TEACHER RETENTION IN BASIC SCHOOLS OF THEIR HOME COMMUNITIES: IMPLICATION FOR TEACHER DEPLOYMENT POLICY

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ABSTRACT

Teachers' retention continue to remain a challenge, especially in the rural and peri-urban areas of Ghana. The purpose of this study was to examine the various factors that are responsible for teacher retention in their home communities and how these factors are militating against their continuing stay in the profession in the Nanumba South District. A total of seventy (76) respondents were surveyed for this study. This comprises twenty-four teachers from Junior High Schools and fifty-two (52) teachers from the primary schools. The purposive stratified sampling technique was adopted, and data collected with a structured questionnaire. The data collected were analyzed using descriptive statistics. The study revealed that the motivation for accepting posting to their home community schools included the strong motivation to give back to the communities and the respect they received from community members. It is also established that teachers were willing to continue to stay in their communities because they were respected and motivated by the community's members. The collaboration teachers received from each other and

remedial classes they organize helped to improve teaching and learning. Economic pressure from family members and the lack of interest of parents in education were some reasons that made teachers exited their home communities. It is therefore recommended that the GES should organise orientation fora for communities to embrace their own kind to their home communities as teachers. The teachers should also be encouraged to accept posting to their home communities through specialized awards and incentives. Educational infrastructure should be equitably distributed across the district. There should be a special package for teachers who accept postings to their home communities in rural settings to enable them to develop themselves academically.

Key words: Teacher retention, home communities, teacher attrition

INTRODUCTION

Formal education plays an enormous role in our present world of socio-economic development because it enhances knowledge and technology acquisition, which have become key tools in leveraging competitive advantage (Oduro, 2000). Baah, Otoo, and Osei-Boateng (2009) found that the quality of a country's stock of human capital directly influences the extent to which knowledge and technology can enhance productivity and improve the well-being of citizens. Salahu and Aminu (2010) emphasised that education has become the most important social service in the world today, and a major source of national development.

Calxton (2008) posits that internationally, without exception to Ghana, research have proven that lack of quality teachers inhibits good academic performance of pupils. Therefore, nations that ranked high on global assessment have established good policies to ensure that they deploy and retain qualified teachers. In Ghana, however, the situation is different. Wonyor (2006) found that the challenge of teachers' attrition in Ghana's pre-tertiary education system grew from worse to worst when Dr. Nkrumah extended the fee-free compulsory education to all parts of the country in 1961. This decision called for the extension of free compulsory education, which resulted in many children enrolling in schools, and thus increasing the need for more teachers. To increase teacher supply, government recruited untrained teachers to fill the gap, leading to too many children supposedly educated, but in reality, these children lacked quality education.

In the United States of America it has become the practice of many states to declare teaching vacancies in district every year by subject area, grade level and geographical location. The picture does not look different in the United Kingdom where it is reported that the nation faces an uphill battle to fill all classrooms with qualified teachers (Eurydice, 2002). Generally, among member countries of the Organization for Economic Cooperation and Development (OECD), quantitative shortages of teachers are reported (OECD, 2005). In the Western world, therefore, the shortage of teachers thus seems to be a topic of discussion and research on a continuing basis.

In the US teacher attrition has grown by 50 percent over the past fifteen years, and the national teacher turnover rate has risen to 16.8 percent. In urban schools it is over 20 percent, and in some schools and districts, the teacher turnover rate is higher than the student dropout rate (Kain, 2011). This high rate of teacher turnover in the U.S. school systems costs more than $7 billion a year (Hernandez, 2007). The situation in Ghana is not different from that of the United States. A report of a survey on teacher attrition in 2009 commissioned by the Ghana National Association of Teachers (GNAT) and the Teachers and Educational Workers Union (TEWU) revealed a very high teacher attrition rate in Ghana. The survey revealed that the Ghana Education Service (GES)

estimates that about 10,000 teachers leave the classroom every year for other professions (GNAT, 2009). The high rate of teacher attrition impacts negatively on school improvement efforts as it disrupts the stability and continuity of teaching. Whereas high-performing schools are distinguished by stability and continuity of teaching, studies show that teaching traditionally has been characterized as an occupation with a very high turnover rate (Lawrence, 1999). This affirms the situation in Ghana where the teacher training institutions in the country produce so many teachers every year but there is still shortage of teachers because they are not retained in the profession. This is because teachers see the profession as a stop gap employment to enable them get their dream jobs.

The popular saying in Ghana that "If you can read this, Thank the Teacher" clearly depicts that teachers play a pivotal role in the society and that they are indispensable ingredient in national development. Teachers are therefore the bedrock for all human learning, and they are the hub around which individual citizens are made to realize their full potential to serve their nations (Adu, 2005). Caillods, as cited in Ariko and Simatwa (2011), maintains that the art of teaching is a developmental process, and it involves a complex set of skills, many of which can only be well polished on uninterrupted job experience, hence the issue of teacher attrition impacts negatively on teaching and learning process since it does not ensure continuity in the teaching and learning process.

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

Within the sphere of challenges, teacher shortage, which is largely associated with low rate of teacher training and high level of teacher retention and attrition, has been identified as one of the most foreseeable but unsolvable problems facing the education system in Ghana and Northern Region in particular. The actual problem that this study seeks to address, therefore, was to investigate the various factors that are militating against retention of teachers retention in schools of their home communities. Nanumba South District. The question to ask now is "what is the driving force?" or "what factors militate against retention of teachers in the teaching profession in their communities of origin in Ghana?" This is what this study seeks to investigate.

Purpose of Study
The purpose of this study was to examine the various factors that are responsible for teacher attrition especially in their home communities and how these factors are militating against their retention in the profession in the Nanumba South District of the Northern Region of Ghana.

Research Questions
The following questions were formulated to guide the study:
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1. What are the factors that will lead to teachers accepting posting to their home community schools?
2. What are the factors that contribute to teachers remaining at post in their home communities' schools?
3. How has posting of teachers to their home communities' schools affect teaching and learning outcomes?
4. Under what conditions will teachers choose to leave their home community's school in the Nanumba District?

LITERATURE REVIEW

Teacher Attrition
Researchers have identified some reasons that accounts for attrition: Smithers and Robinson (2001) argued that teachers in the United Kingdom (UK) are quitting from the teaching profession because of workload that comes with teaching. This means that some teachers are unable to cope with the workload that comes with working as a teacher. This may result in some teachers moving from one school to another or from one geographical location where the work load appear to be high to another place where the work load appear to be less. The World Bank in 2007, reported that teachers who consider themselves qualified are always unwilling to stay in the remote areas. This phenomenon is very common in Ghana where teachers after their initial postings will mostly want to be re-posted since they feel where they are posted they are more than qualified to teach there. This makes it look like rural environment are the preserve of the "unqualified'' teachers. This situation mostly leaves the rural areas with untrained and or teachers who are not professionals. The study of Akyeampong & Lewin (2002) supported the study of World Bank Report (2007) that in Ghana, over 80 percent of teachers preferred to teach in urban schools. The study of Hanushek, Kain and Rivkin (2002) reiterated that poor professional working conditions play a substantial role in decisions to leave teaching in a particular school or district. Chediel (2010) hinted that teachers abandon the teaching profession to pursue further courses at the postgraduate level such as law, administration and information technology, which they consider to be lucrative than the teaching profession.
In Ghana the study of Sam, Effah and Osei-Owusu (2014) enumerated some factors that compelled teachers to quit teaching as low salaries, poor conditions of service, low status (prestige) for the teaching profession, and the lack of incentives associated with the job. Cobbold (2015) posits that teachers in Ghanaian public schools quit their post because they are not satisfied with their salaries. Van den Berg (2002) established that overemphasis on standards, a lack of participation in decision-making, failure to provide instructional resources, lack of support from administration, and lack of trust in the expertise of teachers increase job dissatisfaction and lack of retention of teachers. In the view of Manna and Tesfay (2000) teachers quit their profession due to low recognition they receive from the general public, a perception that forces them to quit for a better job.

Conditions that Increase Teacher Retention

Billingsley (2004) identified some factors that influence teachers to remain in the profession as; good working conditions provided by school administrators; provision of conducive environment; decent relations among school directors/managers and teachers; reduction of workload and unnecessary stress. Other researchers confirmed retention of teachers through mentoring and induction, financial incentives, and attractive salary as well as equal chance for teacher leadership (Lasagna, 2009; McInerney, Ganotice, King, Marsh & Morin, 2015).

In Ghana, Tawia-Armah (2010) outlined some conditions that will attract teachers to stay in the profession as reduction of class sizes, accommodation for teachers, and teacher's involvement in decision-making. To ensure that school are populated with required number of teachers which involves increasing the number of teachers, involves employing both monetary and nonmonetary incentives to make teaching more attractive and more flexible to enter. One measure is to lower teacher qualification standards by employing less qualified people without full certification or asking certified teachers to teach subjects in which they have no qualification, referred to in the literature as out-of-license and out-of-field teaching respectively. Some countries recruit retired and foreign teachers. Another option is to restructure teacher education programmes and certification processes to produce more teachers at short duration and minimum cost. Countries such as Indonesia, Madagascar, Nicaragua and Thailand (ILO, 1991a) and the USA (Darling-Hammond, 2000) have tried it, but the quality of teachers produced through those alternative training and certification routes, as compared to teachers trained by the traditional routes, is widely debated among researchers. In Ghanaian context, there appear more trained teachers not being employed due to budgetary constraints while some schools are existing without teachers.

The Method

To undertake this study, descriptive survey method was used. Descriptive research aims to accurately and systematically describe a population, situation or phenomenon. It can answer what, where, when and how questions. It is very useful when conducting research whose aim is to identify characteristics, frequencies, trends, correlations, and categories. This method was selected because it is appropriate when the aim of the study is to get an exact description of current status (Seyoum & Ayalew, 1989). Besides, they stated that descriptive research method is a fact finding study with adequate and accurate interpretation of the findings. It describes with emphases on what actually exists such as current conditions, practices, situations or any phenomena. It is also suitable for this kind of research. Particularly, descriptive survey method is one which is commonly used in educational research.

The population for the study comprised the representation of all teachers in the Kukuo Circuit. The Circuit has two Junior High **Schools** and eight Primary Schools. The total teacher population in the circuit currently is ninety-four (94). This Comprising of fifty-six (56) males and thirty-eight (38) females. In a quantitative study, sample can be generalised and possibly replicated by future researchers. To be able to replicate and generalise sampling results, the sampling size and techniques should not be arbitrarily determined (Yamane 1973). To avoid the arbitrariness, the study relied on scientific means to estimate the sampling size. One of the fundamental requirements in determining the sample size is to calculate the population size of the target population. One of the most popular means of determining the sampling size is the Taro Yamane formula with 95% confidence level (Yamane, 1973). The calculation formula of Taro Yamane is presented as follows:

$$S = \frac{P}{1+Pe^2} \qquad\qquad\qquad 1$$

Where, S- sample size required
P- Represents the total population
e- Denotes the probability of error (%)
By substituting the population (P) of ninety-four (94) into the equation (1) and with probability of error level of confidence of 5 percent, the formula can be presented as:

$$S = \frac{94}{1+94(0.05)^2} = 76$$

Therefore, from Yamane model the minimum ideal sample size is 76 out of 94 and therefore 76 respondents were selected for the study.

Purposive sampling is used to select the three (3) Junior High Schools and eight primary schools to ensure that the selected schools are spread around the entire geographical area of the circuit. Simple random sampling is then used to select 24 and 52 teachers from the Junior High Schools and the primary schools respectively. This made the total sample size of 76 respondents.

Structured questionnaire was used to collect the data. The questionnaire contained 48 Likert-type scale items that consisted of motivation to accept postings to home community schools, motivations to continue to stay in their home communities' schools, it effects on teaching and learning and reasons for which they may leave their own community schools are presented accordingly. A Likert-type scale of one (1) to five (5) was presented to respondents to select based on their individual situation and response. A total of 70 questionnaires were retrieved and analyzed. The data were tabulated for each research question. The salient data tabulated were analyzed and presented using descriptive statistics.

Data Quality and Ethical Issues
In a social survey such as this, ethics is considered the responsibilities that researchers have or should have towards those who participate in the research. Therefore, assuring the participants in a research about your intention to protect their identity is very vital in every research. The researchers considered ethical treatment during the research process to reinforce sanity of the study. The teachers' names were coded with numbers that linked with the data collected hence their names were not used in reporting the findings of this study. Teachers' privacies were never invaded regarding the kind of reasons they will want to leave the circuit by taking transfers. With all these in place, issues of ethical concerns on privacy and confidentiality were to a large extent covered because all the participants were assured of anonymity of their given information.

Results and Discussions
Research Question One: What are the factors that will lead to teachers accepting posting to their own community schools?
To investigate the factors that will lead to teachers accepting posting to their own community schools in the Kukuo circuit of the Nanumba South District, A decision rule of a mean of 4.5-5.0 is perceived as strongly agree, a mean of 4.4-3.5 as agree, neutral or indifferent while means of 2.4-1.5 and 1.4-0.1 are perceived as disagree and strongly disagree respectively. Also, SA= Strongly Agree, A= Agree, N=Neutral, D= Disagree, SD= Strongly Disagree, M= Mean, and SD= Standard deviation have been adopted. The results are represented in Table 1. This decision rule is applicable to the rest of the study.
Table 1 represent the views of the respondents. The results in Table 1 indicate that, 62 respondents strongly agreed that they accepted posting to their communities to teach because of a strong spirit to give back to society (M=4.74; SD=0.83). This was testified by majority of the respondents

(88.6%) who strongly agreed with the statement whilst 2(2.9%) of the respondents disagreed with the statement. It was established that majority of the teachers strongly agreed that they accepted posting to their home communities because these communities are very peaceful to live in (M=4.45; SD=0.85). About 41(58.6%) of respondents strongly agreed that they accepted posting to teach in their home communities because of the peaceful nature of those communities, on the other hand only 1(1.4%) strongly disagreed.

Table 1: Teacher's motivation for accepting posting to their own communities

SN	STATEMENT: motivation for accepting posting to own community	SD F (%)	D F (%)	N F (%)	A F (%)	SA F (%)	MEAN	SD
1	I am very happy with my current school	2(2.9%)	1(1.4%)	7(10%)	15(21.5%)	45(64.5%)	4.42	0.94
2	The pupils are friendly	5(7.1%)	2(2.9%)	1(1.4%)	16(22.9%)	46(65.7%)	4.37	1.14
3	There is enough teaching and learning material	4(5.7%)	14(20%)	23(32.9%)	15(21.4%)	14(20%)	3.30	1.17
4	There is good community support to school and teachers	1(1.4%)	2(2.9%)	3(4.3%)	28(40%)	36(51%)	4.37	0.82
5	There is good support for teachers from the district office for education	1(1.4%)	2(2.9%)	3(4.3%)	24(34.3%)	40(57.1%)	4.42	0.82
6	The teachers are adequately motivated by school management committee	0(0%)	1(1.4%)	3(4.3%)	42(60%)	24(34.3%)	4.27	0.61
7	There is little friction between the school administration and community members	3(4.3%)	4(4.3%)	2(2.9%)	23(32.9%)	38(54%)	4.27	1.06
8	The community is very peaceful to live in	1(1.4%)	2(1.4%)	2(2.9%)	24(34.3%)	41(58.6%)	4.45	0.81
9	Cost of living is cheaper compared to other communities	14(20%)	2(2.9%)	5(7.1%)	35(50%)	14(20%)	3.47	1.37
10	There is a strong spirit in me to give back to society	2(2.9%)	1(1.4%)	2(2.9%)	3(4.3%)	62(88.6%)	4.74	0.83

11	There is respect for teachers in the community	0(0%)	1(1.4%)	3(4.3%)	10(14.3%)	56(80%)	4.74	0.68

**Multiple Reponses

Source: field data, 2022

From Table 1, majority of the teachers, 56(80%) of the respondents strongly agreed that they accepted posting to their home communities' schools because there was respect for teachers (M=4.74 SD=0.68). This means that if the communities work towards ensuring a peaceful environment it will attract more of their community members who graduate as teachers to accept postings to these communities to work as teachers. Majority of the respondents appear indifferent about the question of availability of teaching learning materials. It was established that most teachers were not sure whether the availability of teaching learning materials or not had any influence on their willingness to accept posing to their own communities as teachers (M=3.30 SD=1.17).

Table 1 also shows that majority of the respondents agreed that the good support that school and teachers received from the community served as strong motivation to accept posting to their own communities (M=4.37 SD=0.82). The results also indicated that respondents generally agreed that the support they enjoyed from the district education office was a motivation to accept postings to their communities (M=4.42 SD=0.82). About 57% teachers surveyed strongly agreed that there was good support from the district education office while 1.4% of the respondents strongly disagreed.

Research question two: What are the factors that contributed to teachers remaining at post in their own communities' schools?

The second objective of the study was to examine the factors that contributed to teachers remaining at post in their home communities' schools after being posted there. A number of statement were therefore posed to the respondents to determine their level of agreement or disagreement with each sentence. The results are presented in Table 2.

It was established that majority of the respondents were willing to remain in their home communities' schools because the communities' members were generally friendly towards teachers (M=4.81; SD=0.62). About 62(88.8%) of respondents strongly agreed that the communities' members were friendly towards teachers while about 1(1.4%) strongly disagreed with the statement. Also, the respondents were willing to continue to remain in their home communities' schools because they were happy with the teacher-teacher relationships that existed in the schools (M=4.57; SD=1.00). This response had 57(81.4%) who strongly agreed that they were happy with the teacher-teacher relationship, on the other hand 2(2.9%) strongly disagreed with this statement. This means that natives and non-native teachers coexist in the school environment without any form of mistrust. The results also revealed that teachers were willing to stay in their home communities of posting to get enough land to be able to farm. Since the circuit is predominantly a farming enclaves, teachers who accept postings to their home communities in this circuit are willing to stay because they get enough land to farm (M=4.67 SD=0.68).

Table 2: Motivation to remain at post in own communities of schools

SN	Statement : motivation to remain at post	SDF (%)	D F (%)	N F (%)	A F(%)	SA F (%)	M	SD
1	I am very happy with my current school	1(1.4%)	2(2.9%)	3(4.3%)	14(20%)	50(71.4%)	4.57	0.83
2	I am happy with my stay in the school because of the good relationship with Colleague teachers	0	0	2(2.9%)	23(32.9%)	45(64%)	4.61	0.55
3	I am happy with my stay in the school because of the good relationship with Community members	1(1.4%)	5(7.1%)	3(4.3%)	10(14.3%)	51(72.9%)	4.50	0.97
4	I am happy with my stay in the school because of the good relationship with. Pupils'	2(2.9%)	3(4.3%)	4(5.7%)	27(38.6%)	34(48.6%)	4.26	0.96
5	I am happy with my stay in the school because of the good relationship with headteacher	0	8(11.4%)	4(5.7%)	32(45.7%)	26(37.1%)	4.08	0.94
6	I am happy with my stay in the school because of the good relationship with Officers from office	1(1.4%)	1(1.4%)	21(30.0%)	32(45.7%)	15(21.4%)	3.84	0.83
7	I don't want to leave my present school	2(2.9%)	1(1.4%)	3(4.3%)	16(22.9%)	48(68.6%)	4.52	0.88
8	I am happy with my present school;	2(2.9%)	2(2.9%)	3(4.3%)	13(18.65)	50(71.4%)	4.52	0.93
9	The community members are very friendly towards teachers	1(1.4%)	0	2(2.9%)	5(7.1%)	62(88.6%)	4.81	0.62
10	The SMC motivate teachers to stay at school	1(1.4%)	2(2.9%)	6(8.6%)	7(10.0%)	54(77.1%)	4.59	0.88
11	The community support me land to farm if I need	0	0	8(11.4%)	7(10.0%)	55(78.6%)	4.67	0.68
12	I am very happy with Community-school relation	0	0	3(4.3%)	45(64.3%)	22(31.4%)	4.27	0.54

13	I am very happy with Teacher-teacher relation	2(2.9%)	3(4.3%)	5(7.1%)	3(4.3%)	57(81.4%)	4.57	1.00
14	I am very happy with Head teacher-teacher relation	1(1.4%)	2(2.9%)	9(12.9%)	12(17.1%)	46(65.7%)	4.43	0.93
15	I am very happy with Teacher- pupil relation	1(1.4%)	2(2.9%)	0	13(18.6)	54(77.1%)	4.67	0.76

Multiple responses

Source: field survey, 2020

The data also revealed that about 77.1% of the respondents strongly agreed that they were willing to stay in their home communities' schools because the school management committees in the communities motivate them to stay, only, 1.4% of the respondents thought otherwise (M=4.59 SD=0.88).This finding contrasts with the assertion that many beginning teachers leave teaching because they think they are neglected by the management system once they are posted to schools (Cobbold, 2007). Majority of the respondents (77 %) strongly agreed that they were willing to remain in their own communities' schools because there existed a good pupil teacher relationship, an atmosphere that enhances good teaching and learning. Only about 1.4% of the teachers strongly disagreed that they are happy with pupil teacher relationship. The study also revealed that teachers generally agreed that they were happy with relationship that existed between head teachers and teachers in their communities' school (M=4.43 SD=0.93). From Table 4, 46(65.7%) respondents strongly agreed that they were happy with head teacher –teacher relationships that existed in their schools and was a strong motivation to continue to remain in their own communities' schools. In in study, Malloy and Allen found that, family-like support between teachers and the principal in times of personal stress, illness or need, faculty social gatherings and reduced assignments for teachers facing a particular period of stress enhanced teacher retention in schools.

Research Question three: What are the effects of teachers who are posted to their own communities' school on teaching and learning outcomes?

The third objective of the study was to determine how teachers remaining in their home communities affect teaching and learning outcomes. The results are presented in Table 3.

Table 3: Effect of teachers who are posted to their home communities' schools on teaching and learning outcomes

SN	STATEMENT: effects of remaining in the community on teaching and learning activities	SDF(%)	D F(%)	N F (%)	A F(%)	SA F(%)	MEAN	SDEV
1	Community level activities affect teaching and learning	6(8.6%)	1(1.4%)	6(8.6%)	13(18.6%)	44(62.9%)	4.26	1.22
2	Do you have respect from the pupils because you teach in this community	1(1.4%)	2(2.9%)	2(2.9%)	9(12.9%)	55(80.0%)	4.67	0.79
3	What is the level of respect to you compared to the other teachers	1(1.4%)	2(2.9%)	4(5.7%)	9(12.9)	54(77.1%)	4.61	0.89
4	Do you have any remedial classes for the pupils	1(1.4%)	1(1.4%)	3	18(25.7%)	48(68.6%)	4.59	0.75
5	What is the attitude of students towards classroom activities	1(1.4%)	6(8.6%)	3(4.3%)	13(18.6%)	47(67.1%)	4.41	0.01
6	There is a strong collaboration between teacher and community members to enhance teaching and learning	2(2.9%)	0	2(2.9%)	16(22.9%)	50(71.4%)	4.60	0.81
7	Interaction with pupils is encouraging	1(1.4%)	1(1.4%)	4(5.7%)	18(25.7%)	46(65.7%)	4.53	0.79
8	There is a strong Interaction with colleague teachers	1(1.4%)	0	3(4.3%)	13(18.6%)	53(75.7%)	4.67	0.70

| 9 | There is good interpersonal interaction with head teacher | 0 | 0 | 5(7.1%) | 11(15.7%) | 54(77.1%) | 4.70 | 0.60 |

Multiple Responses

Source: Field Data, 2022

From Table 3, it is indicated that majority of the respondents, 80% strongly agreed that they received the needed respect from pupils who they thought and had served as a strong motivation to give of their best by improving learning outcomes in the schools.

The results also established that teachers who teach in their home communities strongly agreed that the level of respect they receive from community members compared to other teachers was sufficient to enable them to deliver their best and hence improvement in learning outcomes (M=4.61 SD=0.89). About 77.1% respondents strongly agreed compared with 1.4% who strongly disagreed. The results also show that about 77% of the respondents strongly agreed that there was a good interpersonal relationship with head teachers of schools leading to improved teaching and learning outcomes (M=4.70 SD= 0.60). Table 5 shows that 53(75.7%) of the teachers strongly agreed that there was strong interaction with colleagues teachers which lead to sharing of knowledge and idea to enable them deliver well in the classroom (M=4.67 SD= 0.70). The data indicate that about 68.6% of respondents strongly agreed that they were able to organize remedial classes for the pupils because they teach and stay in their home communities. The remedial classes is aimed at improving teaching and learning outcomes.

Research Question four: Under what conditions teacher will choose to leave their own communities school?

The last and final objective of the research work was to identify the conditions that would necessitate teachers choosing to leave their own communities school. The data are in Table 4

Table 4: Conditions that make one leave own communities' schools.

SN	STATEMENT : challenges of being a teacher in the community	SD F (%)	D F (%)	N F (%)	A F (%)	SA F (%)	MEAN	SDEV
1	Being a teacher in this community makes it difficult for me to develop academically	16(22.9%)	0	6(8.6%)	4(5.7%)	44(62.9%)	3.86	1.67
2	The community members do not make me feel like a teacher;	56(80.0%)	12(17.1%)	1(1.4%)	1(1.4%)	0	1.24	0.55
3	It is difficult to resolve my salary challenges	56(80.0%)	11(15.7%)	3(4.3%)	0	0	1.24	0.52
4	Information about promotions are not timely	15(21.4%)	37(52.9%)	2(2.9%)	2(2.9%)	14(20.0%)	2.47	1.40
5	The cost of living in this community is high	46(65%)	13(18.6%)	0	3(4.3%)	8(11.4%)	1.77	1.35
6	Pupils are not interested in education	0	4(5.7%)	0	6(8.6%)	60(85.7%)	4.74	0.74
7	Parents don't take education seriously	0	20(28.6%)	1(1.4%)	2(2.9%)	47(67.1%)	4.09	1.36
8	Colleagues teachers make fun of me	45(64.3%)	23(32.9%)	0	2(2.9%)	0	1.41	0.65
9	Head teacher not good in administrator	45(64%)	21(30.0%)	1(1.4%)	2(2.9%)	1(1.4%)	1.47	0.79
10	Lack of educational infrastructure	1(1.4%)	14(20.0%)	0	10(14%)	45(64.3%)	4.200	1.25

11	Fear of conflict in the area	34(48.6%)	27(38.6%)	1(1.4%)	3(4.3%)	5(7.1%)	1.82	1.14
12	The distance to the district office is too far	8(11.4%)	25(35.7%)	2(2.9%)	2(2.9%)	33(47.1%)	3.39	1.62
13	Lack of information about the promotions and upgrading	16(22.9%)	38(54.3%)	2(2.9%)	1(1.4%)	13(18.6%)	2.39	1.37
14	There is pressure from family members	11(15.7%)	2(2.9%)	2(2.9%)	21(20.0%)	34(48.6%)	3.93	1.44

Multiple Response

Source: Field survey, 2020

From Table 4, majority of the respondents strongly agreed that one of the conditions under which they may leave was economic pressure from family members (M=3.93 SD=1.44). About 48.6% of the respondents strongly agreed to this statement. The study also revealed respondents strongly agreed that pupils were not interested in education that may lead to teachers leaving their home community school. From Table 4, 60(85.7%) of the respondents strongly agreed that this was a serious challenge.

The study also revealed that parents were not interested in the education of their children. This may lead to teachers leaving their home community school. About 66.7% of the respondents strongly agreed with this while 20% disagreed.

Majority of teachers were also willing to leave their home community schools because there was poor educational infrastructure in these schools. As indicated in Table 6, 45(64.3%) of the respondents strongly agreed that this was a challenge. About sixty two (62%) of teachers were no longer willing to stay in their home communities' schools because it was difficulty to develop academically.

Conclusions

The results from the study are sufficient to conclude that many teachers who hailed from the Kukuo circuit in the Nanumba South District were willing to accept posting to their own community schools generally because there was strong commitment from them to give back to society more especially the communities they come from as well the respect given to them by their own people. The motivation from SMCs to teachers and the good relationship that existed between them were encouraging for them to remain and continue to teach in their own community's schools. Factors that enhance teaching and learning from the study were the strong collaboration between teachers' and the respect the teachers received from pupils and parents. Some challenges that may lead to teachers exiting their own communities' schools included poor educational infrastructure as well as pressure for support from family members. The willingness of teachers to accept postings to their own communities' schools is a strong incentive for pupils in those communities to see them as role models as well as reduce pressure on the local and national government to provide teachers quarters.

Recommendations

In the light of conclusions reached, the following recommendations have been made.

1. There is the urgent need to support and motivate teachers for improved performance by providing opportunities for professional growth. The MOE and GES should initiate steps in that direction through continuous professional development, and supply of teaching learning resources, and equipment to enhance effective teaching and learning in schools in rural communities.

2. The Ministry of Education should also encourage teachers to accept posting to their own communities through specialized awards and incentives such as soft housing loans, bicycles and motor bikes.

3. The GES Council and Ministry of Education should initiate policy that will ensure that the Ghana Education Trust Fund allocate money for free medical care and also pay insurance premium for teachers, especially those teaching in rural communities.

4. Academic progression special package for teachers who accept postings to their own communities to enable them develop themselves academically within a minimum **of two** years continuous service. In the face of dwindling funding for study leave with pay, MOE should support teachers doing sandwich and distance programmes, especially, teachers in rural communities

5. The GES and other stakeholders must urgently facilitate and increase the level of financial rewards and incentive packages for teachers to reduce attrition in the teaching profession

6. The district assemblies should, as a matter of urgency, fast track its social development fund to provide **accommodation**, means of transport, clinics and other social supports to improve general condition of teachers in rural and peri urban communities within their jurisdiction

7. Parents, religious bodies and civil society as partners in education delivery should contribute to the development of community schools through donations, communal labour and other forms of assistance that promote teacher retention

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