



# Education Quarterly Reviews

**Abdul-Rahaman, Nurudeen, Ababio, Frank Osei, Kitule, Johari Abdu, Arkorful, Vincent Ekow, Basiru, Ibrahim, and Rahman, Abdul Basit Abdul. (2018), Teacher Retention Motivation Strategies in Ghana. In: *Education Quarterly Reviews*, Vol.1, No.2, 103-112.**

ISSN 2621-5799

DOI: 10.31014/aior.1993.01.01.11

The online version of this article can be found at:  
<https://www.asianinstituteofresearch.org/>

Published by:  
The Asian Institute of Research

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## Teacher Retention Motivation Strategies in Ghana

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### Abstract

The study examined how motivational strategies are retaining teachers in schools in the Wa West district of the Upper West Region of Ghana. The qualitative method was adopted, and simple random, cluster and purposive sampling were used to select the 120 sample size for the study. Questionnaires were used for data collection. Trained teachers were targeted in this study. The study found recruitment of teachers from deprived areas as weak to keep teachers in deprived areas whilst enhancement in study leave and sponsorship programs, enhancement of teachers' accommodation and improvement in social amenities in deprived areas were strong reasons to keep teachers in the district.

**Key Words:** Teacher, Retention, Strategies, Motivation, Intrinsic, Extrinsic

### Introduction

Education is the key to the development of the skilled workforce of nations worldwide. It is key to restoring long-term growth, tackling illiteracy, unemployment, inequality, poverty and promoting cohesion in societies (OECD, 2014). The Education for All Global Monitoring Report (2015) stipulated that the World Declaration on Education for All (EFA) adopted in Jomtien, Thailand, in 1990 mandated countries to see education as a basic right and to vigorously develop and implement policies that would ensure education for all. The report further explained that universal access to primary education became the foundation for developing the individual in order to be fruitful to him or herself and the society at large. Education must offer equal opportunities for both urban and rural residence. Therefore, in 2000, the World Education Forum adopted the Dakar Framework for Action, that is "Education for All: Meeting our Collective Commitments." This was for participants to reaffirm their commitment to the World Declaration on Education for All adopted in 1990 (Education for All Global Monitoring Report, 2015). The United Nations Development Program statistics cited in the work of Segun and Olanrewaju (2011) indicated that nowhere in the world do teachers work in more challenging situations than deprived areas in African countries and that Sub-Saharan Africa would have increased

its rural population from approximately 470 million in 2005 to 552 million in 2015. Educating this large population on the continent requires motivating teachers to attract and retain them in deprived areas (Segun and Olanrewaju, 2011).

All though there is an increase in pupils' enrolment in basic schools, there is still a shortage of 1.6 million trained teachers which can increase to 3.8 million, if teacher retirements are taken into consideration (Segun and Olanrewaju, 2011). They noted that there is a drastic reduction of the trained teacher in African countries and that there is the need to increase the number of teachers from 2.4 million in 2006 to 4 million in other to improve the teacher to student ratio in basic schools. Worldwide, primary education systems employed more than 29 million teachers in 2012, with 82% of that in developing countries (Education for All Global Monitoring Report 2015). The total primary teaching staff increased by 17% between 1999 and 2012, or by about 4 million teachers. The largest increase occurred in Sub-Saharan Africa and the Arab States, and yet 23.9 million teachers are required between 2012 and 2030 across the world. The need for trained teachers in deprived areas is not about just the numbers, but equally important in ensuring that they are motivated and retained in rural areas such as Wa West District. If the incentives of teachers in the deprived areas are improved, they will be motivated to accept postings and stay in these deprived areas where their services are required. The government of Ghana has over the years implemented policies to improve access and quality at the basic level but lesser attention is being given to teacher motivation which is one of the crucial element to promote a high sense of teacher motivation, dedication and commitment to duty, and improve teacher retention rate in the deprived districts in the country. It is argued that the Ghanaian rural teacher today is grappling with many motivational challenges with the increased in enrolment of pupils which makes them reluctant to accept postings to deprived areas (GES, 2014). The right to education for all and especially children in remote areas cannot be realized without motivated, trained teachers and yet, there exist these crucial motivational gaps of teachers for retention in deprived areas of the Wa West district. Also, the main reason for the gap in quality education between urban and rural areas is the severe lack of motivated, trained teachers in rural areas. It is the presence of quality teachers that determine the quality and quantity of learning at schools (Global Campaign for Education 2012).

The importance of teachers is recognized by all stakeholders in education yet huge gaps in the trained teachers and their motivation in deprived areas remained unattended to. Despite the efforts of both developed and developing countries' governments' efforts such as the International Task Force on Teachers for EFA established in 2009 in recognition of the trained teacher crisis, there are still millions of teachers away from guaranteeing sufficient trained teachers for all children. The United Nations Educational, Scientific and Cultural Organization Institute for Statistics estimates that more than 1.7 million additional trained teachers are needed, irrespective of the gains in many countries in addressing the trained teachers' gap. The right to education necessarily implies both equity and quality: everyone has a right to education, and that education must amount to something substantial. One major way to guarantee this is to ensure that there are enough trained and motivated teachers for every child, and therefore, if the right to education is to mean anything at all, it must at least mean this (Global Campaign for Education, 2012).

Teachers are the key players in promoting quality education, whether in schools or at the community level since teachers are both the advocates for and catalysts of change. Therefore, it is undeniable fact that the motivation of teachers for retention must take center stage in any educational reform if rural folks are to have universal and equal access to educational opportunities. Rural teachers should be respected and adequately motivated; have enhanced salaries, access to training for their professional development through enhanced study leave and sponsorship programs, access to decent accommodation, and have opportunities for social amenities and community support to participate locally and nationally in decisions affecting their professional lives and working environments (World Education Forum, 2000).

Gatsinzi and Ndiku (2014) suggested that teachers get satisfied and highly motivated when they are acknowledged by other people including the school leadership, valuing their rendered services and commitment to the service. The recognition should not come only from immediate superiors like the school and district education management but also from higher authorities such as regional and national education management.

Similarly, Nzulwa (2014) study confirmed that teacher motivation is due to love for their job, a sense of feeling, a moral responsibility, and obligations to perform their duties as members of society. This will not work for some teachers in the district who are burdened by economic pressure and not able to meet their families' budget. Also, Akuoko et al. (2012) study confirmed that only 7.9% of teacher respondents were motivated by recognition and respect. However, one should not be surprised, the rising cost of living is having a toll on teachers, diminishing their intrinsic love for teaching for extrinsic rewards. Akuoko, Dwumah, and Baba also stated that 5.6% of teacher respondents opted for academic performance as a factor of motivation. This revelation clearly indicates that the academic performance of pupils is becoming a non-motivational factor for teachers. The reality is that the low salary level of teachers increases their economic hardship shrinking their students' performance motivation for material interest.

Additionally, the finding of Dörnyei's (2001) cited in Akuoko et al. (2012) study found a significant relationship between intrinsic motivation and teaching where an internal desire to educate people, to give knowledge and value is always in teaching as a vocational goal. Another intrinsic motivational strategy is an enhancement in job security. World Bank (2007) said to increase stability in remuneration, appointments, and lack of fear or threat of dismissal guarantees job security. Teachers should not also be threatened to be denied promotions. As such, newly trained teachers who passed their professional exams back at their training institutions should not be kept on probation over two years without being confirmed. Guaranteeing of job security by confirming them will motivate newly trained teachers as professionals to be retained in rural areas. This is because professionals who remain at a particular level or kept temporary for a long time may be frustrated and resist being retained in rural areas.

According to Ghana Education Service (2014) report, teachers who pursue regular courses without study leave and study leave beneficiary teachers whose courses span beyond four years, for example, if one defers his or her course risk their salaries blocked and subsequently their names deleted from the payroll. This will address concerns of respondents in a survey by Ghana National Association of Teachers (2010) cited in the work of Darvas and Balwanz (2014) where close to 60% of the respondents said the poor conditions of service in teaching would make them leave their jobs for improved conditions in other jobs. Conditions of service are the benefits one enjoys from the service (Agboada & Akubia, 2010). Unfortunately, these benefits are general and available to all teachers with none targeting teachers in rural areas exclusively. Therefore, Mandina (2012) argued that these benefits must rather be targeted and the value for each condition of service increased.

Acheampong & Asamoah (2015) indicated that the condition of service of teachers in deprived areas must outweigh their urban counterparts. To get the best value from incentives, they need to be carefully targeted on the most deprived schools in the Wa West District. Improvement in further training and promotion is one of the extrinsic motivational strategies. Muhammad et al. (2010) argued vehemently that training promotes the growth and development of employees. It refreshes the knowledge and skills of teachers to work effectively with more courage and confidence. Career development plays a significant role in motivating teachers as they always want to improve their qualification (Muhammad et al. 2010). Teachers in deprived communities should be allowed to benefit from enhanced professional programs and promotion than their urban colleague. The government must absorb the cost of all rural teachers pursuing education courses on distance learning, part-time, sandwich bases as well as regular programs. Rural teachers in the district may prefer distance learning and sandwich programs to regular courses for fear of forfeiting their salaries. In Ghana Education Service, regular courses require the respective teachers to be granted study leave, which is usually based on a limited quota system.

Bennell and Akyeampong (2007) confirmed that being able to upgrade one's qualifications is a critically important incentive since it is the only way to improve incomes significantly and offers the opportunity for further promotions. However, over-reliance on teachers' certification requirements can diminish a pool of applicants who may have practical and even teaching experience without certificates. Bennell and Akyeampong also noted that promotion criteria should be transparent and rural teachers should be given the minimum years to be promoted, though qualifications and years of service cannot be ignored. The promotion process should be

based on merit but with a premium placed on rural teachers. The pay margins for these promotion levels should be enticing enough and paid on time to beneficiary teachers to boost their morale.

Also, enhancement in salaries linked with qualification is one of the extrinsic motivational strategies for teacher motivation for retention in rural areas of the district. World Bank (2007) observed that increasing teachers' salaries appear to be the obvious response to teacher retention in rural areas. This corroborates with Monk (2007), Muhammad et al. (2010) studies which asserted that higher salaries, wages, and compensation benefits would attract and retain teachers in deprived areas. For this reason, the government should not just pay salaries to rural teachers but enhanced allowances as well. Higher salaries and allowances for rural teachers will attract a comparable pool of teacher applicants to rural areas even from urban centers. Corresponding to this, Monk (2007) stated that one main source of improving the working conditions of teachers lie in enhanced salaries and wages.

Mulkeen (2010) opined that linking salary to qualifications certainly provides an incentive for teachers to upgrade their qualifications. It is most unfortunate that the Ghana Education Service within its salary structure has no salary scale for Masters' degree holders (GES Newsletter, 2015). Therefore, it cannot be shocking that when teachers obtain this qualification, they seek a job in other sectors and quit the profession. However, the limited job opportunities in many developing countries like Ghana forced many masters' degree holders still within Ghana Education Service, and this is what Bennell and Akyeampong (2007) termed as the acute paucity of alternative employment opportunities. Mulkeen was quick to suggest that over-reliance on qualifications for pay rise may make rural teachers to neglect their duties for upgrading their qualifications. Unless there is strict supervision, teachers who take up distance learning programs may tend to prioritize their studies at the expense of their work. In addition, where teachers experience pay rise for improved qualifications, it can be difficult for the government to manage and predict teacher's payroll costs.

Mandina (2012) suggested other financial incentives such as tuition support, loan forgiveness, and signing bonuses. This is true in Ghana's situation where the government announced a 20% increase in rural teachers' salary as a hardship allowance, but this has since not been implemented due to financial constraints. However, Lyons (2009) said that younger teachers are more motivated by financial inducements such as rent subsidies, affordable housing, and allowances, which can be tied to bonded placements.

To add to, enhancement in teachers' accommodation is a major extrinsic motivational strategy for teacher retention in rural areas. Muhammad et al. (2010) said improving accommodation in deprived areas is needed to reduce the accommodation challenges teachers, particularly female ones face in rural areas. Where teachers cannot live near the school, they are likely to spend a lot of time commuting, often to the detriment of their school's work.

Darvas and Balwanz (2014) said providing teacher accommodation is worth considering but should be informed by the thorough needs assessment. Many young teachers working in rural schools prefer to live in urban areas with their families. Therefore, the mass provision of teacher housing will not be cost-effective, unless the demand is guaranteed. For the sake of this attitude, rural communities must have a good rapport with their teachers and prevail upon them to accept to stay in the communities they teach.

Enhancement in study leave and sponsorship programs is another motivational strategy for teacher retention in deprived areas in the Wa West District. Darvas and Balwanz (2014) asserted that the district sponsorship scheme is another strategy for improving teacher deployment. It is a scheme where teacher trainees are sponsored by districts and the students then return to teach in the sponsored districts for at least three years upon completion of their training. It is disheartening that many of these district sponsorships are nowhere near the fees paid by beneficiaries at their training institutions. Even poorer districts may not still have the wherewithal to give such meager sponsorship to teachers for which they will attract a small number of newly trained teachers (Darvas and Balwanz, 2014).

The Wa West District should lobby for funds that will give adequate and comprehensive sponsorship to attract and retain teachers in rural areas of the district. The government should have a policy for financing at least one child education of every rural teacher. This will woo and retain teachers to rural areas of the Wa West District. This study, therefore, looks at teacher motivational strategies and how effective they are in retaining teachers in deprived rural areas in the Wa West district of the Upper West Region of Ghana.

## Method

The qualitative method was adopted for this study. A sample size of one hundred and twenty (120) was used in this study. This comprised one hundred and twenty (120) trained teachers representing seventy-five percent (75%) of the total one hundred and forty-four trained teachers in the public Junior High Schools in the district. Even though the proportion of trained teachers is homogenous, the seventy-five percent (75%) representing one hundred and twenty (120) trained teachers were used to ensure representation of the trained teachers across every circuit in the district.

Cluster sampling method was used in selecting basic schools (primary and Junior high) from the district. Using the cluster sampling, the various Schools were grouped into 8 clusters called circuits. The various Schools in each circuit were considered as a cluster. From all the clusters or circuits, 40 schools were sampled using a simple random sampling technique. In each school, 5 teachers were chosen using the simple random sampling strategy again.

The questionnaires were designed and delivered to the respondents in all sampled 40 schools to solicit data from trained teachers. 120 questionnaires were given to respondents, and they were given 2 weeks to respond to the questionnaires at their own convenient time. Contact numbers were taken from respondents. Through the contacts, the researcher called respondents through phones to remind them weekly and clarified questions that respondents found not to be clear. Those who lived in areas where there is no mobile network were visited twice within the 2 weeks' period. The Likert scale with five levels was used: very strong, strong, fair, weak, very weak, coded as 5 to 1, respectively.

## Results

For the purpose of this study, the motivational strategies were put into intrinsic and extrinsic after retrieving all 120 responses from the sampled trained teachers in the various schools within the Wa West district.

### *Intrinsic Motivational Strategies*

The intrinsic motivational strategies the study looked at included enhancement in occupational recognition and status, promoting a passion for imparting knowledge and enhancement in job security. Table 1 shows the intrinsic motivational strategies

Table 1. *Intrinsic Motivational Strategies for Retention in basic schools in the Wa West district.*

| INTRINSIC<br>MOTIVATION                           | TEACHER RETENTION |           |               |           |              |  | Total<br>Sample | Freq | % |
|---|-------------------|-----------|---------------|-----------|--------------|--|-----------------|------|---|
|   | Very<br>Strong    | Strong    | Fair          | Weak      | Very<br>weak |  |                 |      |   |
| 1.Enhancement in<br>job recognition and<br>status | (41) 34.1         | (29) 24.1 | (27) 23       | (17) 14.1 | (6) 5        |  | 120             | 100  |   |
|   |                   |           | Frequency (%) |           |              |  |                 |      |   |

|   |           |         |           |         |         |     |     |
|---|-----------|---------|-----------|---------|---------|-----|-----|
| 2.Promoting passion for imparting knowledge | (28) 23.3 | (49) 41 | (25) 21.3 | (12) 10 | (6) 5   | 120 | 100 |
| 3.Enhancement in job security               | (38) 32   | (30) 25 | (26) 22   | (18) 15 | (8) 6.6 | 120 | 100 |

*Values outside brackets are percentages, and those in brackets are frequencies.*

Table 2. *Extrinsic Motivational Strategies for Retention in basic schools of the Wa West District.*

| EXTRINSIC MOTIVATION   | TEACHER RETENTION |           |           |           |           | TOTAL SAMPLE |     |
|--|-------------------|-----------|-----------|-----------|-----------|--------------|-----|
|  | VERY STRONG       | STRONG    | FAIR      | WEAK      | VERY WEAK |              |     |
| 1. Enhancement in salary linked with qualification             | (71) 59.1         | (35) 29   | (11) 9    | (4) 3.3   | (1) 0.8   | 120          | 100 |
| 2. Enhancement in study leave and sponsorship                  | (85) 70.8         | (21) 17.5 | (10) 8.3  | (4) 3.3   | (1) 0.8   | 120          | 100 |
| 3. Improvement in further training and promotion               | (68) 56.7         | (40) 33.2 | (9) 7.5   | (3) 2.5   | (1) 0.8   | 120          | 100 |
| 4. Enhancement of teachers' accommodation                      | (76) 63.3         | (31) 25.8 | (5) 4.2   | (1) 0.8   | (7) 5.8   | 120          | 100 |
| 5. Recruitment of rural teachers from rural areas              | (17) 14.2         | (16) 13.3 | (34) 28.3 | (25) 20.8 | (28) 23.3 | 120          | 100 |
| 6. Enhancement in community participation in school management | (44) 36.7         | (53) 44.2 | (13) 10.8 | (8) 6.7   | (2) 1.7   | 120          | 100 |
| 7. Improvement in social amenities                             | (86) 71.7         | (21) 17.5 | (9) 7.5   | (2) 1.7   | (2) 1.7   | 120          | 100 |

*Values in brackets are frequencies while values outside brackets are percentages*

## Discussion

From table 1 on intrinsic motivation, the study indicated that 34% of the teachers believed that enhancement in job recognition and status was very strong to motivate them to be retained in deprived areas. 24% said it was strong, 23% indicated it was fair, 14% said it was weak, and 5% said it was very weak to motivate them to be retained in deprived areas. It implies that teachers thought that respecting and acknowledging the contribution of

rural teachers boost their status for them to continue teaching in deprived areas. This goes in line with Gatsinzin and Ndiku (2014). However, the findings contradicted with Akuoko et al. (2012) findings in Tamale Metropolis that indicated that 8% of teachers got motivated by respect and recognition.

Again, the table showed that 23% and 41% of teachers believed that promoting a passion for imparting knowledge among rural students was very strong and strong respectively to encourage them to stay in deprived areas. About 21%, 10% and 5% of teachers believed that passion for imparting knowledge had fair, weak, and very weak motivational significance respectively in retaining them in deprived areas. This shows that most teachers still have the zeal in imparting knowledge which is evident in this study where 23% and 41% of teachers believed the strategy was very strong and strong respectively to motivate them to keep rendering their service in these deprived areas. This corresponds to Dörnyei's (2001) cited in Akuoko et al. (2012) study which revealed that there was a correlation between intrinsic motivation and teaching since most teachers are willing to teach. The table further showed that enhancement in job security had the potential of keeping teachers in deprived areas. About 32% of teachers believed that it was very strong, 25% agreed it is strong, and 22% of teacher viewed job security to have fair significance in keeping them in deprived areas. 15% of teachers considered it weak and close to 7% of teachers thought it is weak to motivate them to continue teaching in deprived areas. Teachers concern for their job security came from the frequent deletion of names of teachers from the payroll. When teachers are posted or transferred to a new district, the education office in the new district has to transfer the teachers' salary within three months' period, and if it is not done, the teachers' names are treated as a ghost. These teachers would not get their salaries for the subsequent month or even months. The study also revealed that teachers on study leave whose courses of study spanned beyond the maximum four years for study leave without being granted more leave or teachers who go to school without study leave risk of being treated as a ghost and taken off from the payroll. Affected teachers are then asked to pay monies by the officers in charge of salaries to get their names back on the payroll which is corruption.

### ***Extrinsic Motivational Strategies***

The extrinsic motivational strategies comprised enhancement in study leave and sponsorship, improvement in further training and promotion, enhancement of teachers' accommodation, recruitment of rural teachers from rural areas, enhancement in community participation in school management and improvement in social amenities. Table 2 indicates the extrinsic motivational strategies.

From table 2, enhancement of salaries linked with qualification was one fundamental motivational strategy for keeping teachers in the Wa West district. The table revealed that a little over 59% of teachers considered this strategy to be very strong, 29% of the teachers said is strong, 9% of the teachers saw it be fair, a little over 3% of the respondents said it was weak, and 0.8% considered it to be very weak in keeping teachers in the district. The 59% for very strong and 29% for strong shows that salaries must not be joked with as it is the only source of income to most teachers in the district.

Enhancement in study leave and sponsorship programs was one of the motivational strategies to retain teachers in rural areas. A little Over 70% of teachers indicated that it was very strong, 17.5% considered it strong, 8.3% said it was fair, 3.3% of respondents answered that it was weak whilst 0.8% saw it be very weak in retaining them in the district. The endorsement of over 70% and 17.5% as very strong and strong respectively for study leave and district sponsorship programs shows that if the process was transparent, just and the quota increased for many teachers, they would be more than willing to keep teaching in the district. Once teachers knew that after the specified period of time they would be offered study leave or sponsorship for further studies, so many would move to the deprived districts such as Wa West. This implied that the government must give teachers in deprived areas full or partial scholarships to further their education. This finding goes in line Darvas and Balwanz (2014) study.

Also, improvement in further training and promotion was one motivational strategy for the retention of teachers in the district. On this strategy, 56.7% of the respondents said it was very strong to retain teachers in the district,



32.2% of teachers were of the view that it was strong to motivate them to continue teaching in the district, 7.5% said it was fair, 2.5% of the teachers indicated that it was weak and only 0.8% thought it was very weak to motivate them to be retained in the district. Thus, having had 56.7% and 32.8% of respondents endorsing this motivational strategy indicates that teachers in deprived areas want to enrich themselves with higher education and attain higher professional status. Therefore, teachers would accept postings and transfers to rural areas provided these places would not impede their desire for academic and professional progression. This required educational management to strictly enforce the two-year period for rural teachers to qualify to apply for study leave. Measures must be put in place to ensure that deserving teachers who really served the said time in the district are prioritized to be offered study leave no matter the quota offered to the district. Enhancement of teachers' accommodation was another motivational strategy for retention of teachers in rural areas of the Wa West district. Over 63 % saw it be very strong, almost 26% indicated it was strong, 4.2% of respondents were of the view that it was fair, 0.8 % of the respondents said it was weak, 5.8% think it is very weak in motivating them to be retained in the district. This confirms the results of the study conducted by (Muhammad et al., 2010 and Darvas & Balwanz, 2014). From the respondent's assertion, teachers resisting to be retained in rural areas was because of the poor targeting of rural teachers with motivational packages.

Also, when teachers remained to teach in their hometowns, their respective families would make a lot of demands on them. These demands include but not limited to providing monies for school fees, hospital bills, utility bills, buying foodstuffs, ingredients, funeral expenses, community development levy and conveying relatives to hospitals and other places.

As customs demand, these teachers would also be required to attend social gatherings such as funerals, weddings, naming ceremonies, festivals, and enskinment or enstoolment of chiefs and queen mothers. In many instances, the time these teachers used in attending to some of these social functions often conflicted with the instructional hours of their schools. This could affect the attendance of these teachers in school, and that could create conflict between the affected teachers and education management. These responsibilities drained and depleted such teachers' meager salaries, and they might not be able to cater to their immediate families and afford their cherished goods. Also, these teachers could draw on communal properties such as family land, house, television set and would take it for granted in acquiring these on their own. Therefore, these teachers could remain backward in terms of material wealth when compared with their counterparts who do not teach in their hometowns.

The study contradicted Monk (2007) "grow-your-strategy" and Segun and Olanrewaju (2011) study that recruiting rural teachers from rural areas was an antidote to retain teachers in rural areas since in this study greater respondents representing 28.3%, 20.3% and 23% of the respondents indicated that the strategy was fair, weak and very weak respectively to retain teachers in rural areas.

The study contradicted Bennell and Mukyanuzi (2005) touting locally based teachers as the panacea for teachers' unwillingness to be retained in rural areas as the 28.7% 21.3% and 23% of the respondents saw the strategy as fair, weak and very weak respectively to retain teachers in rural areas. Moreover, enhancement in community participation in school management was one of the motivational strategies for retention of teachers in the district. 36.7% and 44.2 % of teachers attested that it was very strong and strong respectively for retention of teachers in the district. 10.7% of respondents took it to be fair in retaining the teachers whilst 6.6%, and 1.6% of respondents respectively noted it to be weak and very weak respectively to retain teachers in rural areas.

This 36.7% and 44.2% of respondents attesting the strategy as very strong and strong respectively for teacher retention implied that schools that had effective PTA and SMC to provide school infrastructures such as classrooms, offices, tables, and chairs for both teachers and students would entice and retain teachers in rural communities in the district. This required the communities to make teachers' accommodation available, provide teaching and learning materials, visit the schools regularly to monitor children and partner teachers to instill discipline. The study findings coincided with Mulkeen (2010) findings which said that PTAs and SMCs had

important roles to play in developing the schools for teachers to be retained. The difficulty the study found among parents in rural areas to raise adequate PTA levies for the schools supported Bennell and Acheampong (2007) findings that some communities' contributions in school management left much to be desired.

Lastly, improvement in social amenities in rural areas was one of the motivational strategies confirmed by teachers to entice them to be retained in rural areas. 71.7% and 17.5% of teachers attested that the strategy was very strong and strong respectively to retain them in the district. 7.5% said it was fair to retain them, 1.7% of respondents noted it to be weak whilst another 1.7% of respondents took the strategy to be very weak to motivate them to be retained in rural areas of the district. The 71.7% and 17.5% of teachers indicating that the strategy was very strong and strong respectively signified that rural communities became competitive for teachers to stay when the government or the district assembly in collaboration with other development partners vigorously expand and extend social amenities to many of these rural communities.

## Conclusion

It is worth to conclude that motivation is very important to ensuring retention of trained teachers in basic schools in the Wa West district. This would not only guarantee the right to education for the rural children but contributed to the achievement of the Free Compulsory Universal Basic Education (FCUBE) and the Education for All goals. A thorough analysis of the motivational strategies revealed that the extrinsic motivational strategies had stronger inducement on teacher retention in rural areas of the district than the intrinsic motivational strategies. Therefore, it behooves the government to develop, implement and enforce adequate extrinsic motivational policies that targeted the retention of teachers in rural areas. Otherwise, the achievement of the right to education, Education for All and Free Compulsory Universal Basic Education for rural folks would be a mirage.

In conclusion, retaining trained teachers in rural areas required right targeting of strategies, enforcement, and adequate motivational packages and policies. Thus, the lack of targeting, enforcement, and adequacy of motivational strategies resulted in teacher motivation for retention in basic schools in the Wa West district to "remain in a chronic state of decline" (GCE, 2005 as cited in Bennell and Akyeampong 2007).

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