

# **DIPLOMA THESIS**

**Martin Gambrah Osei**

**April, 2023**

**Hungarian University of Agriculture and Life  
Sciences**

**Károly Róbert Campus**

**The effects of high teacher attrition on students' Performance in  
Ghanaian rural schools:  
The case of Amansie West and Amansie South district of Ashanti**

**Supervisor**

**Dr. Réthy István**

Professor

**Made by**

**Martin Gambrah Osei**

MA in Business

Administration and  
Management

Management and Leadership

Full-time education

**2023**

## Table of Contents

ACKNOWLEDGEMENT .....	i
ABSTRACT .....	iii
CHAPTER ONE .....	1
INTRODUCTION .....	1
1.1 Background of the study .....	1
1.2 Statement of the problem .....	4
1.3 Objectives of the study .....	5
1.4 Research questions .....	5
1.5 Scope of the study .....	5
1.6 Significance of the Study .....	5
1.7 Organization of the study .....	6
CHAPTER TWO .....	7
LITERATURE REVIEW .....	7
2.0 Introduction .....	7
2.1 Overview .....	7
2.2 Theory of planned behaviour .....	8
2.3 Teacher Recruitment .....	10
2.3.1 Incentives .....	11
2.3.2 Hiring Practices .....	12
2.4 Teacher Retention .....	13
2.4.1 Preparation .....	15
2.4.2 Support .....	15
2.4.3 School leadership, trust, and culture .....	17
2.5 Teacher Attrition .....	19
2.5.1 Lack of support .....	21
2.5.2 Teacher burn-out .....	22
2.5.3 Negative school environment .....	23
2.6 Summary .....	23
CHAPTER THREE .....	24
RESEARCH METHODOLOGY .....	24
3.0 Chapter Overview .....	24
3.1 Research Paradigm .....	24

3.1.1 Interpretive Research .....	24
3.1.2 Justification of Research Paradigm for the Study.....	25
3.2 Research Approach .....	25
3.2.1 Quantitative Research.....	25
3.4 Sampling Method .....	26
3.4.2 Sampling Frame.....	27
3.4.3 Sampling Size .....	27
3.5 Data Collection Instrument for the Study.....	28
3.6 Data Analysis .....	28
3.7 Reliability .....	29
3.8 Validity.....	29
3.9 Ethical Considerations .....	29
3.10 Chapter Summary .....	30
CHAPTER FOUR .....	31
DATA PRESENTATION, ANALYSIS AND DISCUSSIONS.....	31
4.0 Introduction.....	31
4.1 Reliability and Validity Test .....	31
Table 4.1 Reliability Statistics .....	31
4.2 Section A: Demographic and personal information of respondents .....	32
4.3 FACTORS THAT MILITATE AGAINST RETENTION OF TEACHERS IN PUBLIC SENIOR HIGH SCHOOLS .....	34
4.3.1 How many teachers have left your school in the past 5 years? .....	34
4.3.2 Do you think that the rate at which teachers leave these areas is due to inadequate incentives? .....	35
4.3.3 Do you feel adequately compensated for your work as a teacher?.....	36
4.3.4 Have you received professional development opportunities in the past year? .....	37
4.3.5 Have you considered leaving your teaching position in the past years? If yes, what were the reasons for considering leaving?.....	37
4.3.6 Descriptive statistics on the various variables .....	38
4.4 EXTENT TO WHICH TEACHERS IN PUBLIC SENIOR HIGH SCHOOLS ARE SATISFIED WITH THEIR CONDITIONS OF SERVICE.....	40
4.5 FACTORS TO CURBING TEACHER ATTRITION IN PUBLIC SENIOR HIGH SCHOOLS IN GHANA .....	42
4.6 EFFECTS OF HIGH TEACHER ATTRITION ON THE PERFORMANCE OF STUDENTS IN THIS AREA.....	43
4.6.1 Have you noticed any change in the quality of teaching after the departure of experienced teachers? .....	43

4.6.2 How has the turnover of teachers affected the academic performance of students in your school?.....	44
CHAPTER FIVE .....	47
SUMMARY, CONCLUSION AND RECOMMENDATIONS .....	47
5.0 Introduction.....	47
5.1 Summary.....	47
5.2 Conclusion .....	50
5.3 Recommendations.....	51
5.4 Need for Further Research.....	52
REFERENCES .....	54
APPENDIX .....	60
DECLARATION OF CONSULTATIONS .....	64
DECLARATION .....	65
DEDICATION .....	66

## **ACKNOWLEDGEMENT**

I want to start by thanking God for His grace and strength shown to me through my educational journey. For the successful completion of this thesis, I would like to express my appreciation to the Education Directorate of the Amansie West and Amansie South district in the Ashanti region of Ghana, as well as the headmasters, teachers and educational workers in the districts, and Mr. Baiden Ofosuhene (former headmaster, MASEC) for their immense contribution for the successful completion of this work. My thesis advisor, Dr. Rethy Istvan, deserves a special mention for the essential advice and assistance he provided throughout the study process. His insights and feedback have been instrumental in shaping the direction of this thesis, and his unwavering support and encouragement have kept me motivated during challenging times. I would also like to thank the faculty lecturers and staff of the Institute of Rural Development and Sustainable Economy, for their guidance and support throughout my studies, as well as the staff of the Hungarian University of Agriculture and Life Sciences, particularly, Dora and Barbara for their assistance with administrative matters. This study was made possible by the Stipendium Hungaricum scholarship programme and the Ghana Scholarships Secretariats scholarship programme, through a bilateral cooperation agreement between the Hungarian and Ghanaian governments.

My family and friends have been an incredible source of support and encouragement during my academic journey, and I am sincerely grateful to them. To my study participants, who have generously shared their experiences and insights, making this research possible and contributing to the field's knowledge base. Thank you all for your support and encouragement. I hope that the findings of this research will contribute to addressing the challenges faced in

the educational sector in Ghana and other developing countries. It is my sincere hope that this work will inspire further research and interventions that will improve the quality of education and promote sustainable development.

In conclusion, I want to reiterate my gratitude to everyone who has contributed to my academic journey and the completion of this thesis. I am deeply appreciative of the support and encouragement provided. May God bless you all.

## **ABSTRACT**

This study explores the effects of high teacher attrition rates on students' academic performance in Ghanaian rural schools. The study employs quantitative analyses and using a sample of 81 respondents, the study investigates the factors that contribute to high teacher turnover rates in public senior high schools, the extent to which teachers are satisfied with their conditions of service, and the impact of teacher attrition on students' academic performance. The study finds that factors such as low salaries, poor working conditions, lack of professional development opportunities, and inadequate teacher support contribute to high teacher attrition rates in rural schools in Ghana. The study also finds that high teacher turnover rates have a negative impact on students' academic achievement, with students in schools with high teacher turnover rates performing significantly worse than their peers in schools with low teacher turnover rates. The study recommends several measures for addressing the issue of high teacher attrition rates and improving the quality of education in Ghanaian rural schools. These include improving teacher working conditions, providing professional development opportunities, enhancing teacher support, and implementing policies that promote teacher retention. The study also recommends the need for further research on the factors that contribute to high teacher turnover rates and effective strategies for addressing this issue. In conclusion, this study highlights the critical role that teachers play in students' academic achievement and the negative impact of high teacher attrition rates on the quality of education in Ghanaian rural schools. By implementing the recommended measures, policymakers, education stakeholders, and local communities can improve teacher retention rates and enhance the quality of education in rural areas of Ghana.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the study**

In every country in the globe, formal education plays an important part in the development process. In addition to being a major factor in social development, education is also the cornerstone of long-term economic growth. ODURO (2016) asserts that technology and information are steadily becoming the foundation of competitive advantage globally. The amount to which knowledge and technology may be used to increase productivity and improve the well-being of the population depends on the quality of a nation's human capital stock. Through formal education and training, they are possible to get. Obtaining formal education is also the best way to increase one's skill set and human capital pool. Education also improves one's capacity for understanding, appreciating, and critiquing novel concepts, and it can speed up the adoption and customization of technology to address the unique development issues of a given nation.

There are several challenges with Ghana's educational system. Poor and insufficient infrastructure, little funding, and a teacher shortage, particularly in rural regions, are some of the issues. One of the most difficult issues the Ghanaian educational system is now dealing with is the teacher shortage, which is partly attributed to low rates of teacher training and high levels of teacher attrition. According to recent study, the nation's teacher shortages are mostly caused by the present, relatively high rate of teacher turnover, which accounts for almost 90% of yearly teacher demand (SUTCHER, DARLING-HAMMOND, & CARVER-THOMAS 2019).

The problem of teacher dropouts in the United States is steadily and progressively growing out of hand. Over the previous fifteen years, teacher attrition has increased by 50%, with a national teacher turnover rate of 16.8%. The teacher dropout rate is greater than the student dropout rate

in some schools and districts, and it is over 20% in metropolitan schools (KAIN 2016). More than \$7 billion is spent annually on this high incidence of teacher turnover in American education systems (HERNANDEZ 2017).

The circumstances in Ghana are similar to those in the US. The Ghana National Association of Teachers (GNAT) and the Teachers and Educational Workers Union (TEWU) commissioned a survey on teacher attrition in 2009, and the results showed a relatively high percentage of attrition among teachers in Ghana. The study found that according to the Ghana Education Service (GES), around 10,000 teachers leave the classroom each year to pursue other careers (GNAT 2009). The high rate of teacher turnover hinders attempts to improve schools by upsetting the stability and continuity of instruction. Studies reveal that historically, teaching has been perceived as a career with a relatively high turnover rate, in contrast to highperforming institutions, which are defined by stability and continuity of teaching (LAWRENCE 2017). This supports the reality in Ghana, where despite the country's teacher training institutes producing a large number of teachers each year, there is still a lack of educators due to a low retention rate.

COBBOLD (2017) laments that the difficulty of keeping talented teachers in schools to provide effective teaching and learning for all pupils in Ghana confronts policymakers and school administrators. In basic schools, there is a deficit of 40,000 certified instructors, according to a national research (QUANSAH 2003 as referenced in COBBOLD 2017), with 24,000 of these positions being supplied by untrained employees. Despite a rise in the number of teacher candidates admitted each year, the colleges of education that generate the majority of basic school teachers do not have the resources to accept and create enough instructors. This issue is made worse by the fact that many basic school teachers who graduate from colleges stay in the classroom for just three years before using the Ghana Education Service's (GES) study leave

with pay program to advance from certificate to diploma and degree levels in universities while still earning their full salaries.

The common phrase in Ghana, "If you can read this, thank the Teacher," makes it abundantly evident how important teachers are to society and how essential they are to the advancement of the country. Teachers are consequently the foundation of all human learning, and they serve as the centre for enabling each citizen to reach their greatest potential in serving their country (ADU 2015). According to CAILLODS (2002), cited in ARIKO and SIMATWA (2011), the art of teaching is a developmental process that requires a complex set of skills, many of which can only be well honed on uninterrupted job experience. As a result, the problem of teacher attrition has a negative impact on teaching and learning because it doesn't guarantee continuity in the teaching and learning process.

The current circumstance, however, is very different. There have been and still are some signs of poverty in the teaching profession. Most persons who enter the teaching profession today do not intend to do so for the rest of their lives. It is unfortunate to see that although some instructors choose the teaching profession because there are no other work alternatives, others see it as a stepping stone or a way to get their foot in the door for other careers. There is a lack of instructors in our schools as a result of these teachers leaving the field at the first opportunity (KOOMSON 2015). In Ghana, a significant educational challenge is the lack of qualified teachers. The process of hiring and training teachers is protracted, costly, and unpredictable. Therefore, it has been crucial for school administrations to protect the departure of the few remaining instructors. The issue of teachers quitting their jobs in the classroom appears to be getting worse every year, which shows that despite huge sums of money being spent on teacher training and recruitment, retention is given little to no consideration (GNAT, 2009; BAME 2021).

## **1.2 Statement of the problem**

Recruiting and keeping teachers may be one of the issues facing many rural school systems.

MONK (2017) came to the conclusion that teacher attrition is often greater in rural locations.

He suggested that the greater attrition rates are a result of rural communities' poverty, small size, isolation from population centres, and reliance on agricultural businesses. SARGENT and HANNUM (2005) found that teachers in rural schools frequently quit their positions because they lack the ability to effectively comprehend the organizational structure of the school, forge strong collegial bonds, and generate dedication to student progress. To recruit and keep talented, creative instructors, it is important to understand the elements that influence teacher retention and dig deeper into the reasons why teachers leave.

Contrarily, after Ghana's independence, the educational system has undergone a number of reforms, many of which aimed to increase the number of teachers who were educated and remained in the classrooms. In order to encourage more individuals to join in teacher training schools, one of these initiatives included paying allowances to teacher candidates. In the past, these methods have led to a high percentage of participation from teacher training colleges. But the attrition rate among teachers has been just as high.

However, the challenges that teachers in rural schools face—inadequate resources, scant support, poor pay, erratic professional development opportunities, and a lack of preparation—lead them to lose interest in the teaching profession. MALLOY and ALLEN (2017) claim that while some rural schools and school districts use various tactics to recruit and keep teachers, they don't have a clear strategy for retaining the greatest and brightest educators.

According to INGERSOLL and SMITH (2013), significant yearly attrition was a sign of issues that hurt both student performance and the school climate. Identification of the underlying issues is necessary to reduce attrition rates. Rural schools are having a problem with student retention, but the causes of high attrition have not received as much attention from researchers.

Understanding the reasons why teachers leave rural school districts is now even more crucial in light of these realities. This research project will serve as the basis for improving teacher retention in rural schools in Ghana.

### **1.3 Objectives of the study**

The main objective of the study is to examine the effects of high teacher attrition on students' performance in Ghanaian rural schools. The specific objectives are as follows:

- To explore the factors that militate against retention of teachers in public senior high schools
- To examine the extent to which teachers in public senior high schools are satisfied with their conditions of service
- To identify the factors to curbing teacher attrition in public senior high schools in Ghana.

### **1.4 Research questions**

- What are the factors that militate against retention of teachers in public senior high schools?
- What extent are teachers in public senior high schools satisfied with their conditions of service?
- Which factors are responsible for curbing teacher attrition in public schools in Ghana?

### **1.5 Scope of the study**

The scope of the study is focused on teachers and Ghana Education Service staff in the Amansie South and Amansie West district in the Ashanti region of Ghana.

### **1.6 Significance of the Study**

The research on the elements that affect teacher retention and how they impact the structure of the school will be expanded by this study. This study will also give districts information so they may choose wisely when hiring teachers for rural schools, support districts with teacher retention techniques, and assist education training institutes in preparing future teachers. Few

studies have looked at this topic; further research is required to determine the causes of the poor retention rates in rural schools.

### **1.7 Organization of the study**

This research paper will be structured into five chapters: Chapter one of this research paper will deal with the background of the study, statement of the problem, objectives and research questions, scope of the study and significance of the study. Chapter two will handle the literature review (theoretical and empirical) of related views and opinions of some writers in relation to the research topic. Chapter three moreover will deal with the methodology, which includes the population of the study, sampling technique, and research design and data collection. Chapter four will include the results of the statistical analysis of data, state whether the null hypothesis would be rejected or not and also include the statistical table that would be used to analyse the data. Lastly, chapter five would provide summaries of the result of the study and explain any conclusion that will result from a statistical analysis of the data.

Recommendations would also be presented in this final chapter.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

Examining the elements required to keep teachers in rural schools is the goal of this research study. The purpose of this chapter's examination of the literature is to (1) identify strategies for teacher recruitment, (2) identify variables that contribute to teacher attrition, and (3) highlight crucial elements that improve teacher retention. Additionally, this study aims to add to the body of knowledge on keeping teachers in rural schools.

#### **2.1 Overview**

It has long been difficult for school systems to find and retain instructors. Retained teachers are those who work at the same institution year after year (KUKLA-ACEVEDO, 2019). Finding strategies to bring in and keep brilliant teachers in the classrooms may be the most challenging problem facing education authorities (BERRY, 2018). The retention rate is only 61% after five years, according to KERSAINT et al. (2017), which has raised serious concerns in schools.

Rural areas frequently have low pay, subpar facilities, and a shortage of competent applicants for teaching positions. These elements make it more difficult to bring in and keep outside instructors, which increases the rate of teacher turnover (MCCREIGHT, 2020). Rural, remote, rural, distant, and rural edge are all types of rural environments. According to PROVASNIK et al. (2017), a rural area is considered to be rural far if it is more than 25 miles from an urbanized area and more than 10 miles from an urban cluster. The distance between a rural area and an urbanized area that is greater than five miles but less than or equal to twenty-five miles, or greater than 2.5 miles but less than or equal to ten miles, is known as the "rural distance" (PROVASNIK et al., 2017). If a rural area is fewer than five miles from an urbanized area and less than 2.5 miles from an urban cluster, it is said to be on the rural edge (PROVASNIK et al., 2017).

According to FALL (2015), school administrators still struggle to find qualified teachers to teach in their classes. Schools that are deemed to be "hard to staff"—those that have high rates of teacher turnover, a big proportion of instructors who are not completely licensed, a high percentage of low-achieving, low-income students—must constantly fight just to fill their classes (HIRSCH, 2016, p. 1). Due of the constant teacher turnover, districts find it particularly difficult to create learning communities and maintain transformation (BROWN & WYNN, 2019). In some cases, school administrators are forced to hire candidates who are qualified but uncertified. According to INGERSOLL (2015), a "revolving door" in which many teachers quit their posts for reasons other than retirement is the primary cause of staffing shortages in schools.

According to studies by DARLING-HAMMOND and SYKES (2015), half of new teachers leave their positions after five years on the job and nearly a third leave within the first three. The majority of retiring educators, according to numerous studies, have fewer than ten years of classroom experience (INMAN & MARLOW, 2015). Recruiting and retaining teachers is difficult for school districts, and the impending retirement of a substantial number of public school teachers will make the teacher deficit worse (HANUSHEK, KAIN, & RIVKIN, 2015). Due to the current educational demands imposed on districts and states, it is getting harder to hire and retain high-quality instructors (PATTON & KRITSONIS, 2016).

## **2.2 Theory of planned behaviour**

The notion of planned behaviour would be used in the thesis. Icek Ajzen put forth the Theory of Planned Behaviour in 1985. According to MONTEO and KASPRZYK (2008), the TPB is a predictive framework that "focuses on theoretical constructs dealing with individual motivation characteristics as drivers of the likelihood of completing a certain behaviour." According to the theory of planned behaviour, people are far more likely to take action if they believe they will succeed in it. The TPB had also been used successfully, according to MONTAO and

KASPRZYK (2008), to ascertain "health behaviours and intentions, including smoking, drinking, using health services, exercising, protecting from the sun, breastfeeding, using substances, engaging in HIV/STD prevention behaviours and using contraceptives, mammography, safety helmets, and seatbelts" (p. 12).

Three constructs—behavioural beliefs (attitudes), normative beliefs (subjective norms), and control beliefs—are at the heart of TPB, according to AJZEN (2019). (Perceived behaviour controls). The constructs have been defined by AJZEN (2019) in relation to the behavioural intention. Depending on the circumstances, these constructs may or may not be significant. One construct may occasionally have a greater effect than the others. In other cases, all three constructions take intents into account (AJZEN, 2019). The idea has been useful in anticipating intents, and as a result, it is frequently employed to ascertain intentions in various domains. Predictive studies have frequently employed the Theory of Planned Behaviour, which is widely used in the medical industry. In order to ascertain the likelihood that a teacher will intend to remain in or leave their teaching post, KERSAINT et al. (2017) employed the Theory of Planned Behaviour. Each belief was analysed, and it was found what variables affected whether a teacher left or stayed.

In a study by ROBINSON (2016), the Theory of Planned Behaviour was also utilized to explore the variables that affected teachers' choices to continue working in high-needs schools in an urban school system. In order to respond to the research questions in a rural context, this study used Robinson's analysis of the Theory of Planned Behaviour. The purpose of this study was to comprehend the attitudes, arbitrary standards, and perceived behaviour of instructors regarding their intention to leave or remain in their teaching post. The study will also examine the variables that affect their choices.

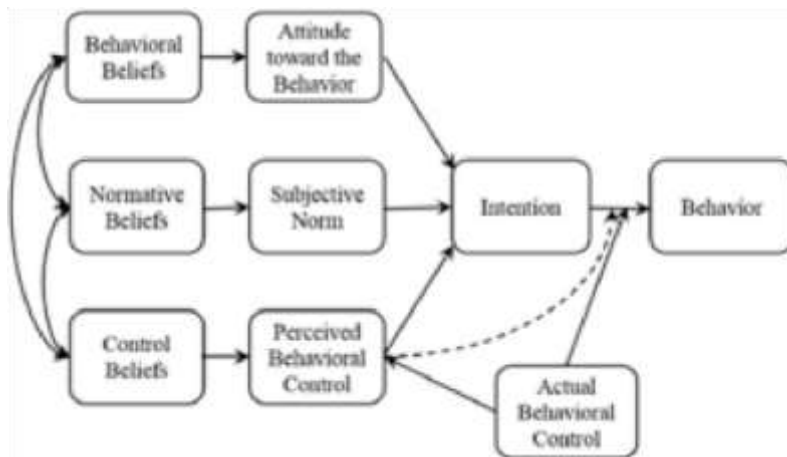


Figure 1. *The Theory of Planned Behaviour*, (AJZEN, 1985).

### 2.3 Teacher Recruitment

Finding qualified teachers for schools is generally becoming more of an issue for the educational system (BERRY 2018). Researchers claim that districts and colleges are using a variety of strategies to get instructors into these schools. The employment process has been made easier by the implementation of numerous initiatives. According to a study by AMREINBEARDSLEY (2015), experienced teachers thought that districts should offer teachers financial incentives, benefits, school safety, smaller class sizes, access to resources, reasonable teaching assignments, preparation times, mutual respect, and opportunities for professional development in order to attract new teachers. Money, according to PETTY, FITCHETT, and O'CONNOR (2015), is the best method for luring new instructors. According to PETTY, O'CONNOR, and DAGENHART (2015), smaller classes, signing or yearly incentives, and higher pay are the most often employed methods for luring new instructors. In Alabama, tactics used to attract teachers include having a strong, encouraging leader, financial incentives, cooperation and planning time, like-minded educators, and close accessibility to homes (HIRSCH, 2016).

In order to assist in the process of staffing schools, BERRY (2018) performed a research utilizing National Board-Certified Teachers (NBCTs) from high-needs school districts in the states of North Carolina, Ohio, Oklahoma, South Carolina, and Washington. The NBCTs

advised leaders to provide continuing professional development, cooperation, mentorship, and induction programs for teachers in order to better prepare them for unique issues and support them as they alter teaching and learning in schools. Additionally, they recommended hiring and training administrators who are instructional leaders, offering incentives, emphasizing teacher knowledge, and raising awareness of particular difficulties schools encounter among policymakers, practitioners, and the general public. COLLINS (2019) came to the conclusion that administrators should seek applicants with a rural background or with personal traits or educational experiences that predisposition them to reside in rural regions if they want to hire teachers in those locations.

### **2.3.1 Incentives**

It might be challenging to find qualified instructors for remote school districts. To address this problem, certain governments and districts have suggested various solutions. Giving instructors some kind of incentive is the tactic used in educational systems the most frequently. DARLING-HAMMOND and DUCOMMUN (2017) discovered that these institutions require recruiting incentives in order to draw in and retain experienced instructors. According to research by CLOTFELTER et al. (2018), awarding a \$1,800 annual retention incentive reduced teacher turnover rates by 17%.

While some districts might utilize non-financial incentives, some use cash incentives (HIRSCH, 2016). Districts employ specific financial incentives to attract and keep teachers, according to research from FALL (2015). Targeted financial incentives are a well-liked political tactic for luring brilliant individuals to positions in the public sector (STEELE, MURNANE & WILLETT, 2015). State income tax credits, reimbursement for relocation expenses, housing assistance, signing bonuses, retention bonuses, loan forgiveness, scholarships, and tuition assistance for advanced degrees, early retirement incentives, and bonuses based on individual

teachers' performance with their students, and bonuses based on the school's performance are the financial incentives that are most frequently used.

To entice teachers, particularly in the high need fields of math, science, and special education, the Arkansas Department of Education has implemented a variety of initiatives, including high priority bonus incentives, the teacher housing development foundation, and the state teacher education program (MARANTO & SHULS, 2015). In Arkansas, a public school district is considered to have a high priority status if it has less than 1,000 pupils and at least 80% of them qualify for free or reduced price lunches. New teachers are given a one-time \$5,000 incentive in high priority districts after finishing their first year, \$4,000 after finishing years two and three, and \$3,000 after that. High-performing teachers in high-priority districts can also get help with conventional mortgages, down payment aid, and the chance to get a second mortgage for less than 20% of the value of their homes. Teachers may also be eligible for loan forgiveness, \$3,000 per year in a region with a shortage, and an extra \$1,000 if they are members of a minority group.

### **2.3.2 Hiring Practices**

One way governments and districts bring in teachers is by using a recruitment webpage (MARANTO & SHULS, 2015). A recruiting website is a website that posts open positions for teachers, administrative assistants, and support workers in the field of education. Arkansas employed this strategy to entice instructors from outside the region so they could get to know the districts before applying for teaching jobs. According to FALL (2015), employment choices ought to be made at the district and school levels.

LIU and JOHNSON (2016) discovered that teachers believe they need a hiring process that is information-rich and gives them a good preview of their job, mentoring and support, a curriculum that is in line with district and state standards, teaching assignments that are fair and appropriate, and school-wide approaches to student support and discipline for them to

succeed with their students. A hiring procedure that is information-rich enables the prospective teacher and administration to gauge if they will be a good fit. If the principal thinks the applicant would be a good fit, they should be employed quickly so they have time to train for the job. The Gallup Teacher Insight Assessment is used by certain districts to evaluate candidates. In order to find the most qualified future teachers, school districts employ the Gallup Teacher Insight Assessment, an online interview. It aids a principal in deciding if a candidate would fit in well at their institution.

## **2.4 Teacher Retention**

Teacher retention is one area of education in the United States where there is a shortage of instructors (FALL, 2016). According to PETTY et al. (2016), in order to keep teachers, leaders should provide them the support they need. This support should include raising salaries and bonus pay and giving teachers a voice. Teachers who stayed discovered they loved what they did and thought they could make a difference in the lives of their pupils. They also felt they had a supportive principal. According to HOWARD (2016), administrators can keep teachers by enhancing the working environment and giving them greater say in how decisions about the school are made.

MARTIN et al. (2018) came to the conclusion that strategies that can be used to help increase retention rates include creating high-quality alternative certification programs, enhancing working conditions, offering a high degree of autonomy and administrative support, and engaging in a continuous and consistent assessment of teaching effectiveness. COLLINS (2019) asserts that retention calls for a school-community effort to support incoming rural teachers in overcoming emotions of loneliness, acquiring a sense of belonging, and enhancing their professional competence. The hiring of teachers from varied cultural backgrounds might be one method for improving teacher retention in metropolitan regions (HOWARD 2015).

When attempting to improve teacher retention, PATTON and KRISTONIS (2016) suggest that five concepts be put into practice. The first rule is to seek out educators who are enthusiastic about their work and who value children. BENNETT et al. (2015) make the case that seasoned educators chose to remain in the profession because they cherished teaching, thought it was their vocation, and had a passion for kids. The second rule is to assign rookie instructors to an experienced mentor. To ensure that the mentoring relationship benefits both the mentee and the mentor, leaders must carefully choose the mentor they appoint.

Supporting teachers with issues in the classroom and at the school is the third principle. Although the first year of teaching might be difficult, with the proper support mechanisms in place, the discomfort can be reduced. The training of new teachers in curriculum and instructional techniques is the fourth premise. The tools and training that teachers need to deliver successful education to pupils should be made available to them. The fifth rule is to give new instructors more authority. New instructors are more likely to remain in the teaching profession for a longer period of time if they feel that they have a say in the school's decisionmaking process. By abiding by these five rules, you can improve retention rates while lowering rates of teacher turnover and mobility (PATTON & KRISTONIS 2016, p. 8).

According to SWARS et al. (2019), five themes—common ideals, distinctive student characteristics, interactions with administrators, teachers' everyday lives, and teacher relationships—are crucial for retaining teachers. Teachers need to work in environments where they are effective and supported, have possibilities for collaboration, differentiated leadership, and opportunity to progress their careers in education in order to promote teacher retention (COCHRAN- SMITH 2015). Giving teachers a network of support to overcome obstacles they may experience might encourage them to stay in the field and lower the high turnover rates (NYDOYE, IMIG, & PARKER 2015).

The preparation, trust connections, and support that were identified throughout the study of the literature as contributing variables to teacher retention are consequently explored in more detail from the various perspectives of teachers.

#### **2.4.1 Preparation**

Institutions that provide teacher education may help in teacher retention (HOWARD 2015). It is more probable that new teachers will continue to work in these schools if there are collaborations between the school and the university and if they get the opportunity to experience working in rural schools. By gaining more information, skills, and techniques from these experiences, teachers will be better equipped to handle difficult circumstances. INMAN and MARLOW (2015) assert that teacher education programs must give aspiring educators the chance to connect with educators and pupils in rural schools.

Middle school instructors recommended that new teachers be given courses on classroom management, practicum opportunities, and chances to form relationships and take part in mentorship programs in the North Carolina study done by PETTY et al. (2015). Future instructors are more likely to stay if they have experience teaching in difficult settings (PETTY et al., 2015). According to HOWARD (2015), new teachers in tough school environments might benefit from professional development and teacher education programs, which can assist lower teacher turnover. According to FALL (2015), a teacher's commitment to continue teaching was positively affected by the proper match between teacher training and classroom assignment. It is crucial that equal financing be adopted in all schools to ensure quality teaching because teachers who are given the tools they need to teach kids well are more likely to remain in their current jobs.

#### **2.4.2 Support**

Teaching may be an extremely difficult and demanding profession. In order to boost retention, principals should make sure that there are procedures in place to help instructors, such as

internal support networks. According to INGERSOLL and SMITH's (2015) research, teachers are more likely to stay in their jobs when they receive greater assistance. Teachers are more likely to remain in schools with a well-planned introduction support structure, supportive working environment, and a good collaboration with universities (FALL 2015).

A supportive administrative team develops methods to foster a pleasant school climate, assists teachers with behaviour management difficulties, and mentors new teachers (Bennett et al., 2015). According to ROSENHOLTZ and SIMPSON (2020), administrative assistance makes teaching tasks simpler and more enjoyable, which enhances the likelihood that a teacher will stay in their job. Principal leadership, school culture, and mentorship are key elements in teacher retention (WYNN et al. 2017). Mentoring is one aspect in support that has been demonstrated by several researches. When it comes to teachers, mentoring frequently entails an experienced teacher offering a new teacher advice or direction. Mentoring may provide novice instructors vital help (JOHNSON, KARDOS, KAUFFMAN, LIU & DONALDSON 2015). The mentees and mentors need to establish trusting connections. Once the relationships are established, both parties have the chance to develop their capacity for instruction.

Due to the numerous difficulties experienced by rural school teachers, more extensive support measures are needed (FALL 2015). It has been shown that mentoring and induction programs help with teacher retention and foster trusting connections between educators and administration. According to YOST (2016), working with other instructors is the teacher induction program's most crucial component. According to BROWN and WYNN (2019), new teachers believed that the assistance provided by principals for mentorship and induction programs influenced whether or not they decided to leave or stay on the job. Additionally, BROWN and WYNN (2019) discovered a connection between mentorship, shared planning time with other subject-area instructors, collaboration time, and retention. Teacher attrition rates are decreased by having a mentor from the same profession, sharing planning time with

other instructors teaching the same topic, scheduling regular collaborations with other teachers, and belonging to an outside network of teachers (INGERSOLL & SMITH 2015).

According to a study by FALL (2015), teachers who were given supportive working circumstances were more likely to stick in a school. In this study, teachers believed that having a supportive administration, encouraging co-workers, enough resources, and the freedom to make choices affected their commitment. Several rookie instructors are landing their first teaching jobs in difficult schools, according to some studies. This occurrence has led many districts to create mentorship and induction programs to help new teachers (PETTY et al. 2015). FALL's (2015) findings imply that the principal's and other teachers' support has a favourable effect on teacher dedication. INMAN and MARLOW (2015) talked about how crucial it is for brand-new instructors to have peers with whom they can collaborate, establish plans, and address issues. Teachers who take part in this process feel less alone and are more inclined to stick with teaching.

#### **2.4.3 School leadership, trust, and culture**

HIRSCH (2016) came to the conclusion that a teacher's decision to remain in their present position is influenced by their leadership. For teachers to stay in the classroom, principle leadership must be strong and encouraging (HOWARD 2015). BOYD et al. (2015) also discovered that administrators' support has a significant role in hiring and firing choices. Howard came to the conclusion that instructional leaders who encourage teachers' innovations, offer chances for professional growth, and foster a happy work atmosphere are more likely to have greater retention rates.

The foundation for teacher retention is built on establishing and sustaining trusting relationships. The establishment and maintenance of trust inside a school is mostly the responsibility of the principal. These people are in a position to establish the frameworks necessary for the growth and upkeep of relationships based on trust. When attempting to create

a community that can mould and mould future teachers, school leaders are crucial (BROWN & WYNN 2019). Whether instructors stay at schools for a long time depends on the structure of the institution. Schools can have a variety of internal and external influences that affect their internal structure.

Vulnerability is necessary for trusting partnerships. Although it might be challenging, vulnerability is essential for partnerships. Being exposed to moral assault, criticism, temptation, and other things makes someone vulnerable. To improve organizational performance in schools, all stakeholders must be able to receive both good and negative feedback. KOERNER and ABDULTAWWAB (2016) contend that as many teachers are not native to the communities in which they work, they are unfamiliar with the subtleties of their students' cultures and find it challenging to build trusting connections with them, students, and families.

Shared values are the foundation of corporate culture, according to SAFFOLD (2018). People in an organization want to feel like they belong. They desire to feel or know that they are being heard and that their opinions are being taken into consideration. Innovative methods for include all stakeholders in the decision-making process must be developed by leaders. Leaders that do this enable a variety of ideas to be presented. This alone aids in creating connections based on trust and a more robust culture.

The people are the most crucial element in trust-building. Knowing who you are and who you are working with is crucial. Respecting teachers and giving them the freedom to instruct improves teacher retention (PETTY et al. 2015). The social context may be influenced by relationships between instructors and students, and how a teacher creates a safe atmosphere in the classroom affects how much trust kids have in them. One of the most powerful predictors of youth adjustment, social and motivational growth, and accomplishment is teacher support (SAKIZ, PAPE, & HOY 2015). Positive attitudes toward school, more participation in

classroom activities, and improved success are caused by social support and a lack of fear and anxiety in the learning environment (SAKIZ et al. 2015).

Having teachers who care about their pupils and who show them respect and concern helps to foster a trustworthy atmosphere (SAKIZ et al. 2015). The psychological climate of the classroom may be improved, and students' feelings of safety may grow, when these qualities are combined with encouragement and high expectations. This will boost classroom engagement and learning, especially in varied learning contexts (SAKIZ et al. 2015). According to MCKOWN and WEINSTEIN'S (2018) research, children attentively watch their professors' verbal and nonverbal cues and base their academic and self-belief actions on what they see.

A positive culture may also be developed with pride. Positive outcomes are frequently observed when administrators, teachers, parents, and other community members take pleasure in their school. For instance, student ownership of the school influences the culture of the institution. Creating a healthy school culture can help keep more teachers on staff and reduce teacher turnover.

Many school systems place more emphasis on hiring new teachers than keeping existing ones. High-quality teacher recruitment and retention are equally crucial for rural school systems. It is particularly helpful to give leaders in rural school districts information on variables that support teacher retention.

## **2.5 Teacher Attrition**

Due to social, demographic, or economic factors, a lot of teachers quit their jobs as instructors or go to other districts. The National Centre for Education Statistics lists a number of variables that affect teacher turnover, including poor compensation, a lack of support, discipline issues, a lack of decision-making power, retirement, family obligations, school staffing decisions, and work unhappiness. According to AMREIN-BEARDSLEY (2015), there are a number of

reasons why instructors choose to remain in the teaching profession or quit it, including poor pay, a lack of resources, support, and resources, high teacher to student ratios, and problems with student behaviour. She also discovered that judgments about retention are influenced by other elements that the school has no control over, such as retirement, familial obligations, and health problems.

According to research by BENNETT et al. (2015), teachers who leave the profession do so because they feel that teaching is too demanding, that there is too much paperwork and recordkeeping, that there are too many state requirements for teachers, that there are too many meeting requirements, that there are too many standardized tests, that there are obligations outside of teaching, and that there is not enough time. Due to the difficulties they may face when working at a rural school, excellent teachers are more likely to switch schools or leave the field (JACOB 2017).

BOLICH (2015) asserts that the absence of support, challenging teaching assignments, and elevated stress levels, discipline issues, and unreasonable daily demands cause instructors to quit their jobs as educators. Psychological burnout and a lack of administrative support were the driving forces behind high school teachers' decisions to leave their positions as educators (PETTY et al., 2015). According to BOYD et al. (2015), more than 35% of teachers who resign from their positions do so due to job discontent. According to COCHRAN-SMITH et al.

(2015), instructors who have the most difficult tasks are also more likely to quit.

According to the findings of INGERSOLL (2020), the teachers who left their jobs would have stayed if the schools had higher salaries, smaller class sizes, more effective student discipline, greater parental involvement, more faculty authority, more opportunities for advancement, less paperwork, better classroom resources, higher standards, tuition reimbursement, mentors, and merit pay. HOWARD (2015) discovered that higher stress levels, a lack of administrative assistance, behaviour issues, and cultural inconsistencies are the main reasons why instructors

quit their jobs as educators. Primary reasons for leaving are teacher blaming, poor pay, the impacts of the No Child Left Behind legislation, and a lack of administrative assistance (CURTIS 2015).

HIRSCH (2016) came to the conclusion that teachers quit their jobs as teachers for the following reasons: a lack of administrative support, a bad school climate, poor classroom management, a lack of autonomy, a lack of comfort in working effectively with students, a lack of resources, issues with student behaviour, a low salary, the possibility of retiring, a lack of daytime hours, a lack of personal time, a focus on testing, and teaching assignments like class size and subject. Many of the researchers discovered that a few elements were common in schools with greater attrition rates: a lack of support, teacher burnout, and an unfavourable school climate.

### **2.5.1 Lack of support**

The absence of support is one of the factors we frequently observe as motivating instructors to quit. According to DEVECCHI et al. (2015), instructors may mention a lack of support and unfavourable working circumstances as the main causes of teacher turnover. Without community support, teacher turnover will continue to rise. The people are the most crucial element in trust-building. Knowing who you are and who you are working with is crucial.

Attrition rates among teachers are often higher in schools without a culture of trust. One of the main priorities for many schools is student accomplishment. Because of the emphasis on student accomplishment, inexperienced instructors who need guidance with classroom management are not getting it, and as a result, student achievement is rapidly declining. According to OSHER, BEAR, SPRAGUE, and DOYLE (2015), a student's poor behaviour will obstruct their ability to study. Bullying, horseplay, skipping class, sexual harassment, fighting and vandalism, profanity, and disobedience and disrespect are only a few examples of such actions.

According to BORMAN and DOWLING (2018), high rates of attrition make it challenging for schools to recruit and develop effective teachers. As a result, minority and students from highpoverty backgrounds who attend so-called "hard-to-staff schools" frequently receive instruction from ineffective teachers who lack experience and training. According to INGERSOLL and MAY (2015), initiatives to address these staffing issues frequently pay little attention to effectively supporting and keeping teachers in place. The type of stability required to create long-lasting, trustworthy connections between instructors, kids, and families is thwarted by persistent attrition. According to HANSELMAN et al. (2016), these connections grow over time and are essential for creating a feeling of community that is unified by a shared objective and an agreed-upon approach to attaining it. Higher pay, student loan forgiveness, the growth of alternative certification, and teacher housing are among compensation strategies to minimize attrition rates (HANUSHEK, KAIN, & RIVKIN 2015, pg. 4).

### **2.5.2 Teacher burn-out**

MAELE and HOUTTE (2015) claim that the burden placed on teachers makes them prone to burnout. Principals frequently ask the same set of people to complete several responsibilities, especially in low-income schools. These educators frequently experience burnout, which may increase teacher turnover. Trust can serve as a protection against burnout in teachers (MAELE & HOUTTE 2015). Principals should provide teachers chances to advance their careers in order to reduce burnout. It is crucial that the professional development programs chosen for teachers be suitable, significant, and beneficial. Collaboration has become more significant and has been proven to be successful in high-performing schools. Teacher retention has risen in schools where the leader supports teamwork.

### **2.5.3 Negative school environment**

The culture of the school may play a determining role in a teacher's decision to continue teaching or stop (BROWN & WYNN 2019). Attrition rates among teachers are often higher in schools without a culture of trust. Due to their geographic location or financial standing, some schools have trouble recruiting and keeping teachers. Housing, poor community demographics, and teacher load are significant determinants of a teacher's decision to stay in their employment in rural locations.

According to BROWN and WYNN'S (2019) research, teachers are less likely to be drawn to or wish to stay employed at tough-to-staff schools the more challenging the working conditions are. Teachers in rural schools often choose to remain because of stronger community ties (AMREIN-BEARDSLEY 2015). Teachers are more likely to transfer to another school and quit teaching if they have a negative opinion of their school administration (BOYD, GROSSMAN, ING, LANKFORD, & WYCKOFF 2018). It is crucial that rural school districts identify the things in their buildings they can change to discourage teachers from staying. Understanding teachers' reasons for leaving is the first step in persuading them to stay, claims INGERSOLL (2015).

### **2.6 Summary**

Research on keeping teachers in rural schools is not widely available. Very little "high quality" research on rural schooling is accessible (ARNOLD 2015). However, more study has been conducted on hiring and keeping teachers in urban schools. Urban schools and rural schools are comparable in that both have a higher percentage of people who live in poverty. Without the expertise or abilities to handle many of the issues they confront, teachers are being sent to teach in rural schools. This research focuses on retention and will provide administrators knowledge about how to help keep teachers in rural schools.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Chapter Overview**

It is crucial to take into account the research technique and strategy in the effort to achieve the research's objectives. The researcher discusses the research paradigm that guides the study, the research design, sample size and framing, research strategy, data collection techniques, and ethical concerns in this chapter.

#### **3.1 Research Paradigm**

The choice of research technique is influenced by the paradigm that directs the research activity. Thus, it is necessary to explain the research paradigms that underpin each study activity. In accordance with BOATENG (2018), research paradigm is "a set of beliefs, values, and techniques that are shared by all members of a scientific community of the research and which serves as a road map, dictating the kinds of problems scientists should address and the kinds of explanations that are acceptable to them" In addition, a research paradigm establishes who should conduct a certain study and how involved or disengaged the researcher need to be (RUBIN & RUBIN 2011). According to MYERS (2013), all research is based on clear philosophical assumptions about the nature of knowledge and how it should be attained. Researchers frequently hold these implicit presumptions.

##### **3.1.1 Interpretive Research**

It's interesting to note that interpretative research aims to comprehend the social context of a phenomena, how people construct it, and how it impacts and is impacted by its social environment (OATES 2016). In order to understand a scenario and uncover the subjective meaning driving people's behaviour, interpretive research seeks to dissect its specifics (BOATENG 2018).

Similar to this, RUBIN and RUBIN (2011) outlined the relationship between interpretative research and how people see events or things and the meanings they assign to them. Research that is interpretive does not test theories. Instead, it aims to identify and analyse how numerous separate social factors or variables interact. Additionally, the major goal of interpretative research is to derive meaningful information from social interaction (BOATENG 2018).

### **3.1.2 Justification of Research Paradigm for the Study**

When weighing the benefits and drawbacks of the four research paradigms mentioned above, the interpretative paradigm emerges as the most pertinent and appropriate for this study. This is done in order for the researcher to attempt to comprehend social phenomena through the meanings attached to them. In addition, many researchers contend that interpretative research necessitates that the researcher serve as both the interpreter and the information's representative (CRESWELL 2017). The interpretive paradigm was chosen for this study because it emphasizes understanding social context more than other paradigms. The research problem makes the interpretive method feasible by enabling the researcher to assess and interpret the data in line with their understanding of the topic under study.

## **3.2 Research Approach**

There are two main types of research approach - qualitative research and quantitative research. Mixed-methods research is a blend of quantitative and qualitative research approaches. It is employed by a number of researchers. This study employs the quantitative research approach.

### **3.2.1 Quantitative Research**

ACCORDING TO CRESWELL (2017), quantitative research tests objective theories through examining relationships between variables. In turn, these variables are measured using instruments, in particular questionnaires, and the data generated are analysed via statistical procedures. The final report is then structured thus: introduction, literature review as well as

theory, methodology, results and discussion. Studies by ANTWI and HAMZA (2015); MYERS (2013); TULI (2010) noted that the quantitative research was initially introduced to the area of natural sciences to investigate natural phenomena and that this methodology has also become a wellaccepted approach used in social sciences over the years. Some of the well-known quantitative approaches are survey and laboratory experiment.

A research question regarding interrelationships between predetermined variables is answered by quantitative methods (CRESWELL 2017). For two factors, the quantitative approach has been selected. Second, it suits the research issue and will provide an effective solution to the problem analysis and likely refutation of the hypotheses. Thus, as is possible in a quantitative system of analysis, the search for certainty, reality and insistence on objectivity (PATTON 2020) and no subjective bias. Second, quantitative methods are needed for a low tolerance for uncertainty (CRESWELL 2017). Therefore, in both data collection and analysis, a quantitative approach is used to get to the bottom of problems. The research will use questionnaires when it comes to data collection.

The design of the research deals with the type of research and the data collection and analysis process. This then offers a general plan of how research questions will be addressed. The case study research style was adopted by the study.

### **3.4 Sampling Method**

From a scholarly perspective, sampling is the act of choosing a sample from a population to serve as the foundation for investigating the complete population in order to get data that is trustworthy enough to address the research problem (BOATENG 2018). Samples are subsets of the larger population. A population comprises groups of people or organisations the researcher seeks to investigate, comprehend or project a social phenomenon. Investigators usually conclude on the whole population by researching a sample.

The population of the study comprises the teachers and educational office staff in the Amansie

South district and Amansie West district of the Ashanti region of Ghana. The sampling technique employed in this study to sample respondents is purposive. The selected sampling technique is adopted to select the teachers and educational office staff in the Amansie South district and Amansie West district of the Ashanti region of Ghana who have idea about the topic. Because respondents would be picked for the purposive sample based on their capacity to provide in-depth information relevant to the issue under study, this sampling method is seen to be acceptable. Additionally, it is frequently used in exploratory research to choose certain instances for in-depth analysis or to choose difficult-to-reach respondents (ZIKMUND 2013; NEUMAN 2011).

Purposive sampling is necessary to choose study participants who are crucial to the study by providing insight to enhance the research.

### **3.4.2 Sampling Frame**

A sampling frame is comprised of a specific section of the population which is able to fully represent the views of the complete population (YIN 2019). A sample frame is a geographical, organisational, or sectoral selection that the research participants reside in. It can completely represent the whole population's characteristics (MILES & HUBERMAN 2019; YIN 2013). This research's sampling frame consists of the teachers and educational office staff in the Amansie South district and Amansie West district of the Ashanti region of Ghana.

### **3.4.3 Sampling Size**

The number of respondents or participants chosen to answer the study questions is known as the sample size. Additionally, it pertains to the quantity of instances the researcher will speak with. Sample size most typically referred to the number of units that were chosen from which data is gathered. The number of teachers in the selected districts sum up to 150 and 50 for the educational staff in the two districts. In the sampling size determination, KREJCIE and

MORGAN'S (1970) model is be used to ascertain the population's sample size. The population sums up to 200. According to KREJCIE and MORGAN (1970), having a population of 200 gives a sample size of 180. Therefore, the sample size of the study is 180.

### **3.5 Data Collection Instrument for the Study**

Numerous data collection techniques exist which can be employed for conducting quantitative research. Data will be collected purely from primary sources. Primary source will be used because the researcher wants a clear knowledge on the information to be collected from the selected sampled size from the target population. Primary data is information gathered for the specific purpose at hand (KOTLER et al., 2019). Field data from respondents will be the main source of primary data. For the purpose of this research, questionnaires will be used to gather the data. The primary source of data to be obtained in this paper will be through interactions with respondents by means of serving questionnaires to the various respondents.

Structured questionnaire are the main data gathering tool or instrument which will be used to gather information from the participants. All the questionnaires will be written in English. Most of the designed questions will be closed ended to provide responses for respondents to choose from and this is meant to limit unnecessary answers that will have no bearing on the study objectives. Steps will be taken to avoid ambiguity and the use of jargons in the construction of the questionnaires.

### **3.6 Data Analysis**

Because of the explorative nature of the study, the data will be presented using descriptive statistics to show the patterns and dynamics of teacher attrition in the African context. Where necessary, group's differences such as gender differences and departmental differences will also be explored using independent test. Data obtained from the distribution of the questionnaires and other sources will be analysed using version 25.0 of the Statistical Packages for Social Sciences (SPSS) computer software as well as Microsoft Word and Excel to develop

the frequency/descriptive tables and charts. All questions on the questionnaire will be separated and analysed independently.

### **3.7 Reliability**

Scholars have said that in for the credibility and integrity of data collected to be maintained, data ought not to be meddled with by subtracting or adding anything (YIN 2019). Reliability refers to how stable and consistent the derived results are (YIN 2013). The goal is the eradication and reduction of biases and errors (YIN 2019). Prior to the actual data collection, a pilot case study will be carried out and tested based on the standards of diversity (respondents' size) and accessibility. Additionally, a small chosen sample will be used to test the interview questions. This will aid the researcher in honing the research tool, revising data gathering strategies and tactics with regard to questioning techniques, the use of tape recorders, and notetaking

### **3.8 Validity**

CRESWELL (2017) contends that validity measures the degree to which a research is void of systematic and random errors, measuring what it is meant to measure. A test's validity is dependent upon appropriate extend criterion. The following measure validity: external validity, which measures the extent to which a research's findings are generalizable; construct validity, which indicates the extent to which measuring items correctly measure concepts/constructs being understudied (YIN 2019); and internal validity which seeks to establish the causal relationships between concepts/constructs (YIN 2019). Data will be collected via interviews.

### **3.9 Ethical Considerations**

In attempting to collect data from respondents, it is crucial that the investigator does not end up offending or taking respondents' rights for granted. Coercing study participants against their will to participate in a study is contrary to the moral and social code of conduct, therefore it is unethical. To ensure that this study did not go against this principle, the investigator undertook the following measures:

Respondents will be given a thorough explanation of the research prior to the discussion. The investigator will make sure to get respondents' consent at the start of the discussion.

Participants will be assured of the absolute confidentiality of their responses, as they will be made to understand that their responses would only be used for academic purposes.

### **3.10 Chapter Summary**

The philosophical viewpoint that the researcher employed to perform this study was discussed in this chapter. Additionally, it included the study methodology, design, variables examined, and sample size. Analyses, ethical considerations, data analysis, and the instrument and procedure for data collecting were also covered.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

#### 4.0 Introduction

The interpretation of results from data collected through questionnaires, observations and review from previous chapters is discussed in this chapter. The analysis of the results has been divided into four sections. The first segment discusses the demographic characteristics study of respondents and is presented in the form of a table, accompanied by a comprehensive report of the results. The second section analyses the responses on factors that militate against retention of teachers in public senior high schools, third analyses responses on the extent to which teachers in public senior high schools are satisfied with their conditions of service and the forth section being an analysis on the factors to curbing teacher attrition in public senior high schools in Ghana. The last section analyses the effects of high teacher attrition on the performance of students in this area. Descriptive statistics in the form of tables were adopted as the main statistical techniques for the interpretation and presentation of data.

#### 4.1 Reliability and Validity Test

To ensure reliability and validity of the research data, the study variables were tested with the use of Cronbach's Alpha reliability test (CRONBACH 1951). There is no universal agreement concerning the coefficient of Cronbach's Alpha test (GLIEM & GLIEM 2003). However, some researchers stick to a limit between 0.60 to 0.70 and others quote a limit as low as 0.50 as the reliability coefficient for testing validity scales (HAIR et al., 1998). For the purpose of this study, an alpha of 0.6 was taken to be the minimum.

**Table 4.1 Reliability Statistics.**

Cronbach's Alpha	N of Items
.869	41

From the table above, the dependent variable thus the overall Cronbach alpha is 0.869 (86%) which is highly significant and this measure the internal co-efficiency of the variables contained in the research instrument (questionnaire) and the entire study.

#### 4.2 Section A: Demographic and personal information of respondents

This sub-section of the chapter presents the findings on the demographic information of the respondents for the study.

**Table 4.2.1 Demographic information of respondents**

	<u>Response</u>	<u>Frequency</u>	<u>Percentage</u>
<b>Gender of Respondents</b>			
	Male	55	67.9
	Female	26	32.1
	<b>Total</b>	<b>81</b>	<b>100</b>
<b>Age of respondents</b>			
	18-25	6	7.4
	26-35	33	40.7
	36-45	25	30.9
	46-55	16	19.8
	56 years and above	1	1.2
	<b>Total</b>	<b>81</b>	<b>100</b>
<b>Educational qualification</b>			
	Diploma	6	7.4
	Bachelor's degree	46	56.8
	Master's degree	28	34.6
	Doctorate degree	1	1.2
	<b>Total</b>	<b>81</b>	<b>100</b>
<b>Number of years in teaching service</b>			
	Less than 1 year	5	6.2
	1-3 years	16	19.8
	4-6 years	12	14.8
	7-10 years	9	11.1
	11-15 years	13	16.0
	More than 15 years	25	30.9
	<b>Total</b>	<b>81</b>	<b>100</b>
<b>Number of years in current teaching service</b>			
	Less than 1 year	9	11.1
	1-3 years	24	29.6
	4-6 years	31	38.3

	7-10 years	10	12.3
	11-15 years	6	7.4
	More than 15 years	1	1.2
	<b>Total</b>	<b>81</b>	<b>100</b>
<b>Type of posting</b>			
	First posting	41	50.6
	Reposting	40	49.4
	<b>Total</b>	<b>81</b>	<b>100</b>
<b>Current teaching position</b>			
	Head Master	4	4.9
	Assistant Head Master	4	4.9
	Subject teacher	62	76.5
	Other	11	13.6
	<b>Total</b>	<b>81</b>	<b>100</b>

*Source: Own research (2023)*

Table 4.2.1 above depicts the responses gathered on the demographics of respondents. Based on the findings, the majority 55(67.9%) of the respondents are male and the remaining 26(32.1%) are females. In addition to this, 6(7.4%) were between the ages of 18-25 years, 33(40.7%) were between the ages of 26-35 years, 25(30.9%) were 36 – 45 years old and only 16(19.8%) were between 46 – 55 years. The study record 1 person representing 1.2% who stated 56 years and above. In regards to the level of education of respondents, 6(7.4%) of respondents are diploma holders. 46(56.8%) had Bachelor's degree whiles 28(34.6%) are Master's degree holders. The study recorded 1(1.2%) who had a Doctorate degree. Among the findings relating to the number of years the respondents have being in the teaching service, 5(6.2%) stated less than 1 year whiles 16(19.8%) stated between 1-3 years. Also, 12(14.8%) of respondents stated 4-6 years. 9(11.1%) stated they have been in the teaching service between the years of 7-10 whiles 13(16%) stated between 11-15 years. The study had 25(30.9%) respondents being in the teaching service more than 15 years. The study as well requested to know the number of years the respondents have been in their current teaching stations and from the study, 9(11.1%) stated less than 1 year whiles 24(29.6%) stated between 1-3 years. 31(38.3%) stated between 4-6 years whiles 10(12.3%) stated between 7-10 years. 6(7.4%)

stated they have been in their current teaching station between 11-15 years while 1(1.2%) stated more than 15 years. With regards to the respondents' type of posting, 41(50.6%) stated they started service by first posting while 40(4.9%) stated that they had a reposting. Finally, the study requested to know the current teaching position of the respondents of which 4(4.9%) stated that they are headmasters. Another 4(4.9%) stated that they are assistant headmasters. 62(76.5%) are subject or class teachers while 11(13.6%) wrote other positions: these positions included administrative staffs, accounts staff etc.

### **4.3 FACTORS THAT MILITATE AGAINST RETENTION OF TEACHERS IN PUBLIC SENIOR HIGH SCHOOLS**

This section aimed at examining the factors that fight against the retention of teachers in the public senior high schools. The researcher presented various variables from which the respondents answered from. These are discussed below:

#### **4.3.1 How many teachers have left your school in the past 5 years?**

This question sought to know the number of teachers that have left the respondents school. This is to help the researcher established a fact that there is an existing case in the chosen organisation.

From the study, 16(19.8%) of the respondents stated that between 0-2 teachers have left their school while 22(27.2%) stated that 3-5 teachers have left their school. 6(7.4%) stated that 6-8 teachers have left their school. 37(45.7%) stated that more than 8 teachers have left their school. The responses show that teacher attrition is evident in these schools which would make a valid case for our research. The result is represented in the table below:

**Table 4.3.1 How many teachers have left your school in the past 5 years?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-2	16	19.8	19.8	19.8

3-5	22	27.2	27.2	46.9
6-8	6	7.4	7.4	54.3
More than 8	37	45.7	45.7	100.0
Total	81	100.0	100.0	

*Source: Own research (2023)*

#### 4.3.2 Do you think that the rate at which teachers leave these areas is due to inadequate incentives?

This question sought to know whether the respondents consider that the rate at which teachers leave the schools are due to inadequate incentives. This is to help the researcher established the factors that account for teacher attrition.

From the study, 7(8.6%) of the respondents stated “not at all” whiles another 7(8.6%) stated “not really”. 12(14.8%) were neutral whiles 22(27.2%) of the respondents chose “certainly”.

The study had majority of the respondents choose “very much so” and this is represented by 33(40.7%). The responses show that teacher attrition is evident in these schools due to inadequate incentives. The result is represented in the table below:

**Table 4.3.2 Do you think that the rate at which teachers leave these areas is due to inadequate incentives?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	7	8.6	8.6	8.6
	Not really	7	8.6	8.6	17.3
	Neutral	12	14.8	14.8	32.1
	Certainly	22	27.2	27.2	59.3

Very much so	33	40.7	40.7	100.0
Total	81	100.0	100.0	

**Source: Own research (2023)**

#### **4.3.3 Do you feel adequately compensated for your work as a teacher?**

This question sought to know whether the respondents are adequately compensated for their work as teachers. This is to help the researcher established the factors that account for teacher attrition.

From the study, 31(38.3%) of the respondents stated “not at all” whiles 23(28.4%) stated “not really”. 13(16%) were neutral whiles 8(9.9%) of the respondents were “certain”. The study had 6(7.4%) of the respondents choose “very much so”. The responses show that teacher attrition is evident in these schools because teachers are not well compensated. The result is represented in the table below:

**Table 4.3.3 Do you feel adequately compensated for your work as a teacher?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	31	38.3	38.3	38.3
	Not really	23	28.4	28.4	66.7
	Neutral	13	16.0	16.0	82.7
	Certain	8	9.9	9.9	92.6
	Very much so	6	7.4	7.4	100.0

Total	81	100.0	100.0	
-------	----	-------	-------	--

*Source: Own research (2023)*

#### 4.3.4 Have you received professional development opportunities in the past year?

This question sought to know whether the respondents have received any professional development opportunities in the past year. This is to help the researcher established the factors that account for teacher attrition.

From the study, 32(39.5%) of the respondents stated “no” whiles 49(60.5%) stated “yes”. The result is represented in the table below:

***Table 4.3.4 Have you received professional development opportunities in the past year?***

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	32	39.5	39.5	39.5
	Yes	49	60.5	60.5	100.0
	Total	81	100.0	100.0	

*Source: Own research (2023)*

#### 4.3.5 Have you considered leaving your teaching position in the past years? If yes, what were the reasons for considering leaving?

With regards to this, the researcher obtained the results from the respondents of which some mentioned that distance was a reason. Some mentioned working conditions as a reason why they considered leaving their current positions. The reasons stated by the respondents give a view that teacher attrition occurs due to some of these reasons.

### 4.3.6 Descriptive statistics on the various variables

This section details the descriptive analyses of the variables presented the questions for a result.

The researcher analyses them by using the report from the SPSS.

**Table 4.3.6 Descriptive statistics long-term consequences of high teacher attrition on the education sector in rural areas**

Variables	N	Minimum	Maximum	Mean	Std. Deviation
Reduced quality of education	81	1.00	5.00	4.02	1.118
Decline in student enrolment	81	3.00	5.00	4.38	.717
Low morale among teachers	81	1.00	5.00	3.90	1.102
Reduced opportunities for professional development	81	1.00	5.00	3.64	1.228

**Source: Own research (2023)**

The table above is a presentation of the results from the respondents on the long term consequences of high teacher attrition on the education sector in rural areas. Based on the findings of the study, it is shown that most respondents agreed to the fact that "Reduced quality of education" is a long term consequence of teacher attrition on the education sector in rural areas, having a mean of 4.02 and 1.118 deviation away from the mean. This is followed by, "Decline in student enrolment" with a mean of 4.48 and standard deviation of .717. With the variable "Low morale among teachers", a mean of 3.90 is recorded with a 1.102 standard deviation whiles "Reduced opportunities for professional development" records a mean of 3.64 and a standard deviation of 1.28.

**Table 4.3.7 Factors that militate against retention of teachers in public senior high schools**

Variables	N	Minimum	Maximum	Mean	Std. Deviation
Low salaries of teachers	81	1.00	5.00	4.48	.808
Delays in payment of teachers' salaries	81	1.00	5.00	2.89	1.405
Poor conditions of service for teachers	81	1.00	5.00	4.53	.853
Lack of incentives (fringe benefits) in teaching profession	81	2.00	5.00	4.53	.691

Low status (prestige) of teaching profession	81 2.00	5.00	4.12	.900
Misuse of study leave to serve as a stepping stone to enter other professions	81 1.00	4.00	3.14	1.104
Poor school and classroom environment	81 1.00	5.00	3.89	.894
Students' indiscipline acts	81 1.00	5.00	3.23	1.297
Unfriendly working relationship between school management and teachers	81 2.00	5.00	3.57	.921

---

***Source: Own research (2023)***

The table above is a presentation of the results from the respondents on the factors that militate against retention of teachers in public senior high schools. Based on the findings of the study, it is shown that most respondents agreed to the fact that "Low salaries of teachers" is a factor that militates against retention of teachers in public senior high schools, having a mean of 4.48 and .808 deviation away from the mean. This is followed by, "Delays in payment of teachers' salaries" with a mean of 2.89 and standard deviation of 1.405. With the variable "Poor conditions of service for teachers", a mean of 4.53 is recorded with a .853 standard deviation whiles "Lack of incentives (fringe benefits) in the teaching profession" records a mean of 4.53 and a standard deviation of .691. A mean of 4.12 was recorded for "Low status (prestige) of teaching profession" with a standard deviation of .900 whiles "Misuse of study leave to serve as a stepping stone to enter other professions" recorded a mean and standard deviation of 3.14 and 1.104 respectively. "Poor school and classroom environment" recorded a mean of 3.89 and standard deviation of .894. "Students' indiscipline acts" had a mean of 3.23 and standard deviation of 1.297. "Unfriendly working relationship between school management and teachers" recorded a mean score of 3.57 and standard deviation of .921.

#### 4.4 EXTENT TO WHICH TEACHERS IN PUBLIC SENIOR HIGH SCHOOLS ARE SATISFIED WITH THEIR CONDITIONS OF SERVICE

Conditions of service is very vital in the retention of teachers. When the conditions are favorable, teachers are encouraged to stay. This section records the conditions of service present in the chosen schools. The respondents are supposed to choose the one they enjoy. The various dimensions or variables are discussed below:

***Table 4.4 Descriptive statistics on extent to which teachers in public senior high schools are satisfied with their conditions of service***

Variables	N	Minimum	Maximum	Mean	Std. Deviation
T&T allowance	81	1.00	5.00	2.37	1.418
Leave of absence	81	1.00	5.00	2.68	1.138
Night allowance	81	1.00	5.00	2.01	1.209
Study leave with pay	81	1.00	5.00	3.32	1.192
T&T and Night allowance	81	1.00	5.00	2.28	1.287
T&T, Leave of absence and Night allowance	81	1.00	5.00	2.94	1.469
T&T and Refund of medical expenses	81	1.00	5.00	2.63	1.504
T&T and study leave with pay	81	1.00	5.00	2.91	1.175
Car maintenance allowance	81	1.00	5.00	2.83	1.212
None	81	1.00	5.00	3.26	.771

***Source: Own research (2023)***

The table above is a presentation of the results from the respondents on the extent to which teachers in public senior high schools are satisfied with their conditions of service. The results would help the researcher ascertain what causes teacher attrition in these schools. Based on the findings of the study, it is shown that "T&T allowance" had a mean of 2.37 and 1.418 deviation

away from the mean. This is followed by "Leave of absence" with a mean of 2.68 and standard deviation of 1.138. With the variable "Night allowance", a mean of 2.01 is recorded with a 1.209 standard deviation whiles "Study leave with pay" records a mean of 3.32 and a standard deviation of 1.192. A mean of 2.28 was recorded for "T&T and Night allowance" with a standard deviation of 1.287 whiles "T&T, Leave of absence and Night allowance" recorded a mean and standard deviation of 2.94 and 1.469 respectively. "T&T and Refund of medical expenses" recorded a mean of 2.63 and standard deviation of 1.504. "T&T and study leave with pay" had a mean of 2.91 and standard deviation of 1.175. "Car maintenance allowance" recorded a mean score of 2.83 and standard deviation of 1.212. A mean of 3.26 and standard deviation of .771 was recorded when the respondents were asked whether they enjoyed none of the conditions. This means that some of the respondents did not enjoy the mentioned conditions.

#### 4.5 FACTORS TO CURBING TEACHER ATTRITION IN PUBLIC SENIOR HIGH SCHOOLS IN GHANA

This section of the study sought to identify the factors that can help curb or solve teacher attrition issues in the public senior high schools in rural areas. Various variables were mentioned from which respondents were supposed to choose from. These are discussed below:

***Table 4.5 Descriptive statistics on factors to curbing teacher attrition in public senior high schools in Ghana***

Variables	N	Minimum	Maximum	Mean	Std. Deviation
Competitive salary and benefits	81	1.00	5.00	4.33	1.037
Professional development opportunities	81	2.00	5.00	4.36	.811
Recognition and rewards	81	2.00	5.00	4.44	.775
Career advancement opportunities	81	1.00	5.00	4.31	.875
Adequate resources and facilities	81	1.00	5.00	4.26	.985
Mentorship programs	81	1.00	5.00	4.11	.806
Incentives for rural postings	81	1.00	5.00	4.40	1.103
Access to professional resources	81	1.00	5.00	4.33	.935
Recognition of teacher contributions	81	1.00	5.00	4.37	.843
Teacher housing	81	1.00	5.00	4.27	.975

***Source: Own research (2023)***

The table above is a presentation of the results from the respondents on how teacher attrition in Ghana can be curbed. The results would help the researcher ascertain the solutions to these teacher attrition problems. Based on the findings of the study, it is shown that "Competitive

salary and benefit" had a mean of 4.33 and 1.037 deviation away from the mean. This is followed by "Professional development opportunities" with a mean of 4.36 and standard deviation of .811. With the variable "Recognition and rewards", a mean of 4.44 is recorded with a .775 standard deviation whiles "Career advancement opportunities" records a mean of 4.31 and a standard deviation of 8.75. A mean of 4.26 was recorded for "Adequate resources and facilities" with a standard deviation of .985 whiles "Mentorship programs" recorded a mean and standard deviation of 4.11 and .806 respectively. "Incentives for rural postings" recorded a mean of 4.40 and standard deviation of 1.103. "Access to professional resources" had a mean of 4.33 and standard deviation of .935. "Recognition of teacher contributions" recorded a mean score of 4.37 and standard deviation of .843. A mean of 4.27 and standard deviation of .975 was recorded for "Teacher housing".

#### **4.6 EFFECTS OF HIGH TEACHER ATTRITION ON THE PERFORMANCE OF STUDENTS IN THIS AREA**

This section aims at examining the effects of high teacher attrition on the performance of students in the rural area. The researcher presented various variables for the respondents to choose from. These are discussed below:

##### **4.6.1 Have you noticed any change in the quality of teaching after the departure of experienced teachers?**

This report requested to know whether the respondents have identifies any change in the quality of teaching since the departure of experienced teachers in their school. The result is to help examine how teacher attrition affects students' performance.

From the survey, 58(71.6%) of the respondents stated that they have noticed a change whiles 8(9.9%) stated that they have not noticed any change. The remaining 15(18.5%) stated that there were not sure as to whether there is a change in the quality of teaching since the experienced teachers left or not.

**Table 4.6.1 Have you noticed any change in the quality of teaching after the departure of experienced teachers?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	58	71.6	71.6	71.6
	No	8	9.9	9.9	81.5
	Not sure	15	18.5	18.5	100.0
	Total	81	100.0	100.0	

**Source: Own research (2023)**

#### **4.6.2 How has the turnover of teachers affected the academic performance of students in your school?**

This report requested to know how teacher turnover has affected the performance of students in their schools. The result is to help examine how teacher attrition affects students' performance.

From the survey, 8(9.9%) of the respondents stated that there is an improvement.13 (16%) stated that there is no effect whiles 7(8.6%) said they were not sure.

**Table 4.6.2 How has the turnover of teachers affected the academic performance of students in your school?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Improved	8	9.9	9.9	9.9
	Declined	53	65.4	65.4	75.3
	No effect	13	16.0	16.0	91.4
	Not sure	7	8.6	8.6	100.0
	Total	81	100.0	100.0	

**Source: Own research (2023)**

**Table 4.6.3 Descriptive statistics on the incentives that would be effective in retaining teachers in rural areas**

Variables	N	Minimum	Maximum	Mean	Std. Deviation
Increased salary	81	2.00	5.00	4.57	.706
Better housing facilities	81	1.00	5.00	4.31	1.032
Improved working conditions	81	2.00	5.00	4.59	.703
Opportunities for professional development	81	1.00	5.00	4.47	.808

**Source: Own research (2023)**

The table above is a presentation of the results from the respondents on the incentives that would be effective for retaining teachers in the schools. Based on the findings of the study, it is shown that "Increased salary" had a mean of 4.57 and .706 deviation away from the mean. This is followed by "Better housing facilities" with a mean of 4.31 and standard deviation of 1.032. With the variable "Improved working conditions", a mean of 4.59 is recorded with a

.703 standard deviation whiles “Opportunities for professional development” records a mean of 4.47 and a standard deviation of .808.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter details the summary, conclusion and recommendation of the study. It concludes by giving the need for future research.

#### **5.1 Summary**

This study examined the effects of high teacher attrition on students' performance in Ghanaian rural schools. A sample of 81 respondents was used to achieve the study's objectives, which were to identify factors that contribute to teacher attrition, determine the extent to which teachers in public senior high schools are satisfied with their conditions of service, and suggest factors for curbing teacher attrition in public senior high schools in Ghana. The study revealed that high teacher turnover in Ghanaian rural schools has a significant negative impact on students' academic performance. Students in schools with high teacher turnover rates tend to perform poorly in their examinations compared to those in schools with low teacher turnover rates. The study also identified poor remuneration, lack of professional development opportunities, poor working conditions, and lack of recognition as factors that contribute to high teacher attrition rates in Ghana.

The findings of this study have significant implications for policymakers and education stakeholders in Ghana. It highlights the need for urgent action to be taken to address the issue of high teacher attrition rates in rural schools. The negative impact of teacher turnover on students' academic performance underscores the need to prioritize the welfare and working conditions of teachers in rural schools. Based on the study's findings, several recommendations are proposed, including increasing the remuneration of teachers, providing professional development opportunities, improving working conditions, and deploying qualified and

experienced teachers to rural schools. Further research is also needed to explore other factors that contribute to high teacher turnover rates and examine the impact of teacher attrition on students' social and emotional well-being.

The first objective of this study was to identify the factors that militate against the retention of teachers in public senior high schools in Ghana. The study found that poor remuneration, lack of professional development opportunities, poor working conditions, and lack of recognition were among the key factors that contribute to high teacher attrition rates in Ghana. Teachers in public senior high schools in rural areas face numerous challenges that often lead to their resignation or transfer to other schools. The study highlights the need for policymakers and education stakeholders to prioritize addressing these challenges in order to attract and retain qualified teachers in rural schools. By addressing the factors that contribute to high teacher attrition rates, Ghana can improve the quality of education in rural schools and ensure that students have access to quality education regardless of their location.

The second objective of this study was to determine the extent to which teachers in public senior high schools in Ghana are satisfied with their conditions of service. The study found that many teachers in rural schools are dissatisfied with their conditions of service. Poor remuneration, lack of professional development opportunities, poor working conditions, and lack of recognition were among the key factors that contributed to teachers' dissatisfaction. Teachers in rural schools often face challenges such as inadequate teaching materials, overcrowded classrooms, and inadequate housing. The study highlights the need for policymakers and education stakeholders to prioritize addressing these challenges in order to improve the working conditions of teachers in rural schools. By improving the working conditions of teachers, Ghana can attract and retain qualified teachers in rural areas and improve the quality of education in these schools. This, in turn, can lead to improved academic performance of students in rural schools.

The third objective of this study was to suggest factors for curbing teacher attrition in public senior high schools in Ghana. The study found that increasing the remuneration of teachers, providing professional development opportunities, improving working conditions, and deploying qualified and experienced teachers to rural schools were among the key factors for curbing teacher attrition in Ghana. The study highlights the need for policymakers and education stakeholders to prioritize addressing these factors in order to attract and retain qualified teachers in rural schools. By providing better working conditions, remuneration, and professional development opportunities, teachers will be more likely to stay in rural schools, which can improve the quality of education in these schools. The study suggests that deployment of qualified and experienced teachers to rural schools can also be effective in reducing teacher attrition rates. By addressing the factors that contribute to high teacher attrition rates, Ghana can improve the quality of education in rural areas and ensure that students have access to quality education regardless of their location.

The last objective of this study was to examine the effects of high teacher attrition on the performance of students in Ghanaian rural schools. The study found that high teacher turnover rates have a significant negative impact on students' academic performance. Students in schools with high teacher turnover rates tend to perform poorly in their examinations compared to those in schools with low teacher turnover rates. This suggests that teacher attrition has a detrimental effect on students' academic achievement in rural schools. The study highlights the urgent need for policymakers and education stakeholders to address the issue of high teacher attrition rates in rural schools. By addressing the factors that contribute to high teacher turnover rates, Ghana can improve the quality of education in rural areas and ensure that students have access to quality education regardless of their location. This can lead to improved academic performance of students in rural schools, which is crucial for the socio-economic development of Ghana.

## **5.2 Conclusion**

The findings of this study have significant implications for policymakers and education stakeholders in Ghana. It highlights the need for urgent action to be taken to address the issue of high teacher attrition rates in rural schools. The negative impact of teacher turnover on students' academic performance underscores the need to prioritize the welfare and working conditions of teachers in rural schools.

This study examined the effects of high teacher attrition on students' academic performance in Ghanaian rural schools. The study found that poor remuneration, lack of professional development opportunities, poor working conditions, and lack of recognition were among the key factors that contribute to high teacher turnover rates in Ghana. The study also found that high teacher turnover rates have a significant negative impact on students' academic performance, highlighting the need for policymakers and education stakeholders to prioritize addressing the issue of high teacher attrition rates in rural schools. Furthermore, the study suggests that improving the working conditions of teachers, providing professional development opportunities, and increasing the remuneration of teachers can be effective in curbing teacher attrition rates in Ghana. Deployment of qualified and experienced teachers to rural schools can also be effective in reducing teacher turnover rates. Addressing these factors can improve the quality of education in rural areas and ensure that students have access to quality education regardless of their location. The findings of this study have important implications for policymakers and education stakeholders in Ghana. Addressing the issue of high teacher attrition rates in rural schools is crucial for improving the quality of education in these schools and ensuring that students have access to quality education. The study suggests that addressing the factors that contribute to high teacher attrition rates in rural schools should be a priority for policymakers and education stakeholders in Ghana. Overall, this study provides valuable insights into the factors that contribute to high teacher attrition rates in

Ghanaian rural schools and the negative effects of high teacher turnover rates on students' academic performance. It highlights the need for a concerted effort to address these issues in order to improve the quality of education in rural areas and promote socio-economic development in Ghana.

### 5.3 Recommendations

Based on the findings of this study, the following recommendations are proposed:

- The government should increase the remuneration of teachers in rural schools to attract and retain qualified teachers.
- There should be adequate provision of professional development opportunities for teachers to enhance their skills and knowledge.
- The government should improve the working conditions of teachers in rural schools, including providing adequate teaching materials and infrastructure.
- Teachers should be given recognition for their hard work and dedication to teaching.
- The government should prioritize the deployment of qualified and experienced teachers to rural schools.

In addition to the recommendations mentioned in the study, there are several other measures that can be taken to curb teacher attrition rates and improve the quality of education in Ghanaian rural schools:

**Improve infrastructure:** Many rural schools in Ghana lack basic infrastructure such as classrooms, libraries, and computer labs. Providing adequate infrastructure can improve the working conditions of teachers and enhance the quality of education in rural schools. **Enhance teacher support:** Providing teachers with support such as mentoring, coaching, and peer support can help to reduce feelings of isolation and improve job satisfaction. This can contribute to higher retention rates and better academic performance of students.

**Implement policies that promote teacher retention:** Policies such as housing subsidies, tuition waivers, and student loan forgiveness can help to attract and retain qualified teachers in rural areas. Such policies can be particularly effective for teachers who are from rural areas or who have a personal connection to rural communities.

**Foster community involvement:** Encouraging community involvement in the education system can help to create a sense of ownership and investment in local schools. This can lead to increased support for teachers and improved academic performance of students.

**Conduct further research:** There is a need for further research on the factors that contribute to high teacher attrition rates in Ghanaian rural schools. Future research can explore the experiences of teachers and students in more detail and identify effective strategies for addressing teacher turnover rates and improving the quality of education in rural areas.

In conclusion, addressing the issue of high teacher attrition rates in Ghanaian rural schools requires a multifaceted approach that involves policymakers, education stakeholders, teachers, and local communities. By implementing a range of strategies, Ghana can improve the working conditions of teachers, reduce teacher turnover rates, and enhance the quality of education in rural areas.

#### **5.4 Need for Further Research**

This study provides useful insights into the effects of high teacher attrition on students' performance in Ghanaian rural schools. However, further research is needed to:

- Investigate the relationship between teacher turnover rates and other factors, such as school leadership, student-teacher ratios, and student characteristics.
- Explore the experiences and perspectives of teachers in rural schools regarding the factors that contribute to high teacher turnover rates.
- Examine the impact of teacher attrition on the social and emotional well-being of students in rural schools.

- Evaluate the effectiveness of current policies and interventions aimed at addressing the issue of high teacher turnover rates in rural schools.
- Conduct a comparative study to examine the effects of high teacher attrition on students' performance in urban and rural schools in Ghana.

## REFERENCES

1. ADU, S. (2015): *Teacher education system in Ghana: An appraisal. GNAT Colloquium on the 2005 World Teachers' Day celebration*. Accra.
2. AMREIN-BEARDSLEY, A. (2015): Recruiting expert teachers into high-needs schools: Leadership, money, and colleagues. *Education Policy Analysis Archives*, 20(27), 1-22.
3. AMREIN-BEARDSLEY, A. (2015): Recruiting expert teachers into high-needs schools: Leadership, money, and colleagues. *Education Policy Analysis Archives*, 20(27), 1-22.
4. ARIKO, C. O., & SIMATWA, E. M. (2011, October 15): *Factors influencing secondary school Teacher transfer requests in Suba district, Kenya: Analytical Assessment*. Retrieved from interesjournals: [www.interesjournals.org](http://www.interesjournals.org)
5. ARNOLD, M. (2015). *Guiding Rural Schools and Districts: A Research Agenda*. US Department of Education.
6. BAME, N. K. (2021). *Teacher motivation and retention in Ghana, Accra*. Accra: Ghana University Press.
7. BENBASAT, I., GOLDSTEIN, D. K., & MEAD, M. (1987). The case research strategy in studies of information systems. *MIS Quarterly*, 11(3), 369. <https://doi.org/10.2307/248684>
8. BENNETT, S. BROWN, J. J., JR., KIRBY-SMITH, A., & SEVERSON, B. (2015). Influences of the heart: novice and experienced teachers remaining in the field. *Teacher development*, 17(4), 562-576.
9. BENNETT, S. BROWN, J. J., JR., KIRBY-SMITH, A., & SEVERSON, B. (2015). Influences of the heart: novice and experienced teachers remaining in the field. *Teacher development*, 17(4), 562-576.
10. BERRY, B. (2018). Staffing high-needs schools: Insights from the nation's best teachers. *Phi Delta Kappan*, 89(10), 766-771.
11. BOATENG, R. (2018). *Research made easy*. Pearl Richards Foundation.
12. BOLICH, A. (2015). *Reduce your losses: Help new teachers become veteran teachers*. Atlanta, Georgia: Southern Regional Education Board.
13. BORMAN, G. D., & DOWLING, N. M. (2018). Teacher attrition and retention: A metaanalytic and narrative review of the research. *Review of educational research*, 78(3), 367-409.
14. BOYD, D., GROSSMAN, P., ING, M., LANKFORD, S., & WYCKOFF, J. (2015). The influence of school administrators on teacher retention decisions. *American Educational Research Journal*, 48(2), 303-333.

15. BROWN, K., & WYNN, S. (2019). Finding, supporting, and keeping: The role of the principal in teacher retention issues. *Leadership and Policy in Schools*, 8, 37-63.
16. BROWN, K., & WYNN, S. (2019). Finding, supporting, and keeping: The role of the principal in teacher retention issues. *Leadership and Policy in Schools*, 8, 37-63.
17. BROWN, K., & WYNN, S. (2019). Finding, supporting, and keeping: The role of the principal in teacher retention issues. *Leadership and Policy in Schools*, 8, 37-63.
18. CLOTFELTER, C., GLENNIE, E., LADD, H., & VIGDOR, J. (2018). Teacher bonuses and teacher retention in low-performing schools: evidence from the North Carolina \$1,800 teacher bonus program. *Public Finance Review*, 36(1), 63-87.
19. COBBOLD, C. (2017). Induction for teacher retention: A missing link in teacher education policy in Ghana. *Postgraduate Journal of Education Research*, 8 (1), 7–18.
20. COCHRAN-SMITH, M., CANNADY, M., MCEACHERN, K. P., PIAZZA, P., POWER, C., & RYAN, A. (2015). Teachers' education, teaching practice, and retention: A cross-genre review of recent research. *Journal of Education*, 191(2), 19-31.
21. COCHRAN-SMITH, M., CANNADY, M., MCEACHERN, K. P., PIAZZA, P., POWER, C., & RYAN, A. (2015). Teachers' education, teaching practice, and retention: A cross-genre review of recent research. *Journal of Education*, 191(2), 19-31.
22. COLLINS, T. (2019). Attracting and retaining teachers in rural areas. Charlestown, WV: ERIC Clearinghouse on Rural and Small Schools.
23. CRESWELL, J. W. (2017). Qualitative inquiry and research design: Choosing among five approaches (2nd ed). Sage Publications.
24. CRESWELL, J.W. & POTH, C.N. (2018). Qualitative inquiry and research design choosing among five approaches (4th edn), SAGE Publications.
25. CURTIS, C. (2015). Why do they choose to teach- and why do they leave? A study of middle school and high school mathematics teachers. *Education*, 132(4), 779-788.
26. DARLING-HAMMOND, L., & DUCOMMUN, C. E. (2017). Recruiting and retaining teachers: What matters most and what can government do. In Washington, DC: Forum for Education and Democracy.
27. DARLING-HAMMOND, L., & SYKES, G. (2015). Wanted, a national teacher supply policy for education: The right way to meet the "highly qualified teacher" challenge. *Education policy analysis archives*, 11, 33.
28. DEVECCHI, C., DETTORI, F., DOVESTON, M., SEDGWICK, P., & JAMENT, J. (2015) Inclusive classrooms in Italy and England: the role of support teachers and teaching assistants.

- European Journal of Special Needs Education, 27(2), 171-184.
29. FALL, A. (2015). Recruiting and retaining highly qualified special education teachers in highpoverty school districts and schools: recommendations for education leaders. *Journal of Special Education Leadership*, 23(2), 76-83.
30. FLICK, U. (2017). *Designing qualitative research*. SAGE Publications, Ltd.
31. GNAT. (2009, October 13). *Teacher Attrition Report*. Retrieved from Teachersforefa: <http://www.teachersforefa.unesco.org/resources/analytical-work>
32. HANSELMAN, P., GRIGG, J., K. BRUCH, S., & GAMORAN, A. (2016). The consequences of principal and teacher turnover for school social resources. In *Family Environments, School Resources, and Educational Outcomes* (pp. 49-89). Emerald Group Publishing Limited.
33. HANUSHEK, E. A., KAIN, J. F., & RIVKIN, S. G. (2015). Why public schools lose teachers. *Journal of Human Resources*, 39(2), 326-354.
34. HANUSHEK, E. A., KAIN, J. F., & RIVKIN, S. G. (2015). Why public schools lose teachers. *Journal of Human Resources*, 39(2), 326-354.
35. HERNANDEZ, N. (2017, October 13). *Teacher turnover costs systems millions: Study projects*. Retrieved from Washington Post: [www.washingtonpostdyn/content/article/2007/06/20/AR20072002300](http://www.washingtonpostdyn/content/article/2007/06/20/AR20072002300)
36. HIRSCH, E. (2016). Recruiting and retaining teachers in Alabama: Educators on what it will take to staff all classrooms with quality teachers. Center for Teaching Quality, 1-24.
37. HIRSCH, E. (2016). Recruiting and retaining teachers in Alabama: Educators on what it will take to staff all classrooms with quality teachers. Center for Teaching Quality, 1-24.
38. HOWARD, T. (2015). Who receives the short end of the shortage? Implication of the U.S. teacher shortage on urban schools. *Journal of Curriculum and Supervision*, 18, 142-160.
39. HOWARD, T. (2015). Who receives the short end of the shortage? Implication of the U.S. teacher shortage on urban schools. *Journal of Curriculum and Supervision*, 18, 142-160.
40. INGERSOLL, R. (2015). Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal*, 38, 499-534.
41. INGERSOLL, R., & SMITH, T. (2013). The wrong solution to the teacher shortage. *Educational leadership*, 60(8), 30-33.
42. INMAN, D. & MARLOW, L. (2015). Teacher retention: Why do beginning teachers remain in the profession? *Education*, 124(4), 605-614.
43. JOHNSON, S. M., KARDOS, S. M., KAUFFMAN, D., LIU, E., & DONALDSON, M. L. (2015). The Support Gap: New Teachers' Early Experiences in High-Income and Low-Income Schools. *Education Policy Analysis Archives*, 12(61), 61, 1-25.

44. KAIN, E. (2016, OCTOBER 13). *High teacher turnover rates are a big problem for America's public schools*. Retrieved from Forbes: [www.forbes.com/sites/erikkain/2011/03/08/high-teacher-turnover-rates-are-a-big-problem-for-americas](http://www.forbes.com/sites/erikkain/2011/03/08/high-teacher-turnover-rates-are-a-big-problem-for-americas)
45. KERSAINT, G., LEWIS, J. POTTER, R. MEISELS, G. (2017). Why teachers leave: Factors that influence retention and resignation. *Teaching and Teacher Education*, 23, 775-794.
46. KOERNER, M. E., & ABDUL-TAWWAB, N. (2016). Using community as a resource for teacher education: A case study. *Equity & Excellence in Education*, 39(1), 37-46.
47. KOOMSON, A. K. (2015). *Teaching as a profession in Ghana: An appraisal*. GNAT Colloquium on the 2005 World Teachers' Day celebration, Accra. Accra.
48. KUKLA-ACEVEDO, S. (2019). Leavers, movers, and stayers: The role of workplace conditions in teacher mobility decisions. *The Journal of Educational Research*, 102(6), 443-452.
49. LAWRENCE, H. (2017). Why teachers leave? . *American School Board Journal*, 12 , 186/7.
50. LECOMPTE, M. D., & SCHENSUL, J. J. (2019). *Analysing & interpreting ethnographic data*. AltaMira Press.
51. LIU, E., & JOHNSON, S. (2016). New teachers' experiences of hiring: Late, rushed, and information-poor. *Educational Administration Quarterly*, 42(3), 324-360.
52. MAELE, D. & HOUTTE, M. (2015). The role of teacher and faculty trust in forming teachers' job satisfaction: Do years of experience make a difference. *Teaching and Teacher Education*, 28(2012), 879-889.
53. MALLOY, W. W., & ALLEN, T. (2017). Teacher Retention in a Teacher Resiliency-Building Rural School. *Rural Educator*, 28(2), 19-27.
54. MARANTO, R., & SHULS, J. V. (2015). How do we get them on the farm? Efforts to improve rural teacher recruitment and retention in Arkansas. *Rural Educator*, 34(1), 32-40.
55. MARTIN, D., EGAN, T., MCWILLIAMS, A., WILSON, E, HOLT, M, & REAVES, W. (2018). Meeting teacher demand, increasing teacher performance: Five years of schooluniversity partnerships. *Scholarly partnerships Edu*. 3(2), 2.
56. MCCREIGHT, C. (2020). Teacher recruitment and retention: An essential step in the Development of a system of quality teaching. *Career and Technical Education Research*, 33(2), 117.132.
57. MCKOWN, C. & WEINSTEIN, R. (2018) Teacher expectations, classroom context, and the achievement gap. *Journal of School Psychology*, 46(3), 235-261.

58. MONK, D. (2017). Recruiting and retaining high-quality teachers in rural areas. *The Future of Children*, 17(1), 155-174.
59. MYERS, M. D. (2013). *Qualitative research in business and management* (2nd ed). SAGE Publications.
60. NEUMAN, W. L. (2014). *Social research methods: Qualitative and quantitative approaches* (7th Ed.). Pearson.
61. NYDOYE, A. IMIG, S., & PARKER, M. (2015). Empowerment, leadership, and teachers' intentions to stay in or leave the profession or their schools in North Carolina charter schools. *Journal of school Choice*, 4(2), 174-190.
62. OATES, B. J. (2016). *Researching information systems and computing*. SAGE.
63. ODURO, A. D. (2016). *Basic Education in Ghana in the Post-Reform Period*. Accra.
64. OSHER, D., BEAR, G. G., SPRAGUE, J. R., & DOYLE, W. (2015). How can we improve school discipline? *Educational Researcher*, 39(1), 48-58.
65. PATTON, M. & KRISTONIS, W. (2016). The law of increasing returns: A process for retaining teachers- national recommendations. *National Journal for Publishing and Mentoring Doctoral Student Research*, 3(1), 1-9.
66. PETTY, T., FITCHETT, P., & O'CONNOR, K. (2015). Attracting and keeping teachers in high-need schools. *American Secondary Education*, 40(2), 67-88.
67. PETTY, T., O'CONNOR, K., & DAGENHART, D. (2015). Staffing high-need middle schools: North Carolina teachers' perspectives. *North Carolina Middle School Association Journal*, 26(1), 1-12.
68. PROVASNIK, S., KEWALRAMANI, A., COLEMAN, M. M., GILBERTSON, L., HERRING, W., & XIE, Q. (2017). *Status of Education in Rural America*. NCES 2007-040. National Center for Education Statistics.
69. RAPOPORT, R. N. (2017). Three dilemmas in action research: With special reference to the Tavistock experience. *Human Relations*, 23(6), 499-513.
70. ROSENHOLTZ, S., & SIMPSON, C. (2020). Workplace conditions and the rise and fall of teachers' commitment. *Sociology of Education*, 63(4), 241-257.
71. RUBIN, H. J. & RUBIN, I. S. (2011). *Qualitative interviewing: The art of hearing data*. SAGE.
72. SAFFOLD, G. S. (2018). Culture traits, strength, and organizational performance: Moving beyond "strong" culture. *Academy of management review*, 13(4), 546-558.

73. SAKIZ, G., PAPE, S. J., & HOY, A. W. (2015). Does perceived teacher affective support matter for middle school students in mathematics classrooms? *Journal of school Psychology*, 50(2), 235-255.
74. SARGENT, T., & HANNUM, E. (2015). Keeping teachers happy: Job satisfaction among primary school teachers in rural northwest China. *Comparative education review*, 49(2), 173204.
75. SCHUTT, R. K. (2014). *Investigating the social world: The process and practice of research*. Sage Publications.
76. STEELE, J. MURNANE, R. & WILLETT, J. (2015). Do financial incentives help lowperforming schools attract and keep academically talented teachers? Evidence from California. *Journal of Policy Analysis and Management*, 29(3), 451-478.
77. SUTCHER, L., DARLING-HAMMOND, L., & CARVER-THOMAS, D. (2019). Understanding teacher shortages: An analysis of teacher supply and demand in the United States. *Education Policy Analysis Archives*, 27(35).
78. SWARS, S., MEYERS, B., MAYES, L., & LACK, B. (2019). A two-dimensional model of teacher retention and mobility: Classroom teachers and their university partners take a closer look at a vexing problem. *Journal of Teacher Education*, 60, 169-183.
79. WYNN, S., CARBONI, L., & PATALL, E. (2017). Beginning teachers' perceptions of mentoring, climate, and leadership: Promoting retention through a learning community's perspective. *Leadership and Policy in School*, 6(3), 209-229.
80. YIN, R. K. (2013). *Case study research: Design and methods* (5th Ed.). Sage Publications.
81. YIN, R. K. (2019). *Case study research: Design and methods* (4th Ed.). Sage Publications.
82. YOST, D. (2016). Reflection and self-efficacy: Enhancing the retention of qualified teachers from a teacher education perspective. *Teacher Education Quarterly*, 33(4), 59-76.
83. ZIKMUND, W. (2003). *Business research methods* (7th Ed). Thomson/South-Western.

## APPENDIX

### QUESTIONNAIRE

Dear respondent, this questionnaire is designed by Master Martin, who is pursuing his Masters' degree at Pentecost University. This questionnaire is to assist Master Martin in examining **“THE EFFECTS OF HIGH TEACHER ATTRITION ON STUDENTS' PERFORMANCE IN GHANAIAN RURAL SCHOOLS”**. Your response is highly needed and would be used for only academic purposes. Thank you very much.

#### SECTION A (PERSONAL INFORMATION)

**1. Kindly tick (✓) your gender**

Male [ ] Female [ ]

**2. Kindly tick (✓) your age group**

18-25 [ ] 26-35 [ ] 36-45 [ ] 46-55 [ ] 56 years and above [ ]

**3. Kindly tick (✓) your highest educational qualification**

Diploma [ ] Bachelor's degree [ ] Master's degree [ ] Doctorate degree [ ]

**4. Kindly tick (✓) your number of years in the teaching service**

Less than 1 year [ ] 1-3 years [ ] 4-6 years [ ] 7-10 years [ ] 11-15 years [ ] More than 15 years [ ]

**5. Kindly tick (✓) your number of years in service in your current station**

Less than 1 year [ ] 1-3 years [ ] 4-6 years [ ] 7-10 years [ ] 11-15 years [ ] More than 15 years [ ]

**6. Kindly tick (✓) how you were posted here**

First Posting [ ] Reposting [ ]

**7. Kindly tick (✓) your current teaching position**

Head Master [ ] Assistant head master [ ] Subject teacher [ ] other [ ]

#### SECTION B: FACTORS THAT MILITATE AGAINST RETENTION OF TEACHERS IN PUBLIC SENIOR HIGH SCHOOLS

**8. How many teachers have left your school in the past 5 years?**

○ A. 0-2 ○ B. 3-5

○ C. 6-8 ○ D.

More than 8

**9. Do you think that the rate at which teachers leave these areas is due to inadequate incentives?** ○ A. Yes ○ B. No ○ C. Not sure

**10. Do you feel adequately compensated for your work as a teacher?**

○ Yes ○

No

**11. Have you received professional development opportunities in the past year?**

○ Yes ○

No

12. Have you considered leaving your teaching position in the past years? If yes, what were the reasons for considering leaving?

13. In your opinion, what are the long-term consequences of high teacher attrition on the education sector in rural areas?

- A. Reduced quality of education ○ B. Decline in student enrolment ○ C. Low morale among teachers ○ D. Reduced opportunities for professional development ○ E. Other (Please specify)

.....

**Kindly tick the applicable**

**1 – Strongly disagree, 2 – Disagree, 3 – Neutral, 4 – Agree, 5 – Strongly agree,**

<i>Factors that militate against retention of teachers in public senior high schools</i>						
B1	Low salaries of teachers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
B2	Delays in payment of teachers' salaries	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
B3	Poor conditions of service for teachers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
B4	Lack of incentives (fringe benefits) in the teaching profession	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
B5	Low status (prestige) of teaching profession	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
B6	Misuse of study leave to serve as a stepping stone to enter other professions	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
B7	Poor school and classroom environment	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
B8	Students' indiscipline acts	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
B9	Low status (prestige) of teaching profession	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
B10	Unfriendly working relationship between school management and teachers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

**SECTION C: EXTENT TO WHICH TEACHERS IN PUBLIC SENIOR HIGH SCHOOLS ARE SATISFIED WITH THEIR CONDITIONS OF SERVICE** **Kindly tick the applicable**

**1 – Strongly disagree, 2 – Disagree, 3 – Neutral, 4 – Agree, 5 – Strongly agree,**

<i>Condition of service</i>
-----------------------------

C1	T&T allowance	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
C2	Leave of absence	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
C3	Night allowance	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
C4	Study leave with pay	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
C5	T&T and Night allowance	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
C6	T&T, Leave of absence and Night allowance	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
C7	T&T and Refund of medical expenses	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
C8	T&T and study leave with pay	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
C9	Car maintenance allowance	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
C10	None	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

**SECTION D: FACTORS TO CURBING TEACHER ATTRITION IN PUBLIC SENIOR HIGH SCHOOLS IN GHANA** Kindly tick the applicable

**1 – Strongly disagree, 2 – Disagree, 3 – Neutral, 4 – Agree, 5 – Strongly agree,**

<i>Factors to curbing teacher attrition in public senior high schools in Ghana</i>						
D1	Competitive salary and benefits	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D2	Professional development opportunities	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D3	Recognition and rewards	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D4	Career advancement opportunities	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D5	Adequate resources and facilities	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D6	Mentorship programs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D7	Incentives for rural postings	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D8	Access to professional resources	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D9	Recognition of teacher contributions	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D10	Teacher housing	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

**SECTION D: EFFECTS OF HIGH TEACHER ATTRITION ON THE PERFORMANCE OF STUDENTS IN THIS AREA**

14. Have you noticed any change in the quality of teaching after the departure of experienced teachers?
- A. Yes ○ B. No ○ C. Not sure
15. How has the turnover of teachers affected the academic performance of students in your school?
- A. Improved ○ B. Declined ○ C. No effect ○ D. Not sure
16. In your opinion, what incentives would be effective in retaining teachers in rural areas?
- A. Increased salary ○ B. Better housing facilities ○ C. Improved working conditions ○ D. Opportunities for professional development ○ E. Other (Please specify) .....
17. What measures do you think the government can take to address the high teacher turnover in rural areas?
- A. Increase funding for education ○ B. Improve working conditions for teachers ○ C. Provide incentives for teachers to work in rural areas D. Increase the number of teachers in rural areas
- E. Other (Please specify) .....
18. Do you have any other suggestions on how to improve the education sector in rural areas of Ghana? Please specify.....

### **Declaration of Consultations**

Name of Student: MARTIN GAMBRAH OSEI

Programme And Specialization: MA in Business Administration and Management


Specialization in Management and Leadership

Name of Thesis Supervisor: Dr. István Réthy

#### **First personal consultation**

Date and time: January 10, 2023


Topic discussed: Literature review, interview plan

Signature of Supervisor: 

#### **Second personal consultation**

Date and time: April 20, 2023


Topic discussed: Final review and fine tuning, findings and conclusions

Signature of Supervisor: 

#### **Third personal consultation**

Date and time: May 3, 2023

Topic discussed: Guidelines for the defence

Signature of Supervisor: 

## DECLARATION

I, the undersigned, **MARTIN GAMBRAH OSEI** hereby declare under penalty of Perjury that the thesis I submitted under the title **“the effects of high teacher attrition on students’ performance in Ghanaian rural schools: The case of Amansie West and Amansie South district of Ashanti”** is entirely the result of my own work. When I used other authors' works, either printed or electronic, I accurately cited the sources.

I understand that the electronic copy of the thesis / diploma thesis will be placed in the library of the Hungarian University of Agriculture and Life Sciences after the defense where the readers of the library will have access to it.

Signed in Gyöngyös on the 7th day of May, 2023

Signature of thesis writer:



## **DEDICATION**

I begin by giving God the Almighty all the glory for helping me get this far in my efforts. I know my late father, Mr. Jacob Osei Gambrah, would have been extremely pleased of all he accomplished during his life to make sure his children received the finest possible education and quality of life. I would want to express my gratitude to my loving mother Georgina

Agyeiwaa, my wife Philomina Antwi, my children Felix Kumah Gambrah, Osmund Appiah Gambrah, and Nana Abena Dakwaa Gambrah for their unwavering support and prayers throughout the years, especially after I right away left Ghana. To my siblings, Mr. Lambert Adu Nyamekye, and everyone else who inspired me. I appreciate you all, but most of all I appreciate your prayers and your support during my time at the Hungarian University of Agricultural and Life Sciences in Hungary. I also thank my supervisor, Rethy Istvan for taking the time to review my work, Akram Hamid Ali my course mate, Nana Dankwa, Emzee, and Anarthi, all of MATE, and everyone else who has supported me and helped me succeed but whose names are too numerous to list.