

Full Length Research Paper

Teacher placement and its impact on students' performance: The perception of teachers at Junior High Schools of the Kassena/Nankana Municipality

Mary-Magdalene Wompakeah¹, Flora Chirani^{2*} and Scholastica W Azuah³

¹Ghana Education Service, Director of Education, Nabdam District, Ghana.

²Department of Educational Foundations, SD Dombo University of Business and Integrated Development Studies, Wa. Ghana.

³Department of fashion design and Technology, Takoradi Technical University, Ghana.

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This study assessed the teacher placement and utilization and their impact on Basic Education Certificate Examination (BECE) performance in the Kassena/Nankana Municipality. The study has the following objectives: Factors influencing teacher placement in public basic schools and the impact of teacher placement on BECE performance. The study gathered data from 99 teachers from 10 Junior High Schools in the Municipality through questionnaire administration. The data on BECE performance of schools were obtained from the schools over 2015-2019. The schools were made up 5 urban and 5 rural schools. All descriptive analysis was done with SPSS, version 21.0. The study based on Hausman specification test, used random effect model to estimate the impact of teacher placement and utilization on BECE performance of the selected schools. Majority of the respondents considered ability to speak the local language, good health facility, easy access to professional development, access to information and modern technology in the community before accepting posting. It was however revealed that peace and harmony are only condition helping to retaining teachers. Teachers taught skills and knowledge acquired at the colleges of education, they were also made to handle other subjects outside their field. Teacher placement has significant positive influence on BECE performance of the schools.

Key words: Placement, students' performance, teacher, access, skill.

INTRODUCTION

Education aids the development of learning and knowledge, skills and values. It promotes integration of groups of people. This could be achieved through discussion, storytelling, training, teaching and research. Learners are often guided by educators or through

autodidactic learning approach (Dewey, 2010). This shows that teachers play crucial role in the achievement of educational goals. The success of education is thus largely dependent on the effectiveness of its human resources. Though financial and infrastructural resources

*Corresponding author. E-mail: fchirani@ubids.edu.gh.

are needed to achieve educational goals, these are passive.

The most vibrant factor within an organization, such as a school, that should be leveraged to transform passive elements and ensure productivity is the human factor.

Giles (2018) indicated in a World Bank special report that a healthy and educated population is the bedrock for economic success, uplifting living standards and the dignity of people worldwide, particularly those on the lowest income. He asserted that human capital has repeatedly been noted to be the core of development. In developing countries especially, due to educational budget challenges, the interest in the development, utilization and placement of teachers has been accentuated by stakeholders with the view to maximizing the available teaching force.

In Ghana, education is formally divided into stages, namely basic education (Kindergarten, primary school and Junior High school), secondary education (Senior High School, Senior High Technical School, Technical and vocational School) and tertiary schools (university, polytechnic and colleges) (Atuahene, 2013). The Junior High School system of education is intended to generate school graduates imbued with the needed theoretical and practical skills necessary for the development of society. The successful implementation of the Junior High School curricula requires quality and dedicated educators for the training of pupils and support for society. Stakeholders however, complain about inadequate and improper placement and utilization of required teachers in the Junior High Schools in Ghana. Teacher placement and utilization has been a major problem in the education system. Aheto-Tsegah (2011) noted that deployment of teachers remains a challenge in Ghana. Rural communities continue to suffer when it comes to teacher distribution. Trained teachers deployed to rural communities remain very low at the basic level with 31, 51, and 66% for Kindergartens, Primary and Junior High Schools, respectively.

In addition, skills and knowledge acquired by the teacher are very rich resources which must be utilized to bring about effective teaching and learning. The emerging picture is that qualified teachers who are required to teach in core subject areas seem to be in short supply. The distribution of teachers to teach subjects such as Mathematics, English Language, Integrated Science and Social Studies is less than what is required. This has resulted in some teachers of the core subjects teaching more than the required number of periods per week.

It is for this reason, this study sought to examine how teachers are placed and utilized at public Junior High Schools; and the effect of such placement on Basic Education Certificate Examination (BECE) performance in the Kassena/Nankana Municipality. The study specifically sought to find answers to the following questions:

1. What is the Pattern of BECE Performance in the Kassena/Nankana Municipality between 2015-2018
2. What factors influence teacher postings in the Kassena/Nankana Municipality most?
3. What are the conditions affecting Teachers' Acceptance of Posting in rural areas?

Manpower theory

The study was underpinned by the Manpower Utilization Theory of Dyer and Reeves (1995). The theory emphasizes on 2 quality and quantity of manpower variables. Manpower utilization consists of putting the right number of people, right kind of people at the right positions, doing the right things at the right time which are necessary to the achievement of organizational goals. Manpower is often used interchangeably with human resource. Fatai (2016) claimed that manpower involves availability of labor for any type of work in an establishment. It covers all the people with the prerequisite skills, knowledge, attitudes, energies and the talents, which can be channeled effectively towards the production of goods and services (Gbosi, 2003). This means that humans can be termed as manpower if they are being put to economic use as resources intended to generate wealth. The emphasis on quantity and quality demonstrates that the more the labor forces in the right quantity, the higher the productivity. Likewise, the higher the educational qualifications and competencies of the worker, the higher is the quality of performance.

This theory is applicable to teacher placement and utilization in the Junior High School system. The school system is responsible for producing the manpower needs of the nation. The quality of graduates produced by the school, will determine the quality of manpower in the country. The foundation of education matters, and as such the basic sector of education demands quality. The provision and effective utilization of appropriate resources are essential for driving improvements in educational performance. Classrooms and class sizes play a significant role in delivering quality education. A lower Pupil-Teacher Ratio has been associated with higher educational quality (Black and Smith, 2006). The more effective educational authorities and administrators deploy, monitor, and supervise teachers, the higher the quality of education delivery. This theory applies to the utilization of teachers in terms of workload allocation, teacher competencies/expertise requirements, supervision/monitoring roles of school administrators, and management of instructional time.

METHODOLOGY

This study adopted quantitative research strategy. This enabled the

Table 1. Sample size for each accessible school.

Location	Schools	Proportion of the population (rf)	Sample size rf*99
Urban schools	Presby JHS	0.093	9
	Abatey JHS	0.138	14
	Boscoss's JHS	0.233	23
	OLL JHS	0.086	9
	Balobia JHS	0.093	9
Rural schools	Gia JHS	0.078	8
	Naaga JHS	0.052	5
	Bui JHS	0.060	6
	Akurugu-daboo JHS	0.093	9
	Yua JHS	0.074	7
	Total	1.000	99

Source: Author's Construct (2022).

researchers to develop knowledge and collect data on predetermined instrument as advocated by Creswell (2003). Quantitative research thus, explains the cause and effect of occurrences by collecting numerical data (Creswell, 2003).

The research designs were both descriptive and explanatory. The design afforded the study the opportunity to describe the situation of teacher placement, and BECE performance in each sampled school. The explanatory research design helped the researchers to establish the impact of teacher placement on BECE performance of the sampled schools. The study population was teachers in Junior High Schools (JHSs) in the Kassena/Nankana Municipal. However, not all the schools were accessible to due proximity challenges and unwillingness of some head teachers to provide actual BECE results of the schools. Table 1 shows the sample size for each accessible school.

The study employed 3 main sampling techniques, namely convenience, purposive and random sampling techniques. Convenience sampling was used to select schools. Convenience sampling is employed where members of the target population meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate in a study (Dörnyei, 2005). Expert purposive sampling was employed in selecting informants with specific and relevant information. Random sampling was employed to select the teachers.

The study used structured questionnaire among others to collect the primary data. Each question has predetermined responses from which the respondents chose responses. This helped the researchers in gathering quick but standardized information for the respondents. The questionnaire targeted; students' performance pattern of BECE in Kassena/Nankana Municipal and reasons of current BECE performance in the schools.

The data collected were first cleaned, coded and analyzed statistically with the aid of the Statistical Package for Social Scientists version 21.0. Descriptive statistics were computed and frequency tables were used in presenting information on the socio-demographic and job characteristics of the respondents. The study further used frequency tables with weighted average and standard deviations to determine the state of teacher placement, teacher utilization and factors determining each. This study employed a decision rule on weighted average to determine whether or not teacher utilization in a school is effective or not and whether a

particular variable determine teacher placement and utilization or not.

The fixed effect model which estimates relationship between predictor(s) and result variables within an establishment such as a company. It is acknowledged that some confounded variables could influence the predictor variables which in turn could affect the outcome variable. Hence the Fixed Effect Model (FEM) helps in controlling such unintended individual specific characteristics. According to the model, every individual unit is exclusive and there should be no association between individual unit's error term and constant term since the constant term captures all the individual units' characteristics. Based on this supposition, in event where the error terms are connected, the fixed effect model becomes inappropriate. The general formula for fixed effect model is summarized in Equation 1.

$$Y_{it} = \beta X_{it} + \alpha_i + U_{it} \quad (1)$$

α_i ($i=1\dots n$) is the unknown intercept for each entity; Y_{it} is the dependent variable; i = entity (in this study, country); t = time; X_{it} represents one independent variables; β is the coefficient for independent variables; U_{it} is the error term

According to Torres-Reyna (2007), in the situation where the unobserved variable does not change over time, then any changes in the dependent variable may be due to influences other than these fixed characteristics. Based on Bartels (2008), the coefficients in this model is interpreted as given in a country, as a predictor varies, the outcome variable varies by the value of the coefficient of the predictor.

RESULTS AND DISCUSSION

Personal information of the respondents

The socio-demographic characteristics of the respondents are listed below which were of interest to the included sex, academic qualification, years of service and rank in the Ghana Education Service.

Table 2. Personal information of the respondents.

Variable	Categories	Frequency (F)	Percentage
Sex	Male	44	44.4
	Female	55	55.6
Year in service	1-5	12	12.2
	6-10	24	24.2
	11-15	19	19.2
	16-20	33	33.3
	21-25	11	11.1
Qualification	Post-Secondary	16	16.2
	Diploma	25	25.2
	First Degree	58	58.6
Rank in GES	Senior Supt. I	11	11.1
	Principal Superintendent	52	52.5
	ADE II	33	33.3
	ADE I	3	3.1

Source: Author's Construct (2022).

From Table 2, majority of the respondents (58.6%) had first degree and the remaining 25.2% had diploma and 16.2% had their post-secondary education qualification. This indicates that most of the respondents had professional qualification in teaching at Junior High School. Educated and professional teachers are often more occupationally mobile. In this regard, the school management in The Kassena/Nankana Municipality can help retain such teachers by motivating them through various means such as opportunity to pursue higher professional training. Table 2 indicates that the respondents had many years of experience with 12.2, 24.2, 19.2, 33.3 and 11.1% having 1-5, 6-10, 11-15, 16-20- and 21-25-years working experience respectively. It further shows the ranks of the respondents Senior Supt I (11.1%), Principal Superintendent (52.5%), ADE II (33.3%) and Assistant Director of Education I (3.1%). The results showed that the respondents have enough teaching experience and expertise, hence they could teach based on syllabus for a specific subject with effective classroom management, leading to effective teaching and teacher utilization in the schools.

Females dominate as teachers in the selected Junior High Schools in the Kassena/Nankana Municipality. Women dominance in the sampled schools was due to the fact that one of the selected schools (OLL Junior High School) was female's school. It could also suggest that women are said to have more emotional and practical attachment to younger children and have nurturing skills

than men because they are the ones who look after and bring up their own children at homes. The higher number of female teachers in the sampled schools also connotes that more women are now enrolled in higher education, thus, many turning out to be teachers (Maslin-Ostrowski 2012). Thus male-female gap in education seems to be closing rapidly in Ghana. The higher number of female teachers has positive implications for teacher utilization in the junior high school in the Kassena/Nankana Municipality. This is because, women are seen to be more committed to duty and obedient than men; hence they are more likely to follow instructions and accept additional roles and perform such additional roles effectively, leading to effective utilization (Bridges, 2012).

Pattern of BECE performance in the selected schools

To be able to relate teacher placement and utilization to BECE performance, it was prudent to establish how pupils have performed in the BECE over specified number of years. Information obtained from secondary data from selected urban and rural schools in the Municipality revealed the picture of BECE performance in the schools over a period of 5 years as follows. The line graph for the average BECE performance of the selected schools is shown in Figures 1 to 3.

From Figure 2, considering the line of perfect fit, the selected JHS in the Kassena/Nankana Municipality had

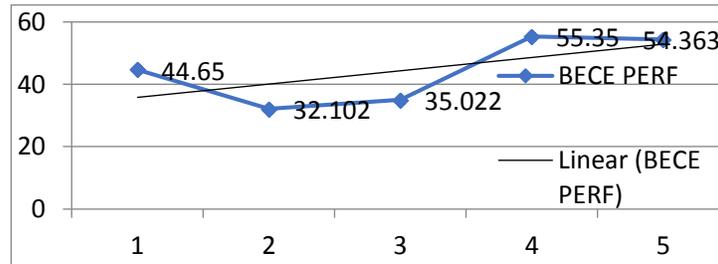


Figure 1. Line graph for overall average BECE performance over 2015-2019.
Source: Kassena/Nankana municipal education office.

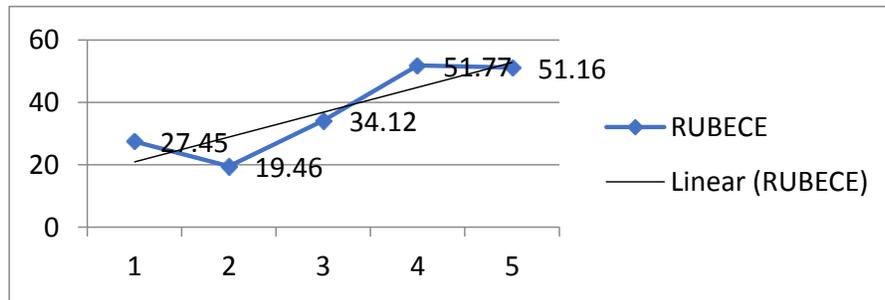


Figure 2. Average BECE Performance for Selected Rural Schools over 2015-2019.
Source: Kassena/NankanaMunicipal education office.

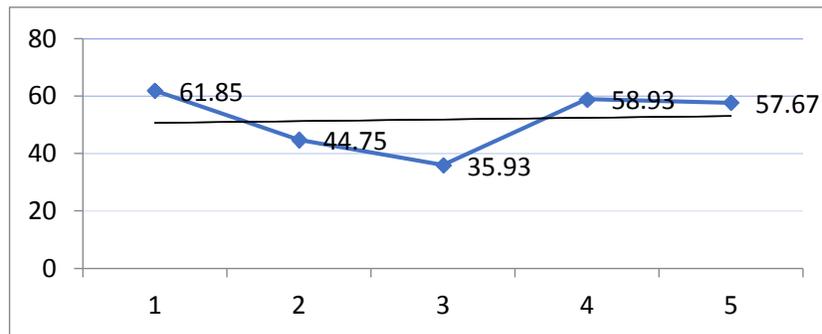


Figure 3. Average BECE performance for selected urban schools over 2015-2019.
Source: Kassena/Nankana municipal education office.

good BECE performance in the core subjects in the year 2015, 2018 and 2019. However, BECE performance in 2016 and 2017 was poor, though the performance rose in 2017 from 32.102 to 35.022. Considering the location of the selected schools (Figures 2 and 3), the rural schools had poor BECE performance in 2016, 2017 and 2019, though there was great increase in performance in 2017 over 2016 from 19.46 to 34. The selected schools in urban communities had good BECE performance in 2015,

2018 and 2019. However, in 2016 and 2017 the selected schools in urban communities had poor performance with a greater fall in BECE performance in 2017 over 2016 from 44.75 to 35.93.

The results clearly show that the selected schools had poor BECE performance in 2016 and 2017 but good performance in 2018 and 2019. From the study it was obtained from the Head Teachers of the schools that most of the teachers upgraded themselves through higher

Table 3. Perception on factors influencing teachers' posting to rural communities.

Statements	V.I	I	Q.I	N.I	M	SD	Ranking
Ability to speak local language	43(43.4)	24(24.3)	21(21.2)	11(11.1)	2.0000	1.04978	6th
Decent accommodation in the community	75(75.8)	6(6.0)	7(7.1)	11(11.1)	1.5354	1.03325	1st
Health facilities in the area	68(68.7)	12(12.1)	13(13.1)	6(6.1)	1.5657	.93854	2nd
Access to information and modern technology	52(52.5)	24(24.3)	15(15.1)	8(8.1)	1.7879	.98222	3rd
Easy access to professional development	48(48.5)	27(27.3)	11(11.1)	13(13.1)	1.8889	1.05839	4th
Available educational development	37(37.4)	40(40.4)	12(12.1)	10(10.1)	1.9495	.95162	5th
Recreational/entertainment facilities	21(21.2)	19(19.2)	33(33.3)	26(26.3)	2.6465	1.09090	8th
Financial rewards	39(39.4)	26(26.3)	12(12.1)	22(22.2)	2.1717	1.17838	7th

V.I=very important, I= important; Q.I=quite important; N.I= not important; M=mean; SD= standard deviation; frequencies are outside the parenthesis and percentages are in the parenthesis.

Source: Field Data (2020).

education in the year 2016 and 2017. Those with Diploma in education pursued first degree through distance education with University of Cape Coast and University of Education, Winneba. Combining schooling and work, suggests that the teachers were over stressed during the period (2016 and 2017) and this might have undermined their productivity; hence, lower performance of their students in BECE. It was disclosed further that certain government interventions such as mass teacher recruitment through NOBCO programme, government absorptions of BECE registration fees and mass supplies of teaching and learning materials might have also contributed to increase in BECE performances of the selected schools in 2018 and 2019.

From Table 3, the respondents noted that it is very important (43.4%), important (24.3%), quite important (21.2%) and not important (11.1%) to consider the ability to speak the local language of the people before accepting posting. This means that majority of the respondents noted that it is important (M =2.000; SD = 1.04978) to consider the ability to speak the local language of the people before accepting posting. Ghana for example, has many ethnic groups with different languages; hence language is one of the important criteria for accepting posting in Ghana (Coults and Lewin, 2002).

Teachers who have challenges speaking the language of the community in which they teach may feel isolated professionally and socially in the area. Though the medium of instruction in Ghanaian schools is Ghanaian language from kindergarten through to primary 3 and English language from primary 4 upwards, understanding of the local language of the pupils can help to smooth lesson delivery even if a teacher teaches in upper primary or any of the upper levels. Most teachers would, therefore, prefer to teach in areas where they are conversant with the local language.

From Table 3, the respondents noted that it is very

important (75.8%), important (6.0%), quite important (7.1%) and not important (11.1%) to ensure that there is decent accommodation in the community before accepting posting. This means that majority of the respondents noted that it is important (M =1.5354; SD= 1.03325) to ensure that there is decent accommodation in the community before accepting posting. The interaction with the teachers in the sampled schools revealed that most of the student-teachers in the colleges of education are from urban communities where accommodations have basic facilities like electricity, water, bath house and toilet facility. This implies that most of the teachers are used to staying in a good accommodation. Thus, where these teachers live and sleep is very important to them and they expect communities in which they live and teach to have similar if not the equivalent standard of accommodation. From the Human Resource Department of Kassena/Nankana Municipal Education Directorate, most of the teachers in this municipality live in rented homes with few in their own houses. However, most of the houses in the rural communities and some in urban communities do not have toilet facility and pipe borne water which are essential facilities or amenities. As a result, most of the teachers in the Municipality live in urban communities with decent accommodation regardless of where they teach (either rural or urban communities) and trek on motor bicycles to the schools, to and fro.

Table 3 shows that the respondents noted that it is very important (68.7%), important (12.1%), quite important (13.1%) and not important (6.1%) for a teacher to find out if there is a health facility in the area before accepting posting. This means that majority of the respondents noted that it is important (M =1.5657; SD= 0.93854) for a teacher to find out if there is a health facility in the area before accepting posting. Gussin et al. (2013) noted that teachers in rural communities are exposed to greater health risk such as malaria, diarrhea and cholera due to

poor sanitations in most rural communities. As a results most professional teacher prefers to leave in rural communities where there is acceptable health facility to ensure easier access to healthcare, in times of ailment or sickness.

Respondents noted that it is very important (48.5%), important (27.3%), quite important (11.1%) and not important (13.1%) to ensure that there is easy access to professional development in the community before accepting posting. This means that majority of the respondents noted that it is important ($M = 1.8889$; $SD = 1.05839$) to ensure that there is easy access to professional development in the community before accepting posting. Professional development is part of the teaching profession as every teacher wish to be promoted from a lower grade to a higher grade, though such promotion most often do not depend on post-graduate education, but it facilitates the promotion. Educational advancement is easier and cheaper in urban communities than rural communities. This is because urban communities have more of the tertiary institutions, thus, paving way for teachers in urban communities to have higher education, even when study leave is not granted. However, most teachers in rural communities, due to distance barrier have to rely most often on study leave to stay on university campuses for higher education; thus, professional advancement has become one of the important criteria for accepting posting in Ghana. It is therefore not a surprise for respondents to indicate that they consider availability of educational facilities.

The respondents further noted that it is very important (21.2%), important (19.2%), quite important (33.3%) and not important (26.3%) to ensure that there are recreational/entertainment facilities in the community before accepting posting. This means that majority of the respondents noted that it is quite important ($M = 2.6465$; $SD = 1.0909$) to ensure that there are recreational/entertainment facilities in the community before accepting posting. Prior to technological advancement, physical structure for recreation and entertainment was very important to people. However, with technological advancement physical structure for entertainment is gradually fading out as all forms of entertainment can be accessed on the media, both social media (for example Facebook, Youtube, etc) and traditional media (for example radio and television). Television for example has a host of entertainment programs suited for the family and every teacher nowadays at least can afford television to enjoy such programs; hence most teacher do not consider physical place for recreation and entertainment for accepting posting. To ensure access to entertainment and effective communication, respondents further noted that it is very important (52.5%), important (24.3%), quite important (15.1%) and not important (8.1%) to ensure that there is access to information and modern technology

in the community before accepting posting. This means that majority of the respondents noted that it is important ($M = 1.7879$; $SD = 0.98222$) to ensure that there is access to information and modern technology in the community before accepting posting. Teachers believe that urban areas are far advanced in terms of technology and facilities which would make their lives more comfortable (Whitelaw, 2012). Access to information technology would help teachers to have regular access to entertainment on social media to release stress from hard day's work.

Table 3 displayed that respondents noted very important (39.4%), important (26.3%), quite important (12.1%) and not important (22.2%) to ensure that there is an availability of financial rewards in the community before accepting posting.

This means that majority of the respondents noted that it is important ($M = 2.1717$; $SD = 1.17838$) to ensure that there is an availability of financial rewards in the community before accepting posting. Every worker wants to be motivated and one of the key tools of motivation is financial incentive. Therefore, every teacher wants to live in communities where parents recognize their efforts and motivate them accordingly. Some schools through Patent Teacher Association (PTA) and some communities through District Assemblies have instituted financial incentives and prizes for teachers. These schools and communities tend to have higher retention rate for teachers, as compared to schools and communities without these incentives and packages (Gussin et al., 2013). Aside this, teachers earn extra income through the organization of extra classes and vacation classes for students. These classes are supported and patronized by pupils in the urban communities than in the rural. This presupposes that teachers in the urban communities can earn more income than those in the rural communities. From the ranking, the 5 most important factors (in ascending order) the teachers consider before accepting posting are decent accommodation, health facilities, access to information and modern technology, easy access to professional development, availability of good schools.

Conditions affecting teacher placement most in public basic schools in the Kassena/Nankana municipality

This part of the study focused on research question 2; "to determine the factors that influence teachers' acceptance of posting in public basic schools in the Kassena/Nankana Municipality". In other to address this objective, this study was guided by literature where key teacher placement factors were considered as shown in Table 3. The responses were in the form of four-point likert scale ranging from Strongly Disagree (S.D) (1) to Strongly

Table 4. Community conditions.

Statement	SD	D	N	A	SA	Mean	Std. Dev.	Ranking
Descent accommodation	10(10.1)	17(17.1)	28(28.3)	26(26.3)	18(18.2)	3.2525	1.23175	4th
Good health facility	15(15.2)	4(4.0)	33(33.3)	32(32.3)	15(15.2)	3.2828	1.22924	2nd
Quality access to internet	16(16.2)	16(16.2)	28(28.3)	22(22.2)	17(17.1)	3.0808	1.31457	5th
Quality access to all telecommunication re	28(28.3)	24(24.2)	16(16.2)	22(22.2)	9(9.1)	2.5960	1.34710	7th
Quality educational facilities	7(7.1)	17(17.2)	38(38.3)	16(16.2)	21(21.2)	3.2727	1.18510	3rd
Availability of recreational facilities	44(44.4)	31(31.3)	16(16.2)	7(7.1)	1(1.0)	1.8889	.98860	8th
Fluency in the local language	0(0.0)	22(22.2)	66(66.7)	11(11.1)	0(0.0)	2.8889	.56944	6th
Peace and harmony and relationship	0(0.0)	1(1.0)	2(2.0)	40(40.4)	56(56.6)	4.5253	.59493	1st

Source: Field Data (2020); SD= Strongly Disagree; D=Disagree; N= Neutral; A= Agree and SA= Strongly Agree; Std. Div.=Standard Deviation; frequencies are outside the parenthesis and percentages.

Agree (S.A) (5), where mean range of 1.000-1.490; 1.500-2.4900; 2.500-3.4900 and 3.500-4.000 implies that a particular factor is "very important", "important", "quite important" and "not important" to the respondents. The results were presented in Table 4.

The results in the Table 4 show that 10(10.1%) of the respondents strongly disagreed, 17(17.1%) disagreed, 28(28.3%) were neutral while 26(26.3%) agreed and the remaining 18(18.2%) strongly agreed that the communities have decent accommodation. This means that majority of the respondents were neutral (M =3.2525; SD = 1.23175) that decent accommodation is provided by the community in which they are currently staying to teach.

Table 4 identified that 15(15.2%) of the respondents strongly disagreed, 4(4.0%) disagreed, 33(33.3%) were neutral, 32(32.3%) agreed and 15(15.2%) strongly agreed that the communities have good health facility. This means that majority of the respondents were neutral (M =3.2828; SD = 1.22924) that good health care facility is been provided by the community in which they are currently staying to teach.

Table 4 shows that 16(16.2%) of the respondents strongly disagreed, 16(16.2%) disagreed, 28(28.3%) were neutral, 22(22.2%) agreed and 17(17.1%) strongly agreed that there is quality access to internet in the communities in which they are currently staying to teach. This implies that majority of the respondents were neutral (M =3.0808; SD = 1.31457) that there is quality access to internet at the community in which they are currently staying to teach.

Table 4 indicates that 28(28.3%) of the respondents strongly disagreed, 24(24.2%) disagreed, 16(16.2%) were neutral while the remaining 22(22.2%) agreed and 9 (9.1%) strongly agreed that there is quality access to all telecommunication receptions in the community in which they are currently staying. This also indicates that majority of the respondents were neutral (M =2.5960; SD = 1.34710) that there is quality access to all

telecommunication receptions in the community in which they are currently staying.

Going further, the Table 4 indicates that 7 (7.0%) of the respondents strongly disagreed, 17(17.2%) disagreed, 38(38.4%) neutral and 16(16.2%) agreed while the remaining 21(21.2%) strongly agreed that quality educational facilities are available in the community in which they are currently staying. This implies that majority of the respondents were neutral (Mean =3.2727; Std. dev. = 1.18510) that quality educational facilities are available in the community in which they are currently staying. It is also observed from the Table 4 that 44(44.3%) of the respondents strongly disagreed, 31(31.3%) disagreed, 16 (16.2%) were neutral, 7 (7.1%) agreed and the remaining 1(1.0%) strongly agreed that quality recreational facilities are available in the community in which they are currently staying to teach. This implies that majority of the respondents disagreed (M =1.8889; SD = .98860) that quality recreational facilities are available in the community in which they are currently staying to teach.

Table 4 further revealed that 22(22.2%) of the respondents disagreed, 66(66.7%) were neutral while the remaining 11(11.1%) agreed that they are fluent in the local language of the community in which they are currently staying. This indicates that majority of the respondents were neutral (M =2.8889; SD =0.56944) that they are fluent in the local language of the community in which they are currently staying.

The results also shows that 1(1.0%) of the respondents disagreed, 2(2.0%) were neutral, 40(40.4%) agreed and the remaining 56(56.6%) strongly agreed that there is peace and harmony among indigenes and neighbors in the community in which they are currently staying to teach. This implies that majority of the respondents strongly agreed (M =4.5253; SD =0.59493) that there is peace and harmony among indigenes and neighbors in the community in which they are currently staying to teach.

Thus, from Table 4, the ranking scores and Mean

Table 5. Job related or working conditions available to teachers.

Statement	SD	D	N	A	SA	Mean	Std. div.	Ranking
Special and quick professional advancement	2(2.0)	16(16.2)	56(56.6)	17(17.1)	8(8.1)	3.1313	.85292	2nd
Special financial incentive	45(45.5)	35(35.3)	9(9.1)	7(7.1)	3(3.0)	1.8788	1.04269	3rd
Special incentive in kind	6(6.1)	22(22.2)	26(26.3)	23(23.2)	22(22.2)	3.3333	1.22057	1st
Free accommodation	50(50.5)	30(30.3)	10(10.1)	9(9.1)	0(0.0)	1.7778	.96421	4th

Source: Field data (2020); SD= Strongly Disagree; D=Disagree; N= Neutral; A= Agree and SA= Strongly Agree; Std. Div. =Standard Deviation; frequencies are outside the parenthesis and percentages are in the parenthesis.

Scores show that community conditions that are good in the sight of the respondents and are helping retain teachers in the communities are peace and harmony. The study further asked the respondents the job related or working conditions that are available to them in their respective schools and the responses captured in Table 4.

The results in Table 5 shows that 2(2.0%) of the respondents strongly disagreed, 16(16.2%) disagreed, 56(56.6%) were neutral while 17(17.1%) agreed and the remaining 8(8.1%) strongly agreed that there is a special and quick professional advancement available to teachers at post in their communities. This means that majority of the respondents were neutral (M =3.1313; SD = 0.85292) that there is a special and quick professional advancement available to teachers at post in their communities.

Table 5 again identified that 45(45.5%) of the respondents strongly disagreed, 35(35.3%) disagreed, 9 (9.1%) were neutral, 7(7.1%) agreed and 3(3.0%) strongly agreed that there are special financial incentives provided for teachers at post in their community. This means that majority of the respondents disagreed (M =1.8788; SD = 1.04292) that there are special financial incentives provided for teachers at post in their community.

Table 5 further shows that 6(6.1%) of the respondents strongly disagreed, 22(22.2%) disagreed, 26(26.3%) were neutral, 23(23.2%) agreed and 22(22.2%) strongly agreed that special incentive in kind are available for teachers at post in their community. This implies that majority of the respondents were neutral (M =3.3333; SD= 1.22057) that there is a special incentive in kind available for teachers at post in their community.

Table 5 again indicates that 50(50.5%) of the respondents strongly disagreed, 30(30.3%) disagreed, 10(10.1%) were neutral while the remaining 9(9.1%) agreed that free accommodation is available to teachers posted to the community to teach. This also indicates that majority of the respondents disagreed (M =1.7778; SD = 0.96421) that there is a free accommodation available to teachers posted to teach in their community.

Though working conditions in Table 4 are ranked from 1st to 4th, none of them is available to the teachers, currently at post in the schools. A situation like this may drive teachers away with the least deterioration. An

improvement in the situation can also entice teachers to stay and work in the Municipality. The municipality/ government must strive to improve these conditions in order to retain teachers in the area.

From the analysis of data collected in respect of this research question, the study found that the factors which influence teacher placement most (in ranking order) in public schools in the Kassena/Nankana municipality are; decent accommodation, availability of health facilities, access to information, easy access to professional development, available educational development, financial rewards, and recreational/entertainment facilities. These perceptions by teachers is in consonance with the accession by Barley (2009), and Whitelaw (2012) that teachers may be pushed away from teaching in rural communities where socio- economic infrastructure such as accommodation, health facilities, and school resources are lacking, because the good quality of life they desire may not be guaranteed. Teachers believe that the urban areas are highly advanced technologically which makes access to information faster and professional development easier. The community conditions as pertaining to the Kassena/Nankana municipality which teachers enjoy and which can retain them however, is peace and harmony among indigenes and neighbors. Other job related condition teachers enjoy in the community is special incentives in kind.

This is very positive and can attract teachers. However, more needs to be done to improve on the other factors. They respondents were neutral with regards to the state/ conditions in the community such as; accommodation, good health facilities, quality access to internet, quality access to telecommunication and quality educational facilities. This means there is still room for improvement in terms of these conditions.

Conclusion

Skills and knowledge acquired by teacher are very rich resources which must be utilized to bring about effective teaching and learning. There was poor BECE performance in the Kassana/Nankana Municipality during 2016 and

2017 academic years due to non-availability of teachers within the period. Placement of teachers to teach all courses at the basic level is non-productive, stressful with undermined productivity. Teacher placement has significant positive influence on BECE performance. Teachers accept posting based on a community, the school and job related conditions. Such conditions include but not limited to ability of the teacher to speak the local language of the people, availability of good health facility, easy access to professional development and access to information and modern technology in the community.

Recommendation

It is recommended that Government of Ghana should improve socio-economic conditions of Kassana/Nankana Municipality. The government should pay much attention to provision of good school facilities, healthcare facilities and telecommunication facilities in the communities to ensure effective teaching and learning.

CONFLICT OF INTERESTS

The authors have not declared any conflict of interests.

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