teachers has increased dramatically from about 300 per year in the early 1990s to 2,300 in 1999. These teachers study full-time and therefore create vacancies in the schools. Most of these teachers do not return to the teaching service after completing their courses and those who come back quit after a year or two to join other sectors therefore increase teacher attrition and decrease teacher retention rate. This research investigates working conditions and factors leading to decreasing retention rate of graduate teachers and how they might be better induced to stay in the Ghana Education Service. Three hundred (300) graduates were respondents; two hundred and fifty (250) being graduate teachers in active service and fifty (50) being graduate teachers who have left the GES. Sampling techniques used were purposive and non-purposive. Purposive because NAGRAT, GNAT and EDUCATION officers with valid information were targeted and non-purposive because stratified sampling method was chosen to cater for each stratum done by means of simple random sampling method (Twumasi, 2001). Data was collected through questionnaires, interviews and observations. The respondents indicated that high graduate teacher attrition/retention rate is dependent on the lack of equitable conditions of service and inadequate motivation. Recommendations which emerged from the research were that, there should be total rewards system put in place to improve general working conditions of service including salary increment of graduate teachers in order to be able to retain them.

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Background

In many countries across the world, retention of employees has become a worrisome issue which is being battled with. Employees leave one job for another, for different reasons which could be personal (Lindmark and Onnevick, 2005). This implies that employers are losing huge sums of monies invested in training such employees. In Ghana, workers are leaving their jobs in pursuit of greener pastures. This is common in the public sector, an irony of what is happening in the developed countries where public sector workers are better paid than private sectors. This leverage in educational system has compelled policy-makers to be deeply concerned about the likelihood of teacher shortages (Frank and Taylor, 2003). In a bid to make sure that teachers are not short in Japan, a law was passed in 1970s in order to secure capable education personnel with the aim of improving teachers' salaries. The aim was to ensure that total rewards system was introduced to include compensation; benefits; work-life flexibility, performance & recognition; and development & career Opportunities for the teacher in order to attract outstanding capable personnel to enter the teaching profession. Japan improved the traditional image of the teacher's job; teaching profession became a very popular option among the young people hence retention of teachers. Similar total rewards system was also introduced in Tanzania, Singapore and other countries but in Ghana less attention has been given to these rewards system and it is worse in the Ghana Education Service (Karikari-Ababio, 2010). Ghana may continue to throw away huge sums of money training employees if much attention is not given to these rewards system in order to

increase retention rate and maximize employee investment benefits. It is due to the lack of much attention to this total rewards system that continue to increase high turnover of teachers especially the graduate teacher whose job searching has been enhanced through higher education.

Inadequate rewards system may probably be the reason for refusal of many teachers to accept postings to any part of the country. At the centre of not accepting postings to the rural areas is the issue of inadequate motivation and lack of social amenities in the rural areas. Every year, these less-motivated teachers either leave the teaching profession to seek better paid jobs (Adams and Hicks, 2000). In view of this, adequate motivation of teachers especially in the rural areas in Ghana is important. In this direction, while pecuniary factors play a crucial role in the motivation and retention of teachers (Henderson and Tulloch, 2008), other factors are equally significant. For instance, many teachers in Ghana often leave the rural areas due to limited opportunities for further training and career advancement, lack of access to quality education for their children.

To address the problem of teacher retention, the government of Ghana has over the years initiated a number of measures including the introduction of additional incentives for teachers, who accept posting to rural areas and study leave with pay. In spite of these, emigration of teachers from the rural areas and teachers' attrition continue to occur (Anderson, 1995). This requires that Ghana Education Service adopt alternative approaches to attract and retain graduate teachers from the universities.

As a decrease of retention rate of graduate teachers continue to occur, further research is needed to determine strategies that will retain the graduate teacher. This study, therefore,

examined the financial and non-financial dimensions influencing retention of graduate teacher in the Ghana Education Service.

1.1 The Research Problem Statement

Thousands of teachers leave the classrooms for further studies in the universities every year and most do not come back after completion and as a result some pupils are in the classrooms without teachers. Ghana Education Service faces the challenge of attracting university graduates and retaining them in the classrooms. This challenge is due to its inability to attract, recruit and retain graduate teachers in the teaching profession.

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 research has been done on the recruitment and retirement of the teachers, research suggests that this was wrong diagnosis for the more significant problem of retention and attrition (Ingersoll, 2002; Ingersoll & Smith, 2003). Some studies in Ghana have concentrated their research in the areas of mathematics and science teachers which are in high demand in the schools but no studies have been done on the retention of teachers. There have been some studies done promoting the understanding of why teachers leave their profession (Meruku, 2000). In Ghana most of the graduate teachers leave the service soon after graduation for one reason or the other. Statistics indicate that over twenty percent (20%) of graduate teachers leave the service annually either to join other sectors in the country or to travel outside for greener pastures (EMIS 2007). As a result of this brain-drain or mass exodus of graduate teachers, most classrooms are without teachers resulting into recruitment of pupil teachers. This, therefore, affects quality

standard of education in the country. Motivation and conditions of service in the Ghana Education service are unattractive and, therefore, the service is currently facing a difficult task of recruiting graduates for its manpower needs and ensuring that the graduate teacher is well motivated and retained in the service. The high turnover of teachers is a huge lost of sum of money to Ghana Education Service and for that matter the state. Financial statements at the budget and planning unit of the Ministry of Education indicate that the government pays more than 41.2million Ghana cedis on study leave with pay to upgrade teachers at the universities only to lose them to other sectors. Classrooms are without teachers and the development of the pupil in the classroom which is the core target of human resource base is challenged A number of factors could account for the high turnover of the graduate teacher. This is probably due to deficiencies in human resource management policies in the country's educational sector with particular reference to total rewards system for retention.

In view of the high attrition and low retention rates aforementioned, necessitated research on the working conditions and strategies of GES that need to be improved in order to attain retaining the graduate teacher in the Ghana Education Service.

1.2 Objectives of the Research

Considering the issues above, the main objective of the research is to examine the retention policies and make recommendations that will help retain the graduate teacher in the Ghana Education Service.

1.2.1 Specific objectives

- . Assess whether graduate teachers are satisfy with the working conditions of service of GES.
- To determine the factors that attract the graduate teachers and will help retain them in the service.
- To examine whether age, sex and qualification of respondents are likely to predict graduate teachers intention to leave the GES.

1.3 Research Questions

- What strategies can be put in place to attract and retain graduate teachers in the Ghana Education Service?
- Do age, sex and qualification of graduate teachers influence their intention to leave the Ghana Education Service?

1.4 Methods of Data Collection and Procedure

The research design was a descriptive survey. It allows the gathering of information from a large population and generalization of results (Babbie, 1973). Qualitative and quantitative techniques were used due to their validity in data management

Sampling; the population for the research was the graduate teachers in **Ga** East Municipal. About eight hundred graduate teachers are in the Municipality. Data was solicited from three hundred (300) respondents. Sampling techniques used were purposive and non-purposive, because officers with valid information were targeted and non-purposive because stratified sampling method was chosen to cater for each stratum

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done by means of simple random sampling method (Twumasi, 2001).

Data management; Data was collected through primary and secondary sources. This was to enable the researcher to gather relevant information from both the field and the literature respectively. Questionnaires were pre-tested to avoid ambiguity. Purpose of the research was explained to them and confidentiality assured before questionnaires administration.

Research Instrument; Questionnaires, interviews and observations were the credible instruments used. The self-report survey instrument consisted of information related to demographics (e.g., age, sex, certification and teaching experience). Likert Scale questions, open-ended questions and close-ended questions were used for various data collection.

Data Analyses; Data was edited to determine the accuracy and consistency of the responses. The instruments used included descriptive and quantitative methods. The statistical package for social sciences (SPSS-version 16.0) was used to analysis the data.

Limitations of the research; the major limitation faced by the researcher had to do with getting the graduate teachers to respond to the questionnaire. Most were unwilling to participate with excuses that they don't have time and have much workload. Another major limitation was that GES kept poor records and retrieving or getting access to the records was a very difficult task as information was retrieved in pieces.

1.5 Organization of the research

The research is organized into the following chapters; chapter one provides introductory stuff and background of the research, the research problem and the underlying objectives of the research and the methodology. Chapter two is the theoretical literature and

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empirical literature review of the research. Chapter three is the methodology, sampling, research design, population, instrument used and administration of instrument. Chapter four is teacher retention in Ghana. Chapter five is data analysis, results and discussions. Chapter six provides a wrap up of the research, summary of the main findings, conclusion and practical recommendations for improving retention of the graduate teacher in the Ghana Education Service.

1.6 Conclusion

In summary, this chapter discussed the contribution of teachers in building quality human resource for the nation. It explained the importance of retention and why teachers leave the teaching service in search for perceived work with better conditions of service. The chapter also discussed working conditions of service of a graduate teacher, and the need to introduce total rewards as a measure to retention strategies and how the graduate teacher can be better induced to stay in the Ghana Education Service. Proposed strategies, organization and purpose of the thesis have also been HisriiRwj

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature to synthesize a demonstration of low retention and high attrition of the graduate teacher in Ghana Education Service. It is imperative graduate teachers are retained to help improve the quality of our educational system in Ghana. Both theoretical and empirical literature is reviewed with special attention given to total rewards system for graduate teachers. The chapter also includes discussions on attraction, motivation and retention strategies and managerial approaches to retention.

2.1 Theoretical Literature Review

Since the early 1970s theorists have pondered the causes of some teachers leaving the service while others stay. Generally referred to as “teacher retention/attrition,” this problem has spurred numerous causal theories and theoretical models.

2.2 Tinto's Teacher Integration Model

Vincent Tinto led the research on teacher retention/attrition in 1973 which he later revised in 1987 amid criticism from other luminaries in the field, most notably Bean and As tin. It is on the work of these scholars (including also Tinto) that all modern research in the teacher retention/attrition field is based. This research reviewed in brief some of the extensive research from Tinto to the present, including the basic criticisms therein. Little or no research was conducted on teacher retention/attrition prior to Tinto, and every piece of research found contained several references to him and his work. Tinto's

original theory involved five specific factors that contributed to teacher retention/attrition: firstly, Teacher pre-entry attributes; secondly Goals and commitment; the third is experience in the teaching field. The fourth factor is external commitments while in the teaching field and finally integration both academically and socially

In the second edition of his book, Tinto argues against models of attrition that “see teacher departure as voluntary and not reward systems” further reinforcing the fifth aspect of his attrition model: the subjective category of integration of rewards. In essence, Tinto is arguing that a teacher may be teaching or hardworking in class and still decide to leave for other reasons. He suggests that the act of leaving the classroom should be as negative connotation.

According to Tinto (1993), more teachers leave while few enter the service. It is no secret that the majority of teachers choose to leave the service for well paid jobs outside the teaching profession. Understanding why teachers leave the service involves a complex number of factors. Tinto's research found that while most teachers leave for other jobs, others leave either for personal or family reasons. This first theory has, of course, since been criticized and manipulated to fit later theories in the collective effort to create a single unifying retention/attrition model. To a large extent, Tinto has done well by critically examining retention/attrition factors and suggestions that will help in the management of attrition which also led to further research to teacher retention. The Government must therefore consider Tinto's Teacher Integration Model in formulation of educational policies to involve teachers in all aspects of education in order to make

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the teacher part or feel belong in integrating total rewards system in graduate teacher retention strategies in Ghana.

2J Astin's Teacher Involvement Theory

In his “involvement theory,” Astin, (2000) suggested that certain variables influence teacher persistence, notably various forms of financial needs. Tinto, (1993) certainly includes that in his theory, and clearly stated it as a fact The teacher Involvement Theory Model emphasize that factors important to teacher retention were synonymous to the factors important to teacher attrition, in terms of the degree to which a teacher is involved in the educational issues. The amount of retention/attrition realized and the effectiveness of the educational policies and practices directly related to the level of teacher involvement. When the teacher is involve in discussing all matters of education concerning teaching, it creates a sense of belongingness and satisfaction which increases retention rate in teaching service.

The Astin’s teacher involvement theory is true in many countries including Ghana where teachers are not involve directly in discussing matters relating to their welfare, conditions of service and pay/salary negotiations as well as formulating educational policies. This act normally brings about dissatisfaction in the service and lead to increasing teacher attrition and lower teacher retention as teachers do not feel the sense of belongingness as it is in the elements of total rewards system. The Ghana Government must therefore ensure teacher involvement in educational policies in order, to strengthened retention strategies in the Ghana Education Service.

2.4 Bean's Teacher Attrition Theory

John Bean, (2003) further expanded on the previous work of Tinto and Astin by integrating academic variables, teacher intent, goals, expectations, and external and internal environmental factors into a revised model of persistence. Bean, (2003) criticizes Tinto for not citing “similarities between leaving the other works and leaving teaching,” suggesting reasons might be similar between the two. Bean’s attrition model includes another set of five facets: (1) routinization - the idea that teacher life becomes routine; (2) instrumental communication - how well an educational sector distributes information concerning the teacher, (3) participation in decisions in educational issues; (4) integration; (5) distributive justice - whether rewards are consistent with effort expended. Most researchers have used these models to explain teacher retention/attrition.

This model is built on the theory of retention/attrition based on organizational turnovers and models of attitude-behavior interactions. Bean, (2003) postulates that teacher’s departure decisions to leave teaching are synonymous to other employees' decision to leave the workplace. This is based on a complex interrelationship of non-cognitive factors that affects a teacher's decision, and environmental factors including family and friend approval.

All these models are to say that researchers still await a single, unifying theory of retention/attrition. In the absence of it, governments should attempt new strategies and research recommendations by introducing rewards and adding incentives for teacher retention. Teacher retention/attrition research has certainly come a long way since Vincent Tinto. His theories still form the foundation for all modern scholarship. The

various criticisms of subsequent scholars have only served to make this foundation stronger and further evolved. Educational sectors today have to make more resources available for improving teacher retention than ever before; and with continued research and study, they should continue to ensure that retention of teachers in teaching service is on the increase. There are a number of conclusions that can be drawn from the preceding analysis of theories of retention/attrition;

- Tinto's, (1993) teacher integration model has achieved paradigmatic status in the realm of research on retention/attrition.
- Tinto's model has been applied with varying degrees of success to examining retention/attrition.
- The best understanding of retention/attrition is provided by an integration of the teacher integration model, Tinto (1993).
- Although Astin, (2000) notion of teacher involvement theory is applied in examinations of retention/attrition, it does received criticisms.

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. Finally the purpose of this research examined factors that influence the level of retention for teacher. Given the significance of education, teacher retention must be a priority for Ghana.

2.5 Teacher Attrition

The apparent fact of teacher attrition has been a worry to school authorities and policy makers in both developed and developing countries. Several causes of teacher attrition have been identified in the literature. Some theoretical work has shown that one of the causes of the high rate of teacher attrition is the level and type of human capital accumulated by teachers, Guarino, Santibaflez, Daley, & Brewer, (2004 p. 34). Brewer (1996) indicated that teachers with university degrees or with degrees in “high market-value” subjects such as economics, accounting, marketing, administration and science typically leave teaching for jobs in non-education fields at higher rates than others. For such teachers, the opportunity cost of staying in the classroom is higher than teachers with skills and knowledge less well-rewarding outside the teaching profession. Job satisfaction or dissatisfaction is often cited and rendered important in both research on teacher attrition and teacher retention (Stockard & Lehman, 2004). Connolly, (2000) and Ingersoll, (2003) tried to understand the high teacher turnover rate among graduate teachers by investigating the reasons and causes behind both teacher retention and teacher attrition. They found that the common problems identified by the majority of teachers include; Poor working conditions of service and Low salary and inequitable pay. Research by Brewer (1996) on poor salary, confirmed that higher wages reduce teacher quit propensity.

An additional important revelation has been that teachers’ decisions whether to stay or leave the teaching profession are extremely influenced by their age. The relationship between teachers’ age and their turnover has been found to follow a U-shaped curve. This means the rate of teacher attrition is high among young teachers; it stabilizes

through the mid-career period and rise again before retirement years. Although there is some disagreement as to why this is the case, researchers have consistently found that younger teachers have very high rates of departure (Bobbitt et al., 1994; Gnsmer & Kirby, 1987,1992,1997).

However there is overwhelming evidence in contemporary educational research about teacher retention/attrition, that the main factors that affect teacher retention/attrition are job satisfaction, salary levels, working conditions of service and community perception about teaching profession (i.e. respect given to teachers) all these contribute to make the total rewards system. These, in combination with other factors, influence teachers' decisions to stay in teaching profession or leave.

2.6 Teacher motivation

Motivation is the ability to cause employees to behave in a way that achieves the highest performance levels (Chapman, 1984). However, this is done in different ways as different things motivate graduate teachers; monetary rewards motivate some while others are motivated by recognition or career possibilities (Kempton, 1995). Motivation theory is important to help understand which individual needs organizations have to meet in order to satisfy workers. Abraham Maslow and Frederick Herzberg, two dominating scholars of behavioural theory (Kempton, 1995) while exploring the relationship between individual motivational factors and employee retention, claim that in order for institutions to understand what motivates people and thereby increase retention rates they should understand basic human needs, both psychological and physical. If graduate teachers have needs that are not fulfilled it could be assumed that

they will be dissatisfied and thereby eventually leave the Ghana Education Service in search for fulfillment elsewhere. The Government must therefore develop foresight policies to give teachers psychological and physical satisfaction taken into consideration total rewards system to induce them to stay on the teaching profession till retirement age.

2.7 Employee/Teacher retention

Retention is the act of retaining; keeping possession of or continuing to have. Retention as human resource management strategy is the act of retaining employees. In human resource management literature one of the main issues is that employers should retain human resources in order to obtain competitive advantage (Storey, 1995; Lindmark and Onnevik, 2006). There are many reasons for this to be true but two main factors are mentioned here. First, knowledge workers are relatively scarce in quantity. Second, the knowledge and expertise these workers possess are vital for organization's competitiveness. Therefore, it is not unexpected to view retention as being strategic importance because of the potential return on employee's expertise in the long term (McGovern, 1995). Treating staff as a long term resources focuses on carefully retaining their knowledge.

“Employee retention is king” (Frank et al, 2004).

The quote above is used to describe retention of key workers as the most critical factor to plan for and is viewed as the factor that could affect organization's effectiveness in future. Retention of knowledge workers is critical to organization's survival and profitability now that the world has become a global village. In this new world of information age, organizational profitability and individual well being are connected to

how well knowledge can be refined into creating competitive advantage.

The perception of the graduate teacher in the Ghana Education Service in relation to alternatives affects a teacher's propensity to change jobs (Mereku CIE, 2000). This statement indicates that retention is highly dependent on either developing a motivating work environment or decreasing alternatives. The latter is not achievable and the focus should, therefore, be on retention strategies. Frank and Taylor (2003) argue that there is no issue of greater importance than employee retention and is a growing concern for many employers. To understand what encourages commitment and the retention of graduate teachers, it is relevant to understand motivational factors since motivation is a central field of human resource management (Lindmark and Onnevik, 2005).

Formula for measuring employee retention is

$$= \frac{\text{Number of leavers with more than one year service}}{\text{Total number of staff at post one year ago}} \times 100 \text{ (Lindmark, 2005).}$$

In economic labour market theory suggests that the willingness of individuals to obtain the necessary qualifications and work as teachers depends on the desirability of the teaching profession relative to alternative opportunities. Graduate teachers compare the overall compensation, benefits, work life, performance & recognition and development & career opportunities offered by Ghana Education Service with that offered by other organizations for job attraction. There is therefore the need to in policy development to come out with policies for equal work for equal pay to be able to achieve graduate teacher retention purposes.

2.8 Empirical literature review

Research information available at the Ghana Education Service (GES) Headquarters indicates that about 10,000 teachers leave the classroom every year for various reasons (GNAT/TEWU, 2009). While some leave with permission to study with or without pay, others go on secondment, retire or just leave to take up non-teaching jobs. According to statistics at GES headquarters, 3,000 teachers officially leave the classroom annually to pursue further studies with pay since 2001 but less than 70% return to the classroom each year. However, teachers estimated to be over 2,000 also go on study leave without pay to pursue various courses on their own interest to enable them obtain higher certificates or get employment outside the teaching service. Meanwhile, 9000 teachers come out from the Colleges of Education every year but not all of them actually join the GES. A survey by Ghana National Association of Teachers/Teachers and Educational Workers Union (GNAT/TEWU) on teacher attrition revealed that 890 respondents out of the 1,000 questionnaires that were issued nationwide showed that 50 percent of the respondents indicated that they would quit teaching before they retire; for higher pay jobs (24.8 percent), improved conditions of service (59.8 percent), change of profession (6.5 percent) and other reasons (8.9 percent) Otoo, (2009). The survey analysis shows that the majority of the respondents intended to further their education to university. This is an indication that most teachers want to acquire higher knowledge which may have positive effects on the quality of education. However, research showed that majority of teachers on study leave did not intend to return to the teaching profession and wished to take up jobs in other sectors. Interestingly, an overwhelming majority of teachers said

they would not recommend teaching profession to their children or relatives, Kankan (2007).

Mrs Duncan-Adanusah (2009) said the issue of teachers leaving the classroom seemed to be on the increase every year, and that in spite of spending so much money on training teachers, little or no attention was paid to the retention of teachers. ‘Despite various interventions, we still see that teacher attrition rate is on the increase’ she said.

With an estimated population of 23 million people (with more than half aged below the age of 15), Ghana currently can boast of less than 200,000 teachers nationwide (GES, 2009). This number is grossly inadequate to cater for the growing enrolment figures made possible by various interventions. The proportion of unqualified teachers in Ghana Education Service is still very high. But these unqualified teachers are needed to make up for the shortfall in the number of qualified teachers. 270,775 qualified teachers are needed nation-wide but currently over 72,372 qualified teachers are needed to fill the vacancies declared recently as the nation has 198,403 teachers.

I recommend that the findings of this graduate teacher retention research be made useful in the formulation, implementation and review of policies aimed at improving graduate teacher retention in the Ghana Education Service, as it is only when the policies were implemented and appropriate measures taken to attract and retain teachers in the classroom that “Ghana can meet the goal of Education For All”.

The table 2.1 below shows the distribution of teaching staff needed and available teaching staff and the shortfalls by regions, GES, HQ (2009).

Table 2.1

Region	Teaching Staff Needed	Teaching Staff Available	Variance
Ashanti	57,930	42,229	15,701
Brong Ahafo	28,352	21,496	6,856
Central	33,885	25,410	8,475
Eastern	37,085	26,467	10,618
Greater Accra	23,834	15,696	8,138
Northern	22,394	17,229	5,165
Upper East	11,245	7,792	3,453
Upper West	7,868	5,517	2,351
Volta	25,592	19,029	6,563
Western	22,590	17,538	5,052
Total	270,775	198,403	123,12

Source: GES, HQ 2009

2.9 Graduate Teachers Working Conditions of Service

Working conditions of service of graduate teachers have play a substantial role in decisions of the teachers to leave teaching in Ghana Education Service, and they contribute to decisions to leave the profession altogether. National survey data (school census, 2008) shows that teachers plan to remain in teaching are highly sensitive to their perceptions of their working conditions. The proportion of teachers who report that they plan to remain in teaching as long as they are able, are strongly associated with how teachers feel about the working conditions of service, resources and influence over government policies in Ghana Education Service. There are large differences in working conditions that affect graduate teachers. Some studies have found that teacher attrition seems related to the demographic characteristics of teachers, for example age (Bobbitt et al., 1994; Grissmer & Kirby, 1987, 1992, 1997). It is due to these poor working conditions, poor salary, poor motivation, lack of job satisfaction, inequitable wages that continue to increase high turnover of teachers especially the young graduate teacher

whose job searching has been enhanced. Significantly worse working conditions - including poorer facilities, less availability of resources and larger class sizes that teachers are significantly more likely to say they plan to leave Ghana Education Service soon because of these poor working conditions.

Working condition is a key to understanding the teaching profession in the world today (Mereku, 2000). Identifying what makes the teaching profession attractive and retains the teacher in the service, is vital. Working conditions must be viewed as a whole in order to build up a proper understanding of what teachers do, how they do it as well as how much they are paid to do what they do, will give a clear picture of why teacher attrition rate is on the increase. The need to ensure sufficient numbers of graduate teachers and appropriately qualified teachers has been the subject of debate in educational sector in developing countries (Karikari, 2007). Conditions of employment have a direct bearing on the flows of teachers entering or leaving the profession because they determine how appealing the profession is, particularly in comparison to other types of employment.

2.10 Attracting and Retaining of Graduate Teachers in Ghana Education Service

Graduate teacher retention is a process in which the graduate teachers are encouraged to remain with the Ghana Education Service for the maximum period of time or until the retiring age of sixty, ILO, (2000). Graduate teacher retention is beneficial for Ghana Education Service. Graduate teachers today are different. They are not like Certificate 'A' teachers who don't have good opportunities in hand. As soon as they feel dissatisfied with the GES, they begin searching for alternative. It is the responsibility of the

government to attract and retain the graduate teachers in the Ghana Education Service. If the government doesn't, he would be losing graduate teachers to other sectors of economy and the targets for achieving formal education objectives will not be fully accomplished. A good employer like the Ghana government should know how to attract and retain graduate teachers as its employees. Most of the graduate teachers feel that they are worth more than they are actually being paid. There is a natural disparity between what graduate teachers think they should be paid and what government spends on them as compensation. When the difference becomes too great and another opportunity occurs, turnover can result. Pay is the salary or compensation given to the graduate teachers in exchange for services they perform for Ghana Education Service. Pay also acknowledges the worth and value of the human contribution. What graduate teachers are paid has been shown to have a clear, reliable impact on turnover in numerous studies. Issues of remuneration and improved conditions of service for teachers are the major challenges facing the Ghana education service. Karikari-Ababio, (2007) in his research on teacher motivation, indicated that, due to low salaries and poor conditions of service for GES employees 'the teachers are miserably paid' he said. These presupposes that the graduate teacher low salaries and working conditions are not attractive and this constitute a serious constrains on the ability of the Ghana Education Service to attract, recruit and retain graduate teachers. The graduate teachers who stay on are not sufficiently motivated, are frustrated and have little incentive to work harder. Although, they may be prepared and determined to keep on teaching and fighting for a better day (better working conditions), this situation is not good for development of education in Ghana and raises issues of concern about retention.

2.11 Graduate Teacher Retention strategies/policies

Few graduate teachers leave the teaching service without due reason, be it either work related (internal) or personal (external) or even both. Personal reasons for leaving the service, include wanting to spend more time with friends and family or having to move since a spouse has a new job located in a different conurbation. The Ghana Education Service has no control over such reasons, but can tackle internal issues such as pay systems or development opportunities. Wright (1996) after extensive work on employee retention finds that teachers are retained when there is an integration of rewards system in the work environment. This shows that there are numerous factors to consider when working with graduate teacher retention. The rewards Ghana Education Service offer graduate teachers affect how motivated the teacher is to stay within the service (Karikari, 2007). Karikari asserts that when Ghana Education Service gives the most rewards tend to retain the graduate teacher. Some recommended retention strategies useful to retaining graduate teacher include; increases in salaries, benefits, better working conditions and various forms of rewards in addition to study leave with pay and the bond system. Ghana Education Service should influence elements of overall compensation to bring supply in line with demand for teachers.

2.12 Factors that influence the attraction and retention of graduate teachers

The factors that influence the attraction and retention of graduate teachers cover a large range of different situations to include pay, incentives and benefits. It is believed that, the graduate teachers in the Ghana Education Service are assets and an improvement of their working conditions of service will serve as an attraction to retain graduate teachers who want to enjoy such privileges in the service. Therefore there is the need to introduce

better working conditions that will serve as an attraction to the teaching profession in our schools and help retain the graduate teacher.

Pay refers to wages and salaries received by teachers. It is a monetary compensation for teachers' effort in Ghana Education Service; the teachers perform a service and are paid for it accordingly (Bratton and Gold, 2003). Pay is often referred to as base compensation. It is the largest element of the total compensation. It is a fixed pay which teachers receive on a regular basis. It is in the form of a monthly salary. Fair, equitable and effective pay system in Ghana and within an organization is one of the most important and most difficult tasks facing human resource managers. If graduate teachers consider the pay system to be unfair, it is likely that they may leave the Ghana Education Service in search for higher pay. (Karikari, 2007), acknowledged Herzberg pay systems and said it is a way of ensuring that graduate teachers do not become dissatisfied but are difficult to use in order to foster satisfaction and retention since a pay system does not offer scopes of personal growth but it can create status among colleagues. Higher salaries/pay also appear to attract better-prepared and all kinds of graduate teachers for all subjects areas. Graduate teacher retention achievement will be associated with increases in teacher salaries as well as improvement in general conditions of service.

Employee Incentives refer to other forms of reward designed to reward graduate teachers as employees for performance and competency. It is also known as a bonus system of an incentive for graduate teacher retention. According to Armstrong, (2000), incentive or contingent pay consists of payment related to individual performance, contribution, competence or skill. It is based on some kind of performance. A goal is set

and if reached is often rewarded in monetary forms (Firth et al.1999). Incentives are based on individual performance and exert a significant impact on personal motivation. Non-financial incentives are based on the philosophy that work is natural for people who tend to perform additional amount of it due to a force other than money. These non-financial incentives include recognition and opportunities for career advancement and these are all strategies that help in graduate teacher retention.

Employee benefits are often considered to be an indirect monetary compensation embracing a wide range of programs. Some indirect monetary compensation can be as effective in attracting and retention of graduate teachers. Non-pecuniary benefits, though they are not rewards given in cash they constitute an economic value to the recipient (Kempton, 1995). According to Bratton and Gold (2003), benefits are viewed as activities used in order to satisfy employee demands and expectations in organizations. They further state that benefits are parts of the total reward package provided for workers in addition to pay and incentives. Benefits can be used in a proactive symbolic way by Ghana Education Service to show their care for teachers and this may probably enhance graduate teacher retention.

Compensation plays a major part in Ghana Education Service ability to recruit and retain graduate teachers. When compensation of graduate teacher is perceived to be too low, they will be unwilling to remain in the teaching service. It will be better for Ghana to do like many countries like Japan, Tanzania and others have developed incentive schemes for teachers that allow for adjusting the remuneration of teachers without altering the basic government salary scales (Karikari, 2007).

2.13 Work stress and age

Job stress and age of employees have recent times gained widely discussions in the labour market as to what age of employees who normally move from one job to another in search for better and well paid jobs which Ghana Education Service is not exceptional. Stress according to Sarason (1980) is a call for action when one's capabilities are perceived as fallen short of the needed personal resources. In a lay man's language, stress is the feeling you have when you are unable to deal with the demands of your environment. A stressful work situation might have many demands placed on employee with little time for meeting them and with increasing criticism from supervisors (Ross and Altmaier, 1994). Typical example is the increasing enrollment of school pupils due to capitation grant and the school feeding programme that is demanding a lot from the teachers. Sources of stress could be from the family, work side or within from oneself with incapability of meeting certain demands in the environment.

Researchers over the past years examined pathology of aging. They studied the capacity of aged organisms to respond appropriately to stress and the capacity of stress to accumulatively damage aging tissue; Sarason (1980). The relationship between stress and aging has permeated gerontology literature in two forms.

- Senescence has been described as a time of decreased adaptiveness to stress.
- Chronic stress can accelerate the aging process.

Graduate teachers less than 40 years presumably have less stress because of less family demands and are marketable to other sectors of the economy as age has jumped from nowhere to become a requirement for employment and, therefore, are likely to leave

Ghana Education Service for other employment with better conditions of service. Chronic stress can weaken teachers and that probably sends them to their graves earlier and thus increases teacher attrition and decrease teacher retention rates.

2.14 Review of Related Studies

Research conducted by Sheridan (1992), indicated that it is unavoidable that degree certificated teachers will leave teaching service at some time or another but there are ways and strategies that can be used to encourage them to stay longer. He further researched the relationship between higher certificated teacher retention and educational culture values and found that educational culture influence human resource strategies such as teacher development reward systems. These strategies in turn create psychological climates that influence the commitment level and retention of higher certificated teachers regardless of positions or performance. He further suggested that institutions with cultures that value teamwork, respect and security foster loyalty, commitment and thereby ensure a higher rate of retention.

Kerr and Slocum (2005), in a related study found that some institutions value personal initiative and based rewards on performance. They suggested that this entrepreneurial norm does not offer graduate teachers long - term job security. In such institution those who do not perform well will presumably leave and those who do well will stay on to make use of the rewards, at least until they can be found elsewhere. Therefore, the retention rate may be equally high regardless of employee's performance level in some institutional cultures but in others differs due to performance. Mostly teacher turnover is considered to be a negative issue that institutions should strive to avoid. However, this

might not always be the case. Some potential benefits of employee turnover are discussed and their suggestions opposed the aforementioned importance of retention in institutions.

Lee & Maurer (1997) carried out a research in the twentieth century on voluntary employee turnover and found that institutions did not place high priority on retention regardless on labour market conditions. McGovern (1995) assessed this statement and found that some institutions did not place high priority on retention for two reasons;

- Institutions with limited research and development opportunities were limited in the ways in which retention could have effects since they were not able to offer challenging work. Justifying new positions was difficult since existing work was enough for the organizations development
- When employees and their expertise were not difficult to replace and management did not depend on them, retention was not considered necessary.

He found that contrary to the emphasis on teacher retention in the managerial literature, managers emphasized the positive aspects of a steady turnover. They also held, an implicit notion of what constituted a suitable level of turnover, or equilibrium point for their institutions. One positive aspect of turnover was that it allowed ageing knowledge and declining enthusiasm to be replaced with new ideas from graduate recruits. Also new graduate recruits can also reduce labour costs since they often enter at the bottom of salary scale. Though this assertion is true but does not apply to Ghana Education Service. This is because there are thousands of vacancies to be filled in schools nationwide; pupil-teachers are being recruited because thousands of professional graduate

teachers are leaving the service. Therefore you need to have adequate teachers before allowing ageing knowledge and declining enthusiasm to be replaced with new ideas from new recruits.

2.15 Conceptual Framework

Having examined the theoretical evidence underlying graduate teacher retention, there is the need to present a conceptual framework for analyzing the variables. Since there is no generally accepted existing framework for graduate teacher retention, the factors that are believed to matter in this study have been identified after reviewing the relevant literatures and empirical surveys.

The study reviewed Tinto, Bean and Astin theories of retention/attrition geared towards graduate teacher retention. Though these theories have made significant contribution to graduate teacher retention, Tinto's teacher integration model has all the five key rewards elements of compensation, benefits, work-life, performance & recognition and development & career opportunities. Tinto led the research on teacher retention/attrition in 1973 which involved five specific factors that contributed to teacher retention/attrition. According to Tinto (1993), more teachers leave while few enter the service stating reasons to their action. It is no secret that the majority of teachers choose to leave the service because of lack of total rewards system. Therefore Tinto's Teacher Integration Model need to be considered in formulation of educational policies for total rewards system in graduate teacher retention in Ghana.

An important issue considered here is the understanding of the factors and the way they affect graduate teacher retention. These factors are considered to be important because, they can be manipulated by Ghana Education Service to bring about the desired effect in teacher retention. These factors are; company culture, work environment, work benefits, motivation and integrated retention strategies and they are known as incorporated whole rewards approach framework for the study.

2.15.1 An incorporated whole rewards approach

Company culture explains the idea in the field of Organizational studies and management which describes the psychology, attitudes, experiences, beliefs and values of an organization Schein, E. (1990). It is the term given to the shared values and practices of the employees. It consists of cultural values that influence how individuals behave. It determines how and why a company functions in the way it does. It is subjected to internal and external influences; thus, company culture is depicted as a contextual element of the total rewards model, overlapping within and outside the organization. The Ghana Education Service as company should re-examine its culture and adapt a culture attractive enough to influence graduate teacher retention.

Work environment consists of the work premises and other locations where employees are engaged in work-related activities or are present as a condition of their employment. Work environment is the total cluster of observable physical, psychological and behavioral elements in the workplace. It is the tangible

manifestation of organizational culture. Environment sets the tone, as everyone who enters the workplace reacts to it, either consciously or unconsciously. The external environment in which an organization operates can influence the internal environment; thus, environment is depicted as a contextual element of the total rewards model, overlapping within and outside the organization. It is therefore prudent that Ghana Education Service to make the schools environment good to promote teacher retention.

Work benefits are programs designed for employers to use to supplement the cash compensation that employees receive. These programs are designed to protect the employee from financial risks. Work benefits are considered as an indirect monetary compensation embracing a wide range of programs such as insurance, paid leaves and payment of medical bills. These indirect monetary compensation can be as effective in attracting and retention of graduate teachers, (Kempton, 1995). According to Bratton and Gold (2003), benefits are viewed as activities used in order to satisfy employee demands and expectations in organizations. They further state that benefits are parts of the incorporated whole rewards approach package provided for workers in addition to pay. Work benefits can be used in a proactive symbolic way by Ghana Education Service to show their care, concern and appreciation for teachers and this may probably enhance graduate teacher retention.

Work benefits play a major part in Ghana Education Service ability to recruit and retain graduate teachers. When work benefits of graduate teacher are perceived not to

be good, graduate teachers will be unwilling to remain in the teaching service. This recommends that Ghana do like many countries like Japan, Tanzania and others have developed incentive schemes for teachers for retention policies, (Kankan, 2007).

Motivation is the ability to cause employees to behave in a way that achieves the highest performance levels. Motivation is comprised of two types:

- **Intrinsic Motivation** — Linked to factors that include an employee's sense of achievement, respect for the whole person, trust, appropriate advancement opportunities and others, intrinsic motivation consistently results in higher performance levels.
- **Extrinsic Motivation** — Extrinsic motivation is most frequently associated with rewards that are tangible such as pay.

Motivation to teach refers to one's feelings about the teaching profession. Motivational factors help graduates make the decision to enter the teaching field. Teachers generally are drawn to the profession for reasons other than extrinsic factors. There are many factors that contribute greatly to the levels of motivation bearing some degree of validity and utility for educational planners. Despite the various ways of motivating teachers, members of educational council are to confront with the challenges of ensuring graduate teacher retention. The graduate teachers in the teaching field need the same equitable salary as their counterparts in other sector of the economy as motivation. High turnover of graduate teacher shows that motivation is low. Motivation recognizes that many forces, internal and external to

the teacher, may simultaneously play roles. And, it sees motivation as not only initiating behavior but also guiding it, influencing its strengths and determining whether it is sustained or terminated. Motivational factors should be considered in educational policies in order to achieve graduate teacher retention.

Integrated retention strategies is an organization's ability using various policies to manage and keep employees who are valued contributors to organizational success for as long as is mutually beneficial. Not all retention may be desirable; it is recommended that formal retention strategy should be done with appropriate steps taken into consideration graduate teacher retention policy formulation. This policy formulation should incorporate all total rewards elements to achieve high retention in Ghana and in GES

2.16 Summary and conclusion

The above literature gives an overview of works on relevant literature on the various ways of graduate teacher retention strategies including review of related literature. In summary, the discussion above have presented a contrasting view on retention where discovering has been that employee retention is not always sought after, as employee turnover can have its benefits depending on the organization's situation. One positive aspect of turnover is to allow aging knowledge (old ideas) and declining enthusiasm to be replaced with new and modern ideas. The theories discussed are all geared towards graduate teacher retention in the Ghana Education Service. Though literature pointed out some turnover benefits, the researcher is quick to say that turnover will not benefit Ghana Education Service at this stage where many classrooms are without teachers due to inadequacies of teachers in the service. From the literature, turnover may only be

beneficial when you have enough and want some to leave so that others may come in with new ideas and style of work. This is debatable and depends on the organization. The next chapter will discuss extensively graduate teacher retention in Ghana.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the methodology and procedures adopted in carrying out the research on the topic under study, thus retaining graduate teacher in the Ghana Education Service. The procedures adopted included research setting, population and sample size, research design, research instrument, data collection method, questionnaire administration and processing and analysis of data.

3.1 Research Setting

This research was carried out in the Ga East Municipal Assembly of Greater Accra Region. The Assembly was chosen because it was more accessible to the researcher. The Assembly is about 26 km from the central business area of Accra the capital city, the Assembly was created out of Ga District in 2004 with its capital being Abokobi. It is on Accra-Aburi trunk road. It is surrounded by Ga West Municipal Assembly, Accra Metropolitan Assembly, Adenta Municipal and Akwapim South Municipal Assemblies.

3.2 Sampling

The population for the research was the graduate teachers in active service, and those who left teaching service in the Ga East Municipal. The inclusion of the current and

former graduate teachers in the sample was to help elicit responses that will enable the researcher address issues on why teachers will enter the teaching profession in Ghana Education Service, why they will choose to stay in the service and why others will decide to leave the service for other jobs. This inclusion was to enable holistic view of the issues being researched under graduate teacher retention. Data was solicited from three hundred (300) respondents made up of two hundred and fifty (250) graduate teachers in active service and fifty (50) graduate teachers who have left the teaching service formed the total sample size. The sample frame included graduate teachers in the Ga East Municipal Assembly of the Greater Accra Region. The sampling techniques used were purposive and non-purposive, because officers with valid information were targeted and non-purposive because stratified sampling method was chosen to cater for each stratum by means of simple random sampling (Twumasi, 2001).

33 Research Design

The research design was a descriptive survey. This involves the collection of data in order to elicit information and answer questions concerning why graduate teachers leave Ghana Education Service and retention strategies to retain them in the teaching profession. The survey design allows the gathering of information from a large population and also allows for generalization of results due to its allowance for large sample sizes (Babbie, 1973). The survey design usually allows the researcher to gather information from a large population, is less expensive and coding of information gathered is not difficult since standardized questionnaire was used. This design was employed to help the researcher to measure the contributions of factors such as attrition.

motivation and retention of graduate teachers in the Ghana Education Service. Taking the purpose of the research into consideration, the researcher found the descriptive survey to be the most obvious and appropriate design that could lead to the drawing of conclusion from the research. Qualitative and quantitative techniques were used due to their validity in data management

3.4 Data management

Data was collected through primary and secondary sources. Primary source was relevant information gathered from the field and secondary source was information gathered from literature which included textbooks, magazines, news papers and journals. This was to enable the researcher to gather relevant information from both the field and the literature respectively. Questionnaires were pre-tested to avoid ambiguity. Purpose of the research was explained to the graduate teachers and confidentiality was assured before questionnaires administration.

3.5 Research Instrument

The instruments used for the research were questionnaires, interviews and observations because they were credible. These are related to attrition rate, equitable salary, motivation, job satisfaction and retention among graduate teachers. Two sets of questionnaires were used to obtain information from teachers in active service and teachers who have left the teaching service. The self-report survey instrument consisted of information related to demographics (e.g., age, sex, certification and years of teaching experience). Fourteen Likert Scale questions on a three-point continuum and open-ended

questions and close-ended questions were used for various data collection. The research questionnaires were developed from a review of related literature citing factors commonly associated with teacher attrition/retention. The open-ended questions were without suggested answers; here the respondents were required to provide their own answers in the spaces provided. The purpose was to elicit free responses from respondents. The close-ended questions on the other hand limited respondents' answers to state alternatives or choices. The questionnaire was expected to afford the respondents greater degree of freedom, confidence and anonymity as far as their responses to the questions were concerned.

Apart from the two set of questionnaires, a separate interview guide was developed by the researcher to seek information from education officers. Such an interview guide contained questions relating to graduate teacher attrition and retention policies.

Informal discussions were held with school heads and stakeholders to establish graduate teacher satisfaction about working conditions of service prevailing in the Ghana Education Service regarding increasing attrition rate of a graduate teacher, retention policies and some recommendations.

3.6 Data Analyses

The data collected from the field was edited to determine the accuracy and consistency of the responses. The instruments used included descriptive and quantitative methods. The statistical package for social sciences (SPSS-version 16.0) was used to analysis the data. Almost all questions were coded and entered into the software. Open-ended

questions were categorised under similar headings, recoded and entered into the software for analysis. Chi-square (X^2) tests was used to examine the relationship between certain demographic characteristics and conditions of service. A *p-value* ($p < 0.05$) was used except otherwise indicated. This provided descriptive statistics such as frequencies, percentages, means and standard deviations of the data collected and where necessary. Chi-square was used to determine the level of significance of satisfaction. The One-Way Analysis of Variance (ANOVA) was used for the analysis. ANOVA was used for the analyses of this research because it allowed the researcher to investigate whether there is a significant relationship between each of the independent variables namely motivation, job satisfaction, age, and the willingness of the graduate teachers to quit the service or remain and at the same time measure the interaction effect of the independent variables in relation to the dependent variable, (i.e. teacher turnover rate).

3.7 Data Collection Procedure

The survey questionnaires were self-administered to all graduate teachers in the active service and those who had left the service. In addition to the surveys, personal interviews were conducted with education officers and stakeholders. The data collected were analyzed using the following procedures: A Likert Scale of 1 to 3 with 1 being “very much influence” 2 being may influence and 3 being “doesn’t influence” was used to answer fourteen questions relative to the importance or how teacher attrition rate is affected by the condition of service. In addition, likert scale of 1 to 5 was also used to determined stress level and the job satisfaction of the graduate teachers in the active

service. Descriptive statistics were calculated for each of the questions on the Likert Scale. The qualitative responses of both those who have left and those still in active service were imported from Access into Microsoft Word in order to prepare data for analysis using SPSS. Each word of the open-ended responses was listed one word per line. Words that gave no information about a decision to stay or leave the teaching profession were eliminated. The remaining words were imported into SPSS and used to create frequency word counts for the respondents. A panel of officers contacted at the GES headquarters to determine categories related to reasons for staying or leaving the teaching profession (e.g. salary, administrative support, working conditions). Categories represent agreement among the officers. The categories for active service were also used to validate the responses on the Likert Scale. This study examined independent variables: motivation, job satisfaction, age, and the willingness of the graduate teachers to quit the service or remain and at the same time measure the interaction effect of the independent variables in relation to the dependent variable, (i.e. teacher turnover rate).

3.8 Questionnaire Administration

Permission was sought from the heads of the various schools that were randomly selected for the research and subsequently heads of other sector departments. The researcher went round and explained the purpose of the research to the graduate teachers in the service and those working outside the service, after which questionnaires were issued to each of them to complete. Those who could not complete the questionnaire immediately were given a period of one to two weeks to do so. All the completed questionnaires were collected back after two weeks since most of the respondents could not finish on time. The response rate was very good. 300 questionnaires were issued to

graduate teachers in active service; however 250 representing 83% and 100 questionnaires administered to graduates teachers who have left the service, only 50 representing 50% actually completed and returned their questionnaires. Respondents were assured of their anonymity and confidentiality.

3.9 Limitations of the research

The major limitation faced by the researcher had to do with getting the graduate teachers to respond to the questionnaire. Most were unwilling to participate; therefore the researcher had a difficult time getting them to respond. Some excuses given by the participants included workload and the fact that they have already participated in several researches but had not benefited in any. This led to the reduction in the targeted number of respondents from 400 to 300. Another major limitation was that Ghana Education Service kept poor records and retrieving or getting access to the records was a very difficult task as information was retrieved in pieces.

3.10 CONCLUSION

The steps under this chapter are the tools used in social science research which are adequate, appropriate and defensible for the research under study. They are therefore been adopted as the procedures to enable elicit the desire results.

CHAPTER FOUR

TEACHER RETENTION IN GHANA

4.0 Introduction

Graduate teacher retention in Ghana continue to face challenges needing educational stakeholders and the Government to come out with feasible policies concerning total rewards; a modern recommended incorporate tools used by employers to attract, motivate and retain employees (tools: compensation; benefits; work-Life; performance & recognition and Development & Career Opportunities). These tools include everything the employee perceives to be of value resulting from the employment relationship (Schein, 1990). Over the years, employers have been challenged with attracting, motivating and retaining employees. 'These dates back from centuries to the present complex incentive formulas of today, the organizational premise have been the same: Provide productivity and results to our enterprise and we will provide you with something of value' (Schein, 1990). It also looked at the various ways Ghana can improve upon retention based on total rewards tools mentioned above.

4.1 Teacher attrition in Ghana

Teacher attrition, according to literature is the rate at which teachers leave the service and is as a result of the following factors; death, retirement, layoff and leaving for other jobs with better conditions of service. The facts about the teacher attrition/retention problem speak for themselves. Attrition rate for graduate teachers in the Ghana Education Service is significantly higher than graduates in other occupations, Mereku, (2000). Based on Statistics available at G.E.S. headquarters indicate that as at

1st.September, 2007 the staff strength was 234,331. Forty-five thousand and four (45,004) left the service during the period of 1st September, 2005 to 31st August, 2007 and at the same period 25,004 came in or entered the service. Information available at the Human Resource Management and Development unit indicates that 28,000 out of 45,004 left the service in search for other jobs. In 2009, teaching staff dropped from 234,331 in 2007 to 198,403 an indication of high attrition and low retention rates in the Ghana Education Service. Graduate teacher attrition is not limited to Ghana alone but to other countries. The situation in Ghana is alarming but no one seems to care because teachers are rather mocked anytime they went on strike and given commanding words to resume duty. This unprofessional address of teachers concern is greatly affecting the performance of teachers and increasing attrition rate in the service. Investigations revealed that the major factor leading to high attrition rate is disincentive most especially the denial of personnel of study leave with pay.

Formula for measuring employee turnover is

$$\frac{\text{Total number of leavers over period}}{\text{Average total number employed over period}} \times 100$$

Average total number employed over period (Lindmaik, 2005).

4.2 Attraction into teaching service in Ghana

Attraction is the ability that an organization has to draw the right kind of employees necessary to achieve organizational success. Attraction of qualified employees is essential for the organization's survival. One way an organization can address this issue is to determine which "attractors" within the total rewards programs brings the kind of employees that will drive organizational success. A deliberate strategy to attract the

quantity and quality of employees needed to drive organizational success is one of the key planks of business strategy (Schein, 1990). Attraction in Ghana has not yielded the desired result because of lack and inadequate attention to business strategy and employee attraction. Ghana Government pretends to motivate and retain teachers, so are teachers also pretending to stay and work (Karikari, 2007). Government should put certain things in place regarding to total rewards and make teaching profession popular and attractive enough to attract the youth to take up teaching appointments at all levels and to retain them in the service.

4.3 Conditions of service in Ghana Education Service

Poor conditions of service for the graduate teachers are comparatively unattractive. Ghana Education Service is therefore unable to attract and retain graduates from the universities. Salaries of graduate teachers are lower compared to their counterparts in other sectors of economy. In Ghana, much attention has not been given to the teachers working conditions. Material resources to work with are eventually unavailable and couple with poor working conditions of the teacher, the teaching service is made to look as if it is neglected by the Government. Meanwhile the teacher is to develop the pupil who is the core target of the nation's human resource base. Governments come and go and make promises to the teacher but the teacher working conditions remain the same. It is due to these poor working conditions, poor salary, poor motivation, lack of job satisfaction, inequitable wages that continue to increase high turnover of teachers especially the graduate teacher whose job searching has been enhanced. To improve working conditions of the teacher and to retain teacher on the job, Japan in 1970s passed a law to secure capable education personnel with the aim of improving teachers' salaries.

The aim was to ensure that the salary a teacher receives is sufficient to attract outstanding capable personnel to enter the teaching profession. Japan improved the traditional image of the teacher's job; teaching profession became a very popular option among the young people hence retention of teachers.

Although, Ghana is aware of the giant steps taken by Japan, Tanzania, Singapore and other countries to retain teachers, Ghana's motivational systems do not have the desired effect and impact on the teacher especially the graduate teacher hence the high turnover. Paradoxically, despite the tremendous contribution that education has made and is still making in the socio-economic and political development, it has not been given the attention it deserves in Ghana. The conditions of service of graduate teachers continue to deteriorate leading to their mass exodus. Reasons for this exodus may be attributed to a number of factors including myopic career profession policies and poor bargaining strategies by the Ghana National Association of Teachers (GNAT). The dissatisfaction by a good number of graduate teachers resulted in a breakaway of the graduate teachers to form National Association of Graduate Teachers (NAGRAT). NAGRAT aim of strengthening collective bargaining for equitable conditions of service, recognition and better motivational policies similar to other graduates in other professions is facing challenges. This is because the National Labour Commission has not given it a full recognition as a body but as a branch of Ghana National Association of Teachers. Competitive environment ensures that equity is measured and, therefore, if there is tremendous improvement in the conditions of service of graduate teachers as compared to other graduates in similar professions in both public and private sectors it will serve as an engine to drive the educational sector by ensuring teacher availability in the

classroom, efficiency and effectiveness in their job performance. Continuous existence of low motivation, discrepancies and high turnover of the graduate teacher in the Ghana Education Service have, therefore, necessitated investigation and research into the reasons for these phenomena and suggest and make recommendations for retaining the graduate teacher in the service and making the teaching profession attractive enough to the youth.

4.4 Teacher Motivation

Motivation is the ability to cause employees to behave in a way that achieves the highest performance levels (Chapman, 1984). Motivation comprised of two types: intrinsic and extrinsic. Intrinsic Motivation is the factors that make an employee feel a sense of achievement, respect, trust and appropriate advancement opportunities. Intrinsic motivation consistently results in higher performance levels. Extrinsic Motivation is associated with rewards that are tangible such as pay. Another key plank of the business strategy is that motivation can drive organizational success (Chapman, 1984).

Motivation to teach refers to one's feelings about the teaching profession. Some factors are: desire to work with young people, feel stimulated to teach others, and feel efficacious and motivated in the classroom (Darling-Hammond & Sclan, 1996); feel challenged in the profession and see opportunities for professional growth (Chapman & Lowther, 1982); strong commitment to die field of education (Chapman, 1984). In addition, how others perceive the role of the teacher in the community is in this domain. Motivational factors help people make the decision to enter the field. Some people believe that by providing their service they will be contributing to humanity. Their

position as a teacher is a challenge, and helping young people learn and succeed brings them joy. People who feel challenged by their work are more apt to persist in and have a greater satisfaction with their employment (Chapman & Lowther, 1982). They believe they can make a difference, and that keeps them motivated to stay in the profession. Teachers generally are drawn to the profession for reasons other than extrinsic factors. As far back as 1960 teachers reported satisfaction because they wanted to help children. More recent studies still indicate a high level of commitment because teachers are satisfied in helping children and making a difference (Harris & Associates, 1992). In 2007, over one-half of teachers who left the Ghana Education Service felt that the challenge, prestige, and advancement opportunities are better outside of the teaching field (Karikari, 2007).

The equity theory is a model of motivation that is concerned with individual's beliefs about how fairly they are treated compared to that of other employees. This theory was developed by J. Stacey Adams (1963). He, being the originator of equity theory, asserted that workers are motivated to maintain fair or equitable relationships. This is the exactly the challenge of the graduate teacher. This theory suggests that once graduate teachers perceived an inequity, they are dissatisfied and on the other hand when they perceived equity, they are satisfied and will like to stay on the job (retention) and increase the organizational productivity.

Implications of equity theory of motivation to graduate teacher retention, Gray and Smeltzer (1989) pointed out that rewards that promote feelings of equity foster job satisfaction, performance and retention of employees. When graduate teachers perceived

equity, they will be satisfied and will be willing to stay on to the teaching profession. Contrarily, rewards that lead to feelings of inequity are detrimental. Graduate teachers will quit the service if opportunity avails itself to another job if the inequities cannot be resolved.

4.5 Graduate teacher retention

Retention is an organization's ability to keep employees who are valued contributors to organizational success for as long as is mutually beneficial. In Ghana, retention is a problem in most sectors due to lack of adequate attention to total rewards systems. It is therefore not surprise that public sectors in Ghana are crying of inadequate staff. Health sector is crying of exodus of Doctors. In Ghana Education Service, the massive exodus of teachers is worse especially in the rural areas where pupil-teacher ratio ranges between 80:1 and 150:1 because one/two teacher(s) may be teaching classes 1-6 (multi-grade teaching) in the Primary School or one teacher teaching three/four subjects at Junior High School level.

The graduate teacher is categorized into two; that is those who completed the initial teacher training colleges and have gone for further studies in the University for upgrading and those who went to the universities and found themselves in the Ghana Education Service. Over the years, there have been increasing rate of high turnover of the graduate teacher resulting into lack of teachers in the classrooms.

In recent education annual census meeting, Ghana Education Service was considering

either introducing a new bond system or withholding the certificates of graduate teachers in an attempt to compel them to stay in the service after their graduation to serve at least for five years. Though this suggestion generated argument and appears debatable, it vividly shows how frustrating and alarming the attrition of graduate teacher is. This research look forward to evaluate appropriateness of retention and the motivational strategies that Ghana Education Service has in place and the current steps being taken to properly motivate and retain the graduate teacher. These strategies will be compared with the findings emanating from this research pertaining to what the graduate teachers themselves think should be put in place to motivate them and hence retain them.

4.6 Salaries and Non-monetary Rewards

Salary is pay provided by an employer to an employee for services rendered (i.e., time, effort and skill) Ingersoll, (2001). Salary is fixed pay known as "base pay," is nondiscretionary compensation that does not vary according to performance or results achieved. It usually determined by the organization's pay philosophy and structure.

In Ghana fixed pay or base pay is the type of compensation that is practice in the public sector. Ghana Education Service also practices fixed pay (salary) which is nondiscretionary compensation that does not vary according to performance or results achieved.

Globally, issues on fixed pay or salaries have become a concern as public sector employees are leaving their jobs in search for better paid jobs. Workers in the public sector always cry that 'The take home salary cannot take me home' (Boe et al., 1996).

This cry include teachers whose salaries are generally noted to be low and are the major reason in the high exit rate for teachers (Ingersoll, 2001). It is apparent 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 from equity theory, that graduate 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 (Cascio, 1987). Empirical data collected on teachers leaving the profession, the researcher found that teachers who leave equate higher salaries with a greater sense of professional accomplishment. Also, wage differentials have an impact on teacher supply and teacher turnover (Darling-Hammond & Sclan, 1996). Increasing teachers' salaries is one solution to the problem of retention. Other ideas have emerged in the literature to help compensate for the poor salaries. Offering scholarships and facility loans for teacher's education and welfare are two suggestions (Choy et al., 1993).

Researchers have examined factors leading to teacher attrition that included salary or benefits as a factor. Several of these factors linked salary and benefits to a teacher's satisfaction or level of commitment (Choy et al., 1993). Other researchers tried to determine how salary affects the retention or attrition rate (Boe et al., 1996; Harris & Associates, 1992, 2001) compared salaries in teaching profession and salaries to jobs outside the teaching profession. They further determined how comparable salaries affect both men and women. Rickman & Parker (1990) compared salary of the teaching profession with comparable professions and found that the wage differential does, indeed, affect the supply of teachers. Chapman (1984) reported that there is an

association between salary and professional success for leavers. Compensation includes the wages and benefits paid to teachers for the performance of their duties (Gntz & Theobald, 1996; Mumane & Olsen, 1989). These wages and benefits include, but are not limited to, the following: base salary, medical insurance, scholarships, facility loans and extra duty allowance.

Graduate teachers with professional teaching certificates who graduated from the Universities have reported a lower gross annual salary than those who never taught (Chapman 1984). Teachers stay longer in teaching when they are well paid. As it is in all jobs, requiring a qualification leads to access to different career paths. The conditions of service offered to teachers, including their salaries and pay scales, have a significant impact on the composition of the teaching force and upon the quality of teaching. The relative level of teachers' salaries and the availability of salary increases during the course of their careers can affect the decision by qualified individuals to enter, or to remain in the teaching profession.

One of the guiding principles stated in the UNESCO/ILO (1997 & 2003) recommendation concerning the status of teaching personnel in higher education is that, working conditions should be such that they will enable teachers to concentrate on their professional tasks. In particular, salaries should provide teachers with the means to ensure a reasonable standard of living and to invest in further professional development; they should reflect the importance of the teaching function and should take into account the qualification and experience required by teachers together with the responsibility

they carry, and they should compare positively with salaries paid in other occupations requiring similar qualifications.

It is possible; however that Ghana Education Service cannot fill positions in specific disciplines where a sudden demand from industry creates a shortage of research-trained manpower that translates into large salary increases. This may occurred in fields like computer science, science and business administration. When feasible, GES may solve this problem by paying more for staff in disciplines that are in short supply. Even though this may not be feasible in certain situation, it does not imply that schools should be helpless. Some non-financial incentives can be as effective in attracting and keeping teachers. When pay is deemed insufficient for teachers, as has been the case in developing countries like Ghana, many are tempted to hold second jobs, a situation highly detrimental to the productivity in the educational sector. When compensation of these teaching staff is too low, individuals respond in a way that is rarely supportive of quality education. The numerous strikes by Lecturers, Prisons officers, Teachers and others, are all about salaries and low motivation. It is not surprise that the Fair Wages Commission and the Single Spine Salaries Structure (SSSS) are grumbling along side with Public Sector Workers about the responses Ghanaian workers are raising towards the SSSS implementations George Smith Graham (2010).

Reading from (OECD, 1999, UNESCO/ELO, 1997) reports, many countries have developed incentive schemes for teachers that allow for adjusting the remuneration of teachers without altering the basic government scales. Ghana must also take steps to develop such salary adjustment. Such adjustments may serve different aims, such as

attracting better candidates to the teaching profession (i.e. with higher than minimum qualifications or certification), rewarding teachers who take on responsibilities or duties beyond statutory norms, encouraging teachers to improve their performance, or attracting teachers into subject areas where demand is higher than supply, such as the sciences and Business courses all in attempt to retain graduate teachers and to make teachers available in the classrooms.

4.7 Perception and factors that influence graduate teacher attrition/retention

The prime purpose of this research is to gather information on teacher retention/attrition in GES. One of the earliest contributions to graduate teacher retention/attrition in Ghana was from Mereku's (2000) description on teacher demand and supply. In 2000, Meruku raised alarm on the rate at which teachers were leaving for further studies and not coming back after completion. Karikari, (2007) in his book teacher motivation said teacher attrition is an important aspect of the staffing needs in Ghanaian schools. Ghana is experiencing an increasing shortage of teachers and the primary reasons for graduate teacher shortages are teacher attrition. Attrition of teachers in general is as a result of retirement and leaving the teaching profession altogether prior to retirement age. Research further states, a lack of graduate teacher retention is key to ameliorating the teacher shortage (GNAT, 2007). "Pouring more water into the bucket will not be the answer if the holes are not first patched" (Ingersoll, 2002). Therefore as Ghana Education Service continues to train more teachers, there is the need for it to patch the holes or factors leading to increasing teacher attrition rate so that more teachers can be retained in the service to fill over thirty thousand vacancies declared recently.

In Ghana Education Service, teachers leave their job to other jobs for several reasons. It is, therefore, the task for government to identify such reasons and find solutions to retaining them. In order to identify and thereby strive to satisfy graduate teacher needs, the government should clarify which demands need to be met. Every teacher has needs and for government, the task is to recognize these needs in order to attempt to satisfy them by gathering information about what motivates graduate teachers or teachers with higher certificates (Randell, 1996).

4.8 Summary and conclusion

This chapter reviewed teacher retention in Ghana. It looked at the rate at which graduate teachers leave GES taken into consideration conditions of service prevailing in die GES as compared to other sectors. Less motivation packages in the service is as a result of low retention. Compensation especially the salary has been the major factor determinant of teachers' decision to leave or stay not only in Ghana but globally. The chapter recommends integration of total rewards system in the Ghana Education Service to promote high retention of graduate teachers in the Ghana Education Service to enable the service fill the vacant classrooms with teachers country-wide.

CHAPTER FIVE
DATA ANALYSIS, RESULTS AND DISCUSSIONS

5.0 Introduction

This chapter contains the analysis, results and discussions of the data collected. The data were edited in order to help identify omissions and corrections. The questionnaires were coded, and after which the variables were given sequential numbers and were categorized such that, items and responses measuring the same concept were grouped together. Frequency counts of each category was done presented in tabular forms showing frequency and percentage distributions of the trend of responses through the use of the statistical package for social sciences (SPSS-version 16.0). Interpretation and discussion of the data was done per the factors that constituted the framework for die research on total rewards for graduate teacher retention. The foregoing data woe used in this study to answer the research questions guiding this study; Presented in this chapter is description of the sample population, including demographic data.

5.1 Demographic characteristics of respondents

Demographic data shows that males formed majority of the sample respondents than females and this gives the assumption that men were more likely to be graduate teachers than women because men have been encouraged to go to school than females in Ghana. Additionally, the relatively young formed a larger proportion of the sample as many of the respondents were within the age range of 26-33 (31.7%). Those between 18-25 and

34-41 altogether formed one-quarter (25%) of the respondents. Very much worrying is the fact that nearly a quarter (23.3%) of the teachers were 50 years and above, creating the assumption that a sizable number of the respondents were ageing or perhaps near retirement. This mean attention should be given to recruiting more young men into the service. Marital status of respondents show that those in marriage unions constituted more than half (53.7%) of the sample, meaning this group with marital responsibilities are likely to leave the service for better paid job to enable them cope with life while those living a single life were one-fourth (25%). Additionally, 21.3% of the sample was not longer staying with their partners. The number of years that respondents serve the GES shows that a larger portion of the respondents - 47.0% have been serving the GES for 1-9 years. Those who have been in the service for a decade and more altogether formed 53.0% of the sample, thus given the assumption that respondents were more likely to provide credible information on motivation and retention of teachers due to their longer years of service with the GES. Respondents' characteristics are shown in Table 4.1

Table 5.1: Socio-demographic characteristics of respondents

Characteristics	Frequency	Percentage
Sex		
Male	180	60.0
Female	120	40.0
Age		
18-25	13	4.3
26-33	95	31.7
34-41	62	20.7
42-49	60	20.0
50+	70	23.3
Marital status		
Single	75	25.0
Married	161	53.7

Divorced/Separated	64	21.3
Qualification		
First degree	218	72.7
Masters	82	27.3
Years of service with GES		
1-9	141	47.0
10-19	54	18.0
20-29	54	18.0
30-39	51	17.0

Source: authors own computation based on field data (2009)

5.2 One-Way ANOVA of motivational factors influencing retention/attrition of graduate teachers

A key objective of this study is to identify the factors that determine the retention/attrition of graduate teachers in the GES. Previous studies have demonstrated that the ability of employees to work and remain in an organization depends very much on the existence of financial and non financial motivational factors (Henderson and Tulloch, 2008). The financial incentives include such things like higher salaries, salary supplements, benefits and allowances while the non-financial incentives include improved working and living conditions, continuing education and professional development, supervision and management (Dieleman et al., 2003; Bolger et al., 2006). In this study, a one-way ANOVA was computed to determine which of the items of the financial and non-financial incentives variables significantly predict the retention of graduate teachers in the GES. Table 4.2 captures a summary of the computed ANOVAs used to test how significant these motivational factors actually influence retention/attrition of teachers. The results show that lack of car loans/transportation for

graduate teachers is a strong factor influencing retention/attrition of graduate teachers ($p < 0.000$). Further, the results indicate that lack of modern teaching and learning materials is highly significant in influencing the exodus of graduate teachers from the GES ($p < 0.001$). Unequal wages and salaries for graduate teachers akin to graduates in other corporate sectors were also identified as a strong factor influencing turnover. Other strong motivational factors determining retention/attrition are lack of adequate and comfortable class rooms for teachers, non existence of over time allowance and the absence of scholarship opportunities for further studies. However, the provision of medical care for teachers, prestige of the profession and the availability of housing facilities do not affect much the decision of graduate teachers to leave the class room like other factors. See Table 4.2.

Table 5.2: One-Way ANOVA evaluating the motivational factors

Motivational factors affecting attrition		Sum of squares	df	Mean square	Mean	SD	F
Medical care	Between groups	11.833	4	2.958	1.67	0.64	0.189
	Within groups	331.07	245	1.351			
Prestige for the teaching profession	Between groups	4.684	4	1.171	1.42	0.50	0.078
	Within groups	191.82	249	0.783			
Housing facilities	Between groups	2.280	3	0.570	1.48	0.55	0.272
	Within groups	167.94	249	0.684			
Car loans/transport facilities	Between groups	35.803	4	8.951	1.43	0.54	2.751**
	Within groups	212.291	245	0.867			
Study leave with pay	Between groups	17.600	4	4.400	1.14	0.42	0.057**
	Within groups	210.80	249	0.860			
Salary equitable to graduates in other fields	Between groups	22.35	4	5.586	1.11	0.40	2.474**
	Within groups	262.55	245	1.072			

Modern teaching and learning materials	Between groups	123.148	4	30.787	1.24	0.47	3.300**
	Within groups	176.710	234	0.677			
Adequate and comfortable class rooms	Between groups	2.048	4	6.657	1.392	1.00	2.291*
	Within groups	34.816	245	0.755			
Overtime allowance	Between groups	21.439	4	0.512	1.564	0.58	1.838**
	Within groups	68.145	245	0.142			
Scholarships for further studies	Between groups	16.460	4	4.115	1.392	0.51	1.987**
	Within groups	99.124	245	0.405	1.481		

Notes: Scale: 1="Very much influence", 2-"May influence", 3 - "Doesn't influence"

**p < 0.02; *p < 0.05

Dependent variable: intention to leave the teaching profession

Source: authors own computation based on field data (2009)

5.3 Means and standard deviations of job stress and satisfaction constructs

Table 4.3 is a descriptive statistics of the job stress and satisfaction variables and the items used to measure each of them. It is clear that under the items of the job stress construct, feeling of nervousness at the work place and confidence to handle school problems have a similar mean score of 3.044. This provides the assumption that respondents sometimes feel nervous and lack confidence to handle school problems. Ability to control irritation and ability to cope with job stress scored mean points of 3.140 and 3.212 respectively indicating that on the average, respondents are sometimes able to control these personal dispositions. Of more significant is the fact that ability to control difficulties had the highest mean score of 3.220 and a standard deviation of 1.175.

The items of the job satisfaction construct have varied means scores. Respondents rating on the reflection of their job as hobby had a standard deviation of 0.880 and a mean score of 4.100 indicating that on the average, respondents disagreed that teaching could be comparable to a hobby. Respondents' perception on the attractiveness of job also scored a high average point (4.016) and a standard deviation of 0.826. The item with the least mean and standard deviation score for the job satisfaction construct is disappointment with job (1.492 and 0.679 respectively). Additionally, it is observed from Table 4.3 that enthusiasm to work and finding of happiness in the teaching service scored average points of 2.372 and 2.860 respectively with the latter scoring the least standard deviation. The mean scores for the other items are: job monotony (3.660) and motivation to work regularly (2.220). (Table 4.3)

Table SJ: Means and Standard Deviations of job stress and satisfaction constructs

Construct	N	Mean	SD
Job stress*			
Feeling of nervousness at the work place	250	3.044	1.435
Confidence to handle school problems	250	3.044	1.180
Ability to control irritation	250	3.140	1.072
Ability to cope with job stress	250	3.212	0.973
Ability to control difficulties	250	3.220	1.175
Job satisfaction**			
Taking job as a hobby	250	4.100	0.880
Attractiveness of job	250	4.016	0.826
Job monotony	250	3.660	0.998
Motivation to work regularly	250	2.220	1.070

Happiness with job	239	2.860	1.248
Enthusiasm to work	238	2.372	1.122
Disappointment with job	238	1.492	0.679

◆Scale: 1 = "Not at all", 2 = "Not often", 3 = "Sometimes", 4 = "Fairly often", 5 = "Very often"

"Scale: 1 = "Strongly agree", 2 = "Agree", 3 = "Fairly agree", 4 = "Disagree", 5 = "Strong disagree"

Source: authors own computation based on field data (2009)

5.4 Factors influencing retention/attrition rate in the Ghana Education Service

Many theories of motivation that place emphasis on the need factor (Maslow, 1954; Herzberg, 1950) postulated that employees inability to satisfy pressing needs could result in high turnover in the organization. In examining how the need factor identified in the literature affect turnover rate of graduate teachers in the GES, a number of questions were asked. For instance, respondents were asked: how does prestige for the teaching profession influence your intention to leave the GES. The results in Table 4.4 show that over half (57.6%) of the respondents indicated that prestige very much influences intention to leave the service and about two-fifth (42.4%) said that it may influence. Surprisingly, none of them held that prestige does not influence intention to leave. Medical care for employees is increasingly becoming a critical managerial issue since good health is the foundation for higher productivity. When respondents were asked whether non existence of medical care affect turnover of graduate teachers, many (47.2%) affirmed that it may influence while 42.8% were of the view that lack of free

medical care extremely influence graduate teachers departure from the GES. Further the results revealed that 54% of the respondents viewed lack of housing facilities as very much influencing graduate teachers' termination of appointment with GES and only a few (2.4%) held a contrasting view that it does not influence. The equity theory (Adams, 1965) is unambiguous that employees would always want rewards due them to be fair relative to what others receive. This study partly sought to examine how salary inequities between graduate teachers and graduates in other sectors influence the latter's intention to quit GES. The results demonstrate that nearly all (91.2%) perceive remuneration differences as very much influencing termination of appointment with GES which therefore need to be given much attention in educational policies. (Table 4.4)

Table S.4: Teachers views on factors influencing attrition rate in the GES

	<i>Very much influence</i>	<i>May influence</i>	<i>Doesn't influence</i>
	N(%)	N(%)	N(%)
Prestige for the teaching profession (N=250)	144(57.6)	106(42.4)	0(0)
Medical care (N=250)	107(42.8)	118(47.2)	25(10)
Housing schemes/facilities (N250)	135(54.0)	109(43.6)	6(2.4)
Access to car loans/transportation (N=250)	148(59.2)	97(38.8)	5(2.0)
Salary equitable to graduates in other sectors (N=250)	228(91.2)	16(6.4)	6(2.4)

Source: authors own computation based on field data (2009)

Si Other motivational factors affecting retention of graduate teachers in GES

In the literature review, Trice and Beer (1993) noted that a very descent organizational culture acceptable to employees is central to reducing the threat of turnover. Several other studies have identified the creation of a healing environment suitable to employees

as a significant retention strategy. A number of questions were asked to ascertain how existing structures and policies within GES influence turnover of graduate teachers. For example, respondents were asked: how does the school environment especially uncomfortable class rooms affect attrition of graduate teachers in the GES. As demonstrated in Table 4.5, a larger number (70.0%) said the unattractiveness of class room structures/facilities extremely influence withdrawal of service by graduate teachers, 27.2% maintained that poor class room furnishing many influence attrition, while a few (2.0) were of the view that poor class room facilities does not have any impact on intention to terminate service with the GES. Every teacher is often expected to acquire cutting-edge knowledge through higher education because no knowledge gained can ever be sufficient to cope with changing circumstances. The education ministry is thus expected to set up special scholarship awards for teachers to aid them in their urge to attain higher education. Respondents were thus inquired whether absence of scholarship opportunities for teachers influence their intention to leave the service. The results exemplify that over half (66.8) of the respondents linked lack of fellowship awards to their intention to leave teaching now or in the future. The inability of the GES to recognize and treat teachers based on their level of education was also thought of as very much influencing (70%) turnover of teachers. In a similar fashion, 78% of the respondents indicated that lack of modern teaching and learning materials strongly influences retention/attrition. It is therefore important that the stakeholders and the Government generally improve upon the culture, environment, teaching and learning facilities to make them attractive enough in the educational sector to increase graduate teacher retention rate in GES (Table 4.5).

Table S.S: Respondents rating of other motivational factors influencing attrition

	<i>Very much influence</i>	<i>May influence</i>	<i>Doesn't influence</i>
	N(%)	N(%)	N(%)
Inadequate and uncomfortable class rooms (N=250)	175(70.0)	68(27.2)	5(2.0)
Over time allowance (N=250)	121(48.4)	117(46.8)	12(4.8)
Scholarship for further studies (N=250)	167(66.8)	68(27.2)	15(6.0)
Non distinction between graduates and non graduate teachers (N=250)	175(70.0)	64(25.6)	11(4.4)
Modern teaching and learning materials (N=250)	195(78.0)	50(20.0)	5(2.0)

Source: authors own computation based on field data (2009)

5.6 Job satisfaction

Human resource management literature often place emphasis on satisfaction of employees with the workplace ecology and reward systems because satisfaction is a force that keeps employees committed to job and giving in their best. In this study, proxy indicators were used to establish the satisfaction level of respondents with the GES. Table 4.6 shows the job satisfaction construct and the proxy items used to measure satisfaction. The results show that a larger proportion (50%) of respondents disagreed with the fact that teachers often like their job comparable to their favourite hobby. On the same issue, 10.8% and 34% respectively fairly agreed and strongly disagreed that teaching is synonymous to a hobby. A variety of responses were also obtained on the attractiveness of the teaching profession. A larger number did not agree that teaching is attractive. Job satisfaction does not only occur to graduate teachers as employees in the form of salaries and fringe benefits but also rewards. Respondents were thus inquired to

find out how rewarding their job is. The results show that 58% disagreed with the assertion that teaching is rewarding and 24% extremely disagreed that the profession is rewarding. Nonetheless, on the same issue, 4% extremely agreed that it is rewarding. GES therefore own it as a responsibility to formulate policies to introduce attractive packages and rewards in the service to make the service attractive and satisfaction to graduates in order to make them stay in the service till retirement

Table 5.6: Job satisfaction of the graduate teacher

	<i>Strongly agree</i>	<i>Agree</i>	<i>Fairly agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
	N(%)	N(%)	N(%)	N(%)	N(%)
Teachers take their job as a hobby (N=250)	7(2.8)	6(2.4)	27(10.8)	125(50.0)	85(34.0)
Teaching is attractive (N=250)	24(9.6)	0(0.0)	11(4.4)	152(60.8)	63(25.2)
Teaching is monotonous (N=250)	10(4.0)	25(10.0)	46(18.4)	128(51.2)	41(16.4)
Teaching is rewarding (N=250)	10(4.0)	15(6.0)	20(8.0)	145(58.0)	60(24.0)

Source: authors own computation based on field data (2009)

5.7 Intrinsic motivation to serve the GES

Many writers on employee motivation tend to put stress on the self generated factors that influence people to behave in a particular way. The study thus sought to find out whether graduate teachers themselves have inherent urge to stay committed to their work. The results show that about half of the respondents expressed the view that teachers are self motivated to work. About a quarter of the respondents extremely agreed that there is an inherent urge for teachers to teach while a few of them held a contrasting view that there is no self motivation to carry out routine duties. The pleasure or happiness to teach was

given mix responses as 26.8% and 25.2% respectively fairly agreed and disagreed that teachers find pleasure in their job. When respondents were further asked the extent to which they agree with the fact that there is an inherent passion or enthusiasm of graduate teachers to render effective services, more than half of the respondents strongly agreed and a little over one-fifth fairly agreed. A higher number of the respondents strongly agreed that teaching is characterized by disappointment.

Table S.7: Intrinsic factors affecting service with GES

	<i>Strongly agree</i>	<i>Agree</i>	<i>Fairly agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
	N(%)	N(%)	N(%)	N(%)	N(%)
Teachers are self motivated to work regularly (N=250)	61(24.4)	126(50.4)	17(6.8)	39(15.6)	7(2.8)
Teachers find happiness in their job (N=250)	47(18.8)	50(20.0)	67(26.8)	63(25.2)	23(9.2)
There is enthusiasm to teach (N=239)	59(24.7)	92(38.5)	31(13.0)	54(22.6)	3(1.3)
Teaching is characterized by disappointment (N=238)	139(58.4)	88(37.0)	4(1.6)	7(2.9)	0(0.0)

Source: authors own computation based on field data (2009)

5.8 Characteristics of respondents (age, sex & qualification) and their intention to leave GES

This study also proposed to examine whether the demographics (age, sex and qualification) of teachers predict their intention to leave the **GES**. Indeed, research have shed light on the fact that turnover in the organization is likely to be low when employees of all categories are highly satisfied with reward systems and incentives accruing to them (Henderson and Tulloch, 2008; Kavanaugh et al., 2006). Therefore, in

examining the association between characteristics of graduate teachers and their intention to quit service with the GES, the results show that all the characteristics of teachers - age, sex and qualification significantly influences their intention to quit service with the GES as Chi-square is statistically significant for all cases ($P < 0.05$). Of significance is the fact that the youth are more likely to withdraw their services with the GES than the aged this is because the relatively young want to explore and most employers also want to engage young graduates with excuses that they energetic and can serve the organization for a quite number of years. Thus the higher a person's age the greater the intention to stay with the GES and vice versa. See table 4.8.

Table 5.8: Characteristics of respondents and their intention to leave teaching

	Yes(%)	No(%)	$\chi^2(df)p$ -value
Sex			
Male	97(38.8)	63(25.2)	5.722(1)0.017
Female	68(27.2)	22(8.8)	
Age			
18-25	13(5.2)	0(0.0)	1.327(4)0.000
26-33	74(29.6)	2(0.8)	
34-41	39(15.6)	0(0.0)	
42-49	26(10.4)	30(12.0)	
50+	13(5.2)	53(21.2)	
Qualification			
First degree	116(46.4)	70(28.0)	4.277(1)0.039
Masters	49(19.6)	15(6.0)	

Source: authors own computation based on field data (2009)

5.9 Stress levels of respondents

In recent times, the most stressful factors in the workplace relate to unsociable working hours, working in solo, experiencing fatigue and the intensity of workload (Williams et al., 1997). In addition to new sources of stress originating from professional duties

teachers have to bear emotional stress relating to students, marriage, children and parents and transportation. In this regard, examining the stress levels of teachers is significant to dealing effectively with retention of graduate teachers in the GES. Respondents were thus asked a number of questions to establish the extent to which they experience emotional and job stress. The results from the respondents show that about one-third of them indicated that they moderately experience stress and few experience stress very often, close to one-quarter never encounter stress. The occurrence of problems in the workplace and the ability to handle them to some extent brings relief and reduces anxiety. When respondents were questioned on their capability to handle school problems, 12% asserted that at all times, they are not able to handle school problems while 16% were of the view that they are able to solve school problems. Besides, a majority of the respondents maintained that they are sometimes able to control irritation at school whereas insignificant number pointed out that it is always hard for them to control irritation in school. A single evaluation question was used to deduce information from respondents on the degree at which they are able to cope with stress and work load. The results show that 38.4% are fairly able to manage stress and 11.2% said stress is often out of their control for them. (Table 4.9)

Table 5.9: Stress control by respondents

	<i>No at all</i>	<i>Not often</i>	<i>Sometimes</i>	<i>Fairly often</i>	<i>Very often</i>
	N(%)	N(%)	N(%)	N(%)	N(%)
Feeling of stress after work (N=250)	59(23.6)	34(13.6)	34(13.6)	83(33.2)	40(16.0)
Ability to handle school problems (N=250)	30(12.0)	60(24.0)	47(18.8)	95(38.0)	18(7.2)
Ability to control irritation at	29(11.6)	24(9.6)	97(38.8)	83(33.2)	17(6.8)

school (N=250)				
Ability to cope with stress and work load (N=250)	28(11.2)	39(15.6)	60(24.0)	96(38.4) 27(10.8)

Source: authors own computation based on field data (2009)

5.10 Rationale for termination of appointment with the GES

The views of graduate teachers who were formerly employed by the GES were solicited to examine the basis for leaving teaching and taking up appointment in other sectors. The aim was to obtain elaborate information in order to cope effectively with retention/attrition rate of graduate teachers. Against this background, respondents were inquired to provide reasons for quitting GES and accepting appointment in other sectors. As per their opinions, majority of them attributed their exit to low salary and poor motivation while others linked their reasons to a three stage problem: lack of prestige for the profession, poor salary and absence of motivation comparable to their current employers. Finally a few affirmed that poor salary of graduate teachers was the sole reason for leaving the GES. See table 4.10. From the empirical data and the results from respondents, salaries of teachers need to be given attention to promote retention in the teaching profession.

Table 5.10: Rationale for terminating appointment with the GES

	<i>Frequency</i>	<i>Percent</i>
Lack of prestige, poor salary, no motivation	14	28.0
Low salary and poor motivation	24	48.0
Poor salary	12	24.0
Total	50	100.0

Source: authors own computation based on field data (2009)

5.11 Control of turnover and retention strategies of graduate teachers

One of the key intent of this study is to obtain information on measures that can be taken to increase if not completely sustain retention of graduate teachers in the Ghana Education Service. The opinions of respondents are therefore critical within the broader ways of modeling retention strategies. It is important to state that the opinions of both graduate teachers in active service and those who have left the Ghana Education Service were sought. The responses from both sides were then synchronized to reflect their suggestions. Indeed, a variety of suggestions were obtained but the most dominant ones pointed to the establishment of better conditions of service and respect for the profession. According to the respondents, there is lack of cultural respect for teachers and the teaching profession as a whole. It was thus proposed that respect for the profession will be feasible only if graduate teachers are given recognition and better working conditions of service comparable to their counterparts in other sectors. Good salaries, provision of accommodation and payment of responsibilities allowances for graduate teachers were also dominant in the response rate. Additionally, respondents noted that in this 21st century, many things have reached a turning point unparalleled the past. In this regard, teachers need to be supplied with computers, white board, markers and befitting offices to stimulate commitment and hardworking. A lot more also proposed the establishment of scholarships or grants to aid teachers of all categories further their education. Another significant stringent strategy proposed by the respondents is the strengthening of the bond system where all teachers are compelled to serve the Ghana Education Service for a number five years before voluntarily resigning from the service. Lastly, respondents proposed the existence of procedural justice in the

selection of heads of institutions, postings, promotions and appointments to educational offices. It is their firm belief that the frustrations that often characterized the profession will be over if there is fairness, including total rewards system in the service.

5.12 Discussion

This research has raised a number of issues about retention strategies that need to be put in place in order to retain graduate teachers in the Ghana Education Service based on the theoretical and empirical data and the development and implementation of these strategies/policies. It summarizes the discoveries from field data from the research for Ghana Education Service to consider when formulating retention strategies/policies.

Lee & Maurer and McGovern in their literature make it clear that knowledge is like no other resource, it is constantly made obsolete, as today's advancements are tomorrow's ignorance. Accordingly, the knowledge needs for educational development in Ghana Education Service will change continually which policy makers must note in training teachers. It is found that the importance of graduate teachers and how well they are retained will increasingly be a decisive factor for sustainable competitive advantage in this 21st-century. The subtleties of retention present themselves in every aspect of the retention equation. The ways in which firms strive to retain their knowledge workers vary according to availability and are affected by factors such as organizational size and situation. In the theoretical and empirical evidence in this thesis, found an inclination towards a heightened demand for challenging work and development and career opportunities. Providing these opportunities do not assure a high retention rate, since

once these opportunities cease to exist, graduate teachers will start to look elsewhere for new challenges.

The findings of the research have showed that firms can become too effective with their retention strategies as graduate teachers as employees can become too comfortable and lose their initial enthusiasm. Retention is a tricky business, as Ghana Education Service needs to consider both retention as a decisive factor for sustainable competitive advantage and also becoming too successful in its efforts. Graduate teachers can exploit these efforts as they use the provided development and career opportunities to increase their attractiveness in the labour market but are solely provided by GES in its attempts to develop and retain graduate teachers. Therefore from the research it is found that Ghana Education Service needs to increasingly consider the subtleties of retention. One of the most crucial subtleties of retention is, no matter what a firm offers and what their efforts include to retain an employee it still does not assure the retention of employees. This fact also compromises sustainability of competitive advantage, as people are not completely sustainable within a firm. Although retention strategies can help deal with the challenge of motivating the graduate teacher to stay, theory seems to generalize individual needs.

Boe et al and Ingersoll further indicated in the literature that pay is considered not to satisfy internal employee needs. However, they found that the perceived importance of salary as a retention strategy is highly dependent. While some graduate teachers value salary, others value career opportunities. These two examples show a polarized view of salary as a retention strategy but from respondents, they indicated that one strategy does

not exclude the other. What is offered to graduate teachers should be considered as a bundle of various rewards (i.e. total rewards) and offers that match individual graduate teacher demands. Even though this might entail administration costs, since it is no simple effort to map individual needs, they are far less than recruitment costs. The research discovered that the most effective retention strategy is one that attentively considers individual graduate teacher needs in other words known as total rewards.

The literature makes it clear that working proactively and integrating HRM in the overall business strategy is needed in order to be an effective and competitive organization in labour market which policy makers must note. Many executives and Directors are reluctant to work strategically with human resources, even though they often state that the people are what constitute the organization. Educational Directors seem to be afraid to address the issue of managing human resources strategically because they cannot control humans as they do capital assets. We never know what the future might hold, but if Peter Drucker is right we will experience a demographic time bomb which will affect many firms. With a growing shortage of people not being able to take over after the baby boomers, retention of employees is going to be a very important competitive factor in the future. One major subtlety of retention is that the importance of retention seems to rely heavily on the business cycle. The research found that the importance of retention of graduate teachers in the Ghana Education Service is highly dependent on the traditional economic relation between supply and demand.

Furthermore the literature has ranged over the many issues surrounding retention. It has not put forward a set of proposals that would enable an instant retention strategy scheme to be installed. Instpnrf by considering the subtleties of retention it has laid down the principles that should guide the design and implementation of retention strategies which should be considered by top management policy makers and implementers.

In the literature, research has demonstrated that it is inevitable employees will leave an organization at some time or another but there are ways and strategies that can be used to influence employees to stay longer (Sheridan, 1992). It is fact that in Ghana, teacher's agitations and demands are beyond the resources of the government. As a result, the government and organized teachers unions are in constant stand-off over increase in salaries, benefits and improvement in working conditions. This study therefore examined and proposed a framework within which teachers in general and graduate teachers in particular can be motivated for the purpose of retaining them in the Ghana Education Service.

It is established based on the data collected from the field and on the literature that retention strategies take the form of job total rewards system. In examining the association between these factors and respondents intention to leave the Ghana Education Service, the study established that there is a positive correlation between poor salaries and the intention of graduate teachers to quit the service. Precisely, respondents reported that the absence of salaries for graduate teachers equitable to their counterparts in other sectors strongly influence turnover of graduate teachers in the Ghana Education

Service. This provides support for the literature (Pendleton, 1996; Coff, 1997) that when graduate teachers perceive the pay system to be unfair, it is unlikely that they will perform their best and in some cases leave the teaching service.

In addition to pay, benefits are viewed as other motivational factors that satisfy graduate teacher demands and expectations (Bratton and Gold, 2003). In examining the association between benefits and retention, the study established that financial incentives in the form of loans and transportation allowances for teachers strongly contribute to retention/attrition of teachers in the GES. This finding is in line with previous research (Ololude, 2006) whose study in Nigeria revealed that teacher's turnover was more to do with inadequate financial and non-financial incentives given them. This therefore means that Government in formulation of graduate teacher retention strategies should consider financial and non-financial incentives packages.

Again as stated in the literature and data gathered from field, it is expected that teachers are awarded with scholarships to enable them pursue high education and bring such knowledge to bear on the students. It is therefore not surprising that results of the study reported a positive correlation between non existence of scholarships opportunities for teachers and turnover in the GES. In other words, the absence of scholarship opportunities significantly influences the decision of teachers to leave the teaching profession. This finding is in agreement with Jamrog (2002) who also established in his study that employees are more willing to stay in an organization that provide training and that turnover begins when those opportunities cease to exist.

Literature further indicated that employee total rewards tend to place emphasis on the work-life flexibility (Dieleman et al., 2005; Bolger et al., 2006). The argument is that an attractive environment within which the employee work has the tendency of influencing retention. This notwithstanding, respondents indicated that the communities and the class rooms under which they perform their professional duties are very appalling and this often influences attrition of graduate teachers. Precisely, respondents reported a strong correlation between poor infrastructure and uncomfortable class rooms and their dissatisfaction of service in the teaching service as reported in previous studies (Ololube, 2004; Khaleque and Rahman, 1987).

Literature explained retention/attrition of graduate teachers and pointed out a number of factors; salary, prestige for the teaching profession, medical care, lack of housing facilities other rewards. Graduate teachers will want these factors to be relatively fair to what others receive. Data from literature and the field examined how salary inequities between graduate teachers and graduates in other sectors influence the latter's intention to quit GES. Information gathered indicated that teachers perceive remuneration differences as very much influencing termination of appointment with GES which therefore need to be given much attention in educational policies.

In the literature Trice and Beer (1993) noted that a very decent organizational way of life acceptable to employees is central to reducing teacher attrition. Several other studies have identified the creation of a healing environment suitable to employees as a significant retention strategy. It is therefore important that the stakeholders and the

Government generally improve upon the culture, environment, teaching and learning facilities to make them attractive enough in the educational sector to increase graduate teacher retention rate. Human resource management should place emphasis on workplace ecology and reward systems and formulate policies to introduce attractive packages to make the service attractive and satisfaction to graduates in order to make them stay in the service till retirement.

Stressful factors in the workplace relate to unsociable working hours, working in solo, experiencing fatigue and the intensity of workload (Williams et al., 1997). Data pointed out new sources of stress originating from professional duties teachers have to bear emotional stress relating to students, marriage, children and parents and transportation. In this regard, examining the stress levels of teachers is significant to dealing effectively with retention of graduate teachers in the GES. The occurrence of problems in the workplace and the ability to handle them to some extent brings relief and reduces anxiety. Besides, a majority of the respondents maintained that they are sometimes able to control irritation at school whereas insignificant number pointed out that it is always hard for them to control irritation in school. To reduce stress levels among teachers means that alarming increasing enrolment figures should correspond with increasing numbers of teachers. This then calls for attracting and retaining teachers in the service.

Data from graduate teachers who have left GES were solicited to examine the basis for leaving teaching and taking up appointment in other sectors. The aim was to obtain

elaborate information in order to cope effectively with retention/attrition rate of graduate teachers. Majority of them attributed their exit to low salary and poor motivation while the remaining of them linked their reasons to a three stage problem: lack of prestige for the profession, poor salary and absence of motivation comparable to their current employers. From the empirical data and the results from respondents, salaries of teachers need to be given attention to promote retention in the teaching profession.

Another significant finding is that all the characteristics of respondents (age, sex and qualification) of teachers predict their intention to leave the GES. Indeed, research have shed light on the fact that turnover in the organization is likely to be low when employees of all categories are highly satisfied with reward systems and incentives accruing to them (Henderson and Tulloch, 2008; Kavanaugh et al., 2006). In examination of the association between characteristics of graduate teachers and their intention to quit service with the GES, the results showed that all the characteristics of teachers - age, sex and qualification significantly influences their intention to quit service with GES especially the youth are more likely to withdraw their services with the GES than the aged this is because the relatively young want to explore and most employers also want to engage young graduates with excuses that they are energetic and can serve the organization for a quite number of years.

5.13 Conclusion

This chapter provided empirical literature review and theoretical literature view on the attrition/retention of the graduate teacher in the Ghana Education Service. Data was

analyzed using simple descriptive statistics. A One-Way ANOVA and Chi-square were then used to test association and level of significance between variables. It is established based on the results that there is a positive association between absence of salary equitable to graduates in other sectors and respondents intention to leave the Ghana Education Service. Other strong motivational factors influencing attrition rate in the GES are: absence of car loans/transportation for teachers, lack of modern teaching and learning materials, absence of scholarships for teachers to undertake further studies and unappealing school environment particularly classroom situations.

That is to say the Government must use all tools available to attract, motivate and retain graduate teachers. These tools should include everything the graduate teachers perceive to be of value resulting from the employment relationship. 'Throughout history, employers have been challenged with attracting, motivating and retaining employees. From the simplest barter systems of centuries past to the current complex incentive formulas of today, the organizational premise has been the same: Provide productivity and results to our enterprise and we will provide you with something of value'

The questionnaire was divided into four sections as follows: Section A deal with general/personal information on respondents including sex, age, marital status, qualifications, and number of years in service; Section B gathered information on respondents profession, factors that affect attrition rate and job satisfaction; Section C covered issues relating to employee decision to leave or stay in the service. The fourth

section (Section D) was designed to solicit ideas on how to increase graduate teacher retention in Ghana.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

This chapter summaries the whole study from chapter one to chapter four. The study investigated the dominant reasons graduate teachers in the Ghana Education Service need to be retained in the teaching profession after graduation from further studies. Leaving teachers were asked to identify the prevailing reasons they had left the teaching profession and those still in the service were asked what were the dominant factors causing them to consider leaving the profession and the positive considerations causing them to stay in the teaching profession. This chapter also finds out pragmatic opportunities towards strengthening retention strategies in the Ghana Education Service. Findings are also discussed, along with implications for practice and recommendations for future research.

6.1 Summary of the main findings

The following are the summary of the main findings;

- Attracting and retaining of graduate teachers in our educational institutions is very important from all indications from the literature and interviews in this research finding so that empty classrooms could be filled with teachers.

- Empirical data on teacher attrition and retention issues concerning factors such as pay, incentives and benefits discovered were considered by subjects of this research as not the best. This development led to many graduate teachers leaving

the GES for other jobs. Therefore, policy makers must take the above into consideration in developing educational policies.

- The study found that of the various total rewards factors used to examine retention/attrition, financial and non-financial incentives significantly predict turnover of graduate teachers.
- Demographic characteristics of graduate teachers (age, sex and qualification) were significant predictors of turnover of graduate teachers. However, turnover was likely to be different between the young and the ageing. For instance the young were more likely to leave the service than those from 40 years and above. Similarly, from table 4.8, male teachers were more likely to have high turnover than female teachers (38.8% vs. 27.2%). Therefore policies should be made to encourage the young and more female teachers in the service.
- Teaching is not attractive as indicated by a majority of the respondents. Teachers provided a variety of reasons regarding the rationale for high turnover in the GES. These include: lack of prestige for the profession and the absence of adequate motivation. Poor or low salaries compared to the earnings of employees in other professions were also cited as reasons for graduate teacher attrition; table 4.10.
- Motivational policies were mentioned; one way ANOVA of motivational factors (table 4.2; page 59) during data analysis and are genuine situation needing

attention. From the research it is found that different things motivate every person; monetary rewards motivate some people while others are motivated by recognition or career possibilities. Motivational policies such as loans schemes for housing and car facilities, provision of medical facilities, incentives like study leave, allowances, scholarships for teachers were mentioned. Some organizations provide most of the motivation policies mentioned by teachers. Research has revealed that these motivational policies have proven that they have served as basis of attraction to other jobs and there is the need for GES to introduce them for retention purposes.

- Graduate teachers indicated in table 4.2 p.67 above (lack of modern teaching and learning facilities and adequate and comfortable classrooms) that the quality of school facilities is an important factor in their decision making. These facilities are an important predictor of the retention/attrition decision. As a matter of necessity, the graduate teachers said the government should improve school physical facilities. The Government should therefore give attention in developing and implementing school factors policies.
- Findings from the research, (table 4.4 p.71, prestige for the teaching profession) a community factor in retention decision is the social status of the teaching profession in the broader community. Graduate teachers interviewed for example indicated that their primary source of anxiety about the teaching profession was dealing with a misinformed community. The graduate teachers reported that they have to repeatedly battle public stereotypes that they enjoy high salaries and

numerous vacations, and that their jobs are easier than most professions. The teachers find a professional paradox that the community has great expectations from education, but teachers are accorded low social status and held in low esteem. GES to achieve retention strategies for the graduate teacher, community factors have to be looked at and improved and teachers given the necessary respect

- Interview with GES officials revealed that Government policies to train and retain more teachers to meet the existing and future demand and also replace teachers lost due to attrition and retirement have not been feasible probably due to lack of commitment This means that Ghana may not be able to meet its teacher stock targets unless drastic expansion of teacher intake at the training colleges and the universities is realized to address the situation. Also, government inability to improve upon the working conditions of GES and pay equitable salaries as well motivate teachers in the rural areas is leading to the exodus of graduate teachers. It is therefore prudent for the government to improve working conditions of GES and introduce good policies and make sure that .the replacement of Ghana Universal Salary Structure (GUSS) by the Single Spine Salary Structure (SSSS) is well implemented to bring equity in the labour market in order to attract and retain the graduate teacher.

It is due to these findings, that the researcher can conclude that, this research is appropriate and timely in Ghana; hence the findings and answers to the research questions below.

i. What strategies can be put in place to attract and retain graduate teachers in the Ghana Education Service?

Findings from the research have showed that, the following strategies can help attract and retain the graduate teacher in GES. These are provision of scholarships for further studies, study leave with pay to qualified teachers, modern teaching and learning facilities, rewards, equitable pay and professional development, introduction of overtime allowance and access to transport and accommodation facilities as in table 4.2. These strategies should be considered in policy development and implementation.

Important working conditions that can influence the retention of graduate teachers

The findings from the research have shown that the strategies and conditions that promote retention of graduate teachers in GES are; total rewards: compensation, benefits, work-Life flexibility, performance & recognition and development & career opportunities. The findings further emphasize equitable pay. The existence of these conditions will help prevent departures from GES as in tables 4.4 and 4.5. Therefore in policy development, these conditions must be considered to achieve retention at all levels of education.

Retention policies of Ghana Education Service

The research found that record keeping in GES has been very poor. However, efforts were made by the researcher and discovered GES retention policies. These policies have not proved effective enough to yield the desired results, because they are seen on paper

but practically little is done, hence the decreasing retention rate of teachers. Below are the policies;

- i. Career development opportunities which attract study leave with pay.
- ii. Salary scale and yearly one point incremental jump which come in every September each year.
- iii. Three year bond system to teachers from training colleges and universities.
- iv. Responsibilities and other allowances.
- v. Leave entitlements that go with pay.
- vi. Incentive-tied teacher placement package policy for rural teachers.
- vii. Teacher trainee allowances.
- viii. Subsidized distance education and sandwich programs.
- ix. Grants and salary advancement.

The policies need some innovation and practical realization in addition to these research recommendations in order to be able to retain graduate teachers in the GES.

Factors influencing attrition rate of graduate teachers in Ghana Education Service

From the information gathered from the field, factors that influence graduate teacher attrition are; lack of recognition, prestige for the teaching profession, low salary and poor motivation influence their intention to leave the GES. The results in Table 4.4 show that over half (57.6%) of the respondents indicated that prestige very much influences intention to leave the service. Another factor from the results revealed that 54% of the respondents viewed lack of housing facilities as very much influencing graduate teachers' termination of appointment with GES (Table 4.4). The Government should therefore give much attention to these factors in policy development.

ii. Do age, sex and qualification of graduate teachers influence their intention to leave GES?

Table 4.8; page 67 of this research discovered that the demographics (age, sex and qualification) of graduate teachers influence their intention to leave the GES as chi-square is statistically significant for all cases ($P < 0.05$). Of significance is the fact that the youth are more likely to withdraw their services with the GES than the aged. Thus the higher teachers age the greater the intention to stay with the GES and vice versa. The Government should therefore introduce rewards that will maximize young teacher retention in the service.



6.11 Conclusion

This study examined graduate teacher retention in Ghana Education Service. The main research questions that guided the study have been dealt with. The research recognizes the role of formal education and graduate teachers in the social and economic development. Attraction and retention of graduate teachers in the classrooms are very important in order to achieve the educational goals. The research has identified low pay and poor working conditions as two major factors that are pushing teachers out of the teaching profession. In Ghana teaching is regarded as a profession with low prestige due to the low pay and the low living standards among graduate teachers and teachers in general in GES. It was therefore not surprising that teachers covered by this survey said they are not satisfied with their current low remuneration and will want to leave when opportunity occur as discussed on page 17 under empirical literature review. With regard to benefits, research analysis shows that, apart from study leave with pay, teachers

generally do not have access to other benefits such as housing facilities, car loans, medical care, scholarships and modern teaching and learning materials among others. Since study leave with pay remains the only benefit available to teachers many teachers take advantage of it. Many teachers are very disappointed of the quota system of granting 3,000 teachers study leave with pay each year which denies many qualified teachers from enjoying the only established benefit. The low salary and poor working conditions act to lower morale among teachers. Teachers who have left the service said they are not willing to recommend teaching profession to their children or their relatives. The information gathered provides the stakeholders the tools to engage the relevant authorities in the educational sector to work towards retaining the graduate teachers in the classrooms to make up the variance between teaching staff available and teaching staff needed on table 2.1, page 19.

6J Recommendations and Suggestions

In the light of the above observations made and to ensure that educational goals are achieved, appropriate authorities and stakeholders in education must adopt an integrated approach to total rewards system to implement measures that will reverse the current rate at which teachers are leaving the service as suggested by Tinto's Teacher Integration Model on page 8. The study leave with pay system has gone a long way to attract some young and brilliant people to take up teaching appointments and should not be stopped but improved. The Government and the concern authorities in the education sector have done very little to ensure that graduate teachers trained at the expense of the taxpayer are retained in the Ghana Education Service to serve the purpose for which they were trained

as said by Mrs. Duncan-Adanuash (2009) on page 18. This research recommends the following;

- GES should revise its retention policies/strategies to include total rewards and adopt feasible policies to retain graduate teachers in the service.

 - The government should be more responsive in follow-up studies concerning working conditions and retention issues of graduate teachers in the Ghana Education Service. This can be done by participating in surveys and interviews and strengthening management information and making available relevant and reliable data and coming out with attractive packages to attract graduates into the service.

 - The frequent strikes and agitations in the public sector are all issues pertaining financial incentives. The government should therefore increase graduate teachers' salaries so that they are in line with the cost of living prevailing in the country and their counterparts in other sectors respectively.

 - **Working conditions of service** Tables 4.2; 4.4 and 4.5 comprehensively indicated respondents' responses that there is the need for Ghana Education Service to seriously improve upon the existing working conditions of service and introduce feasible policies and attractive packages to attract and retain more graduate teachers into the service.
- a. Housing: It is therefore recommended that the Ministry of Education should work closely with the Home Finance Company (HFC), SSNIT and other Estate Developers

and financial institutions to develop a soft package that would enable graduate teachers to own houses that belong to them. To motivate and attract more graduate teachers, funds should also be sought to put up more official accommodation in schools to house teachers to reduce the increasing burden of high rent and frustrations of landlords. If this is done, it will go a long way to attract and retain graduate teachers in the Ghana Education Service.

b. **Car loan/ transport:** To address the problem of lack of car loans/transport, the Government and the stakeholders should support GNAT and NAGRAT pilot programmes to arrange for subsidized large numbers of new cars for graduate teachers and teachers in general with the ranks of principal superintendent and above. The Government should also provide mini-buses at vantage points (i.e. having teachers in mind) to enable teachers who will not be able to buy their own cars to have easy access to transport to schools to encourage regularity and punctuality of teachers and also reduce stress in queues in search for transport to schools.

c. **Modern teaching and learning equipment:** The advancement of **technology** and the harm of chalkboard to the health of the teacher, therefore, called for the provision of modern teaching and learning equipment with improved classrooms. The Government should make efforts to provide laptop computers to all teachers and a projector to h school to ease the work of teachers in lesson presentation in the classrooms. White board and markers should also be provided to replace the chalkboard which has been established as one of the causes of teachers' sight problems and worsening condition of asthmatic teachers due to the particles of chalk that fall into their eyes and also being inhaled by teachers during teaching respectively.

d. Payment of allowances: Responsibility allowance of fifty pesewas for assistant head teacher and one Ghana cedi for head teacher at Basic and two Ghana cedis for officers at GES offices and head teachers and house masters respectively is not motivating at all. These allowances are not even regular. The Government should therefore improve upon all the existing allowances in the service and make them regular as a motivating factor to graduate teachers for retention purposes.

e. Scholarships: Though there is some kind of scholarships offered to teachers to study abroad, teachers wonder who enjoy such scholarships. There is therefore the need for the Government to widen such scholarships for teachers to study both in Ghana and Abroad and ensure that teachers fully enjoy them. In addition to the above, at least one child of a teacher should be given scholarship to study up to the university level. This will give the graduate teacher assurance that at least his or her ward can have education up to university in the mist of economic hardships prevailing in the GES. This will also serve as motivation for graduate teacher retention.

f. Recognition of higher certificates: GES should recognize and treat teachers based on their level of education such as Masters' and Doctorate. It is obvious to see Masters' and Doctorate degree holders teaching in Basic schools while Diploma and first degree holders are teaching in second cycle schools. I therefore recommend that masters' and Doctorate holders should be first posted to second cycle schools before first degree holders. This though same salaries it will give some satisfaction of job placement to higher certificates holders and accord them recognition. Once they are satisfied, they will stay hence retention.

g. Respect for teachers: Teachers indicated their main source of worry about the teaching profession as dealing with a misinformed community. They have to battle public stereotypes about their salaries. They complained that they are accorded with low social status and held in low esteem due to poor salaries and poor working conditions of service. It is therefore recommended that the Government and stakeholders should demonstrate exemplary life by being the first to recognize teachers' contributions and accord them the due respect. Governments must stop giving commanding words and unwelcoming remarks whenever teachers agitate for better working conditions of service or salary increment but should be prepared to dialogue with teachers on the negotiation table and improve teachers' lives in the community. The 1991 and 2005 remarks by Governments that the CDR'S and Pastors will go to the classrooms to teach respectively if teachers decide to stay out of classroom should become the thing of the past once the quality of education is a concern for all and as well the issues of graduate teacher retention.

h. Government policies: The government should strengthen the existing bond system and make it five years instead of three. The government should attach all the 38 training colleges to the universities as part of the universities programmes and use the trainee allowances at the training colleges to subsidize education courses at the universities for the youth who want to take teaching as a profession. The government should be committed to teachers salary and working conditions of service policies such that the faire wages and salaries commission's single spine salary structure (SSSS) which is the fourteenth since independent is not mishandled like the Ghana Universal Salary Structure (GUSS) where some workers were singled out and given allowances in

addition to salaries.

i. Postings of teachers. All schools should be graded for example grade A, B, C, D and E schools. Grade A, should be schools in regional capitals without postings incentives. Grade B and C should be schools in District capitals with incentives of 5% to 10% of basic salary. Grade D and E should be schools in rural and remote areas with incentive-tied of 10% to 20% of basic salary in addition to free motor-bikes to encourage evenly distribution of teachers to all schools in the country. If postings are properly done as suggested, it will serve as motivation and as well encourage graduate teacher retention in the service.

These recommendations are based on theoretical literature review on Tinto's integration and Astin's involvement models where there is the need to integrate rewards systems and involve teachers in all discussions and empirical literature review on retention policies regarding to the factors of graduate teacher attraction and retention to make up the needed numbers of teachers to fill the vacancies in all educational levels to help realize educational goals in Ghana to provide education for all and all school going children.

6.4 Direction for further research

- i. Will privatization of Ghana Education Service improve the working conditions of service of the graduate teacher?
- ii. Why are governments not committed in improving teachers working conditions of service and using teachers' 'numbers' as excuses?

6.5 Policy Implication

The findings of the study calls for the government to do policy analysis of the existing educational policies which therefore imply that the government should adopt;

- Policy change to cope with the changes in the educational sector to enhance the sector.
- Policy transfer to bring in good policies from other sectors to education in order to promote graduate teacher retention.
- Linking theory and practice to include state and society centered approaches to augment this representation in order to fully specify the links between structures and groups policies to get teachers and the government interest in educational sector for improvement.

These research findings should be used in the formulation, implementation and review of policies aimed at reducing teacher attrition and increasing graduate teacher retention in the Ghana Education Service. As suggested in this research, it is only when the right policies are implemented and appropriate actions are taken that can attract and retain graduate teachers in the GES like Japan, Tanzania, Singapore and other countries where traditional image of teachers have been improved and teaching profession became a very popular option among the young people.

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APPENDICES

RESEARCH QUESTIONNAIRE

This research is a survey aimed at bringing to the notice of the public and the authorities of the Ministry of Education, graduate teacher attrition rate in Ghana and factors leading to it. In addition, the research also aimed at suggesting possible interventions which could be put in place to help curb the situation. You are assured that information gathered is solely for research purposes and will be strictly kept confidential and private. That is why your name is not needed. Please humbly answer all questions applicable to you as honestly as you can.

SECTION A

BACKGROUND INFORMATION

1. Sex: Male [] Female [].
2. Age: _____
3. Marital status: Single [], Married [], Divorce/Separate [].
4. Highest educational qualification: First degree [] Masters [] Doctorate [].
5. How long have you taught or been teaching as a graduate teacher? _____

6. Did you go to the initial teacher training college? Yes [] No []
7. If no to question 6, did you join the service as a university graduate? Yes [] No []
- If no; specify entry qualification _____
8. When did you join GES (date of first appointment)? Day Month_ Year

SECTION B

THIS SECTION IS FOR GRADUATE TEACHERS IN ACTIVE SERVICE.

1. Were you a professional teacher before going to the university? Yes [] No []
2. If no, why did you join the teaching service (GES)? _____
3. If yes to question 1, why did you come back to teaching service? _____
4. Do you have any intention of leaving the teaching service? Yes [] No []
5. Considering your qualification and experience, do you feel cheated working with GES as compared to other establishments? Yes [] No []
6. Please indicate how the absences of the following affect teacher attrition rate (the rate at which teachers leave the service) by circling the number corresponding to your choice.

1. Very much influence 2. May influence 3. Doesn't influence

- | | | |
|---|----|-----|
| a. Prestige (respect / reputation derived from achievement) in teaching | 12 | 3 |
| b. Medical care | 12 | 3 |
| c. Housing scheme/facilities | 1 | 2 3 |

d. Car loan accessibility/transport facilities	12	3
e. Study leave with pay	12	3
f. Equitable salary	12	3
g. Government scholarship for teachers to study both in Ghana and Abroad.	12	3
h. Scholarship for teachers' children to study up to the university	12	3
i. Distinction between graduate and non-graduate teachers	12	3
j. Recognition of Masters and Doctorate certificates	12	3
k. Lack of modern teaching and learning materials	12	3
l. Lack of adequate and comfortable classrooms for learning	12	3
m. Overtime allowance	1	2.3
n. Risk allowance	12	3
7. Please suggest some policies to be put in place by the authorities of Ministry of Education and the stakeholders to help attract and retain the graduate teacher in the teaching service.		

8. **JOB STRESS:** The following questionnaire has been widely used to measure stress level. As you answer the questions, think only of the past month. Please indicate the number that corresponds to your choice by writing the number against questions i to vi below.

1 = Not at all 2= Not often 3= Sometimes 4= Fairly often 5= Very often

i. How often have you felt nervous and "stressed" at the work place?

- ii. How often have you felt confident about your ability to handle school problems?
- iii. How often have you been able to control irritation at school?
- iv. How often have you found that you could not cope with all the things that you had to do?
- v. How often have you been angered because of things that were outside your control?
- vi. How often have you felt difficulties were piling so high that you could not overcome them?

9. JOB SATISFACTION Please select from the list below the most appropriate to you by writing the number of your choice against questions a to h.

1. Strongly agree, 2. Agree, 3. Undecided, 4. Disagree, 5. Strongly disagree”.

- (a) My job is like a hobby to me.
- (b) My job is usually interesting enough to keep me from getting bored.
- (c) I am often bored with my job.
- (d) I feel fairly well satisfied with my present job.
- (e) Most of the time I have to force myself to go to work.
- (f) I feel that I am happier in my work than most other people.
- (g) Most days I am enthusiastic about my work.
- (h) I am disappointed that I ever took this job.

