

Attrition of Teachers in the Ghana Education Service: Basis for Data-Driven Policy Framework

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ABSTRACT

Teacher attrition within the Ghana Education Service (GES) remains a significant challenge to educational development in Ghana. This study examined the prevalence, patterns, and factors associated with teacher attrition and sought to provide an evidence-based foundation for developing a data-driven policy framework for teacher retention. The study employed a **quantitative approach using a descriptive survey design**. Primary data were collected through a structured questionnaire administered to current and former GES teachers, while relevant secondary data were obtained from administrative records. The study examined demographic and professional factors, including age, gender, remuneration, career progression, workload, working conditions, job satisfaction, and intention to leave. Descriptive and inferential statistical techniques were used to analyse the data and identify patterns and relationships among the variables. The findings indicate that teacher attrition is associated with systemic, socio-economic, and professional challenges, including inadequate remuneration, limited career development opportunities, high workload, and unfavourable working conditions. The study proposes a data-driven policy framework incorporating predictive analytics, targeted retention strategies, and continuous monitoring and evaluation to strengthen teacher retention and human resource management within GES.

INTRODUCTION

The quality of any education system heavily depends on its human capital-particularly the teachers, administrators, and supporting staff who drive the learning outcomes. In Ghana, the Ghana Education Service (GES) plays a pivotal role in the implementation of the policies and programs made by the Ministry of Education, managing and retaining its workforce.

However, in recent years there have been growing concerns over the increasing rate of attrition among education personnel. How turnover not only disrupts classroom community but also undermines long-term educational planning and development.

Attrition has far-reaching consequences beyond the immediate costs of hiring and training new employees. High turnover rates can result in the loss of organizational knowledge, decreased productivity, and a decline in employee morale. Furthermore, the economic impact of employee attrition is substantial. It affects national cash flow through increased recruitment costs, reduced consumer spending, and disruptions in productivity. The cost of replacing an employee, particularly in higher-level positions, can range from three to four times the employee's annual salary, further straining organizational resources, according to FitSmall Business. (2023).

Education sector serves as the cornerstone for national development, shaping the future of societies by equipping individuals with essential knowledge and skills. However, persistent challenges such as inadequate resources, limited professional development opportunities, and bureaucratic inefficiencies often contribute to a high attrition of teachers in the education sector.

“When you sit in your house, and when you go on the way, and when you lie down and when you rise” (Deuteronomy, 6:7).

"While contemporary societies regard schools as the agency responsible for education far transcends the certificates of achievement received from pre-school, elementary, secondary, and collegiate frameworks. (Barry, 2022)

However, in the case of the Ghana Education Service, many of these human capital in the education sector vacate their profession without notice. And so, the attrition rate of teachers in the sector is facing a significant challenge, impacting the quality and sustainability of educational initiatives.

According to Dr. Christian Addai-Poku, Registrar of the National Teaching Council (NTC), the increasing attrition rate in Ghana's education sector presents a serious threat to the nation's educational future and development. He called on the government and other stakeholders to implement effective interventions to address the situation. Dr. Addai-Poku revealed that, as of mid-June 2023, over 10,000 Ghanaian teachers had been certified to work in the UK without additional qualification assessments, following more than 16,000 applications earlier that year. He shared these insights during the opening address of a two-day symposium ahead of the Ghana Teacher Prize event on October 5, 2023, in Takoradi, where stakeholders gathered to deliberate on educational policies and innovations (National Teaching Council [NTC], 2023).

This study pays attention to the adoption of a data-driven policy framework as a holistic framework for addressing the root causes of attrition in the Ghana Education Service in Ghana. It advocates for the principles of effective leadership, organizational culture, job satisfaction, workplace environment, and employee motivation. This Structural model or framework examines and emphasizes the various Human Resource practices, such as employee behaviors and organizational outcomes. These HR practices include recruitment, training and development, performance appraisal, compensation and benefits. These are very important for the understanding of how Hr activities and strategic interaction influence the performance and behavior of employees. It also fosters a positive interpersonal relationship, promoting professional growth, and creating conducive work environments, which ultimately promotes the overall success of the Ghana Education Service (GES).

Background of the Study

Human capital is the engine of growth of any functional education system, and the retention of qualified and experienced teachers is indispensable for sustaining the quality and progress of education.

It is, however, noted globally that education sector faces persistence challenges related to teacher attrition. The common reasons that have been identified generally by researchers include low compensation. This is one of the many reasons why human capital in the Ghana Education Service vacate their profession. The Professions in this service receive relatively low wages compared to their counterparts in the other sectors in the public service of Ghana.

According to UNESCO. (2022) and the International Task Force on Teachers for Education 2030, many countries, particularly in Sub-Saharan Africa, are facing severe shortages of trained teachers due to high attrition rates, inadequate working conditions, and limited career advancement opportunities.

In Ghana, the situation is not different, but reflects a similar trend. And so, the Ghana Education Service has witnessed increasing levels of attrition among teachers and other educational staff, currently in the urban centres. This results in a serious gap in the availability of skilled and experienced human capital, which negatively impacts on students' learning outcomes, increases pressure on remaining staff, and undermines long-term policy efforts.

Despite the importance of education, attrition of teachers within GES remains an area that much research has not been done and policy responses have been reactive rather than proactive and strategic. The lack of comprehensive, datadriven analysis has hampered efforts to understand the root causes and consequences of human capital loss in the sector. Since there is no reliable data and targeted frameworks, interventions remain fragmented and ineffective. This study has therefore become timely and necessary. It seeks to draw insights from both national and international context to explore the scope and drivers of human capital attrition within GES.

The main goal is to provide empirical evidence that will inform a data-driven policy framework aimed at improving teacher retention.

The education system in Ghana has undergone many changes since independence. The last two decades alone have witnessed a series of initiatives with the support of some development partners. These initiatives have all aimed at addressing inequities in the educational system and improving the overall quality of educational outcomes.

There have been continuous reforms implemented in the education system in Ghana, which seek to improve and enhance access and quality. And so, understanding the underlying causes of human capital attrition is paramount to the delivery of quality and relevant education. By examining existing literature, conducting empirical research, and engaging stakeholders, this study aims to uncover the multifaceted nature of attrition within the Ghanaian Education Service (GES).

The three major educational reforms in the post-independence era - 1961, 1967 and 1987. There have also been several reviews of the education system. They include the reviews in 1966, 1974, 1993, 2002, 2008 and the most recent one in 2017. Major educational reforms and reviews, policy initiatives, and laws in the education sector include:

The Education Act of 1961; Dr. Kwame Nkrumah introduced the 1961 Act (Act 87) to realize free universal education. This legislation mandates compulsory and cost-free education for all.

The Dzobo report of 1973 (The Committee recommended the JSS system); The formation of the Dzobo Committee in 1970 was to look into the structure and quality of education in Ghana. The Dzobo Committee, after its review made recommendations for the concept of the Junior Secondary School (JSS) and Senior Secondary School (SSS) educational structure in Ghana. This was to do away with the old educational structure and also to replace the old one in Ghana. In 1973, the Dzobo Committee was completed and published in 1974. This report was centered on the structure and content of education, which reduced the number of years of pre-tertiary education from 17 years to 13 years..

The Free Compulsory Universal Basic Education Program, 1996-2005; An important development in the 1990s was the introduction of the educational program Free Compulsory Universal Basic Education (FCUBE) in 1995, which is a constitutional requirement. The FCUBE is a comprehensive program designed to provide quality of basic education to all school-aged children in Ghana by the year 2005.

The Ghana Education Trust Fund - GET Fund Act 2000 (Act 581); An Act to establish a fund to assist nationwide with financing of education to provide for the management of fund and to provide for the related matters.

Secondary School Education Reforms (4 Pillars) the Secondary Education Reform (4 Pillars) which are incorporated into the Free Senior High School (SHS) Program, The aim of the Programme was to the effect that, the Ministry of Education (MoE) seeks to absorb all fees paid at the senior high school level, expand physical infrastructure, improve quality and promote skill development and equity.

There is a lack of comprehensive data on the specific factors causing teachers to leave the service (e.g., poor working conditions, low salaries, lack of motivation, or career changes). Existing studies often do not break down attrition rates by region, gender, age, or subject area, which is crucial for targeted policy interventions. There are few long-term studies tracking teacher attrition trends over time to understand patterns and predict future outcomes. While data is available, there is limited research on how this data is used (or not used) to inform and shape effective education policies. Most studies focus on attrition statistics without exploring what strategies have been successful in retaining teachers in Ghana or similar contexts. Few studies incorporate the perspectives and lived experiences of teachers themselves, which could provide deeper insights into attrition causes.

The Structure of Primary, Junior, Senior Secondary School, and Tertiary Education in Ghana

Ghana Educational sector currently operates on a 2-6-3-3-4 System. This system is defined as follows

Kindergarten – This level of education in Ghana is for 2 years of free and compulsory basic education, with children from age group of 4-5.

Primary School – This level is made up of 6 years of free and compulsory basic education. Students from age group of 6-12. It comprises lower primary and upper primary.

Junior High School – The Junior High School (JHS) level is 3 years education. It is also free and compulsory basic education. The age group is 13-15 years

Senior High School (SHS), Technical and Vocation Training Education – This level is also a 3-year duration. This level was also made free in 2017 and currently known as the Free SHS in Ghana.

University Bachelor's Degree – There is also a 4-year tertiary education.

Pre-Tertiary Educational Sector

The current state of education in Ghana runs a 2-6-3-3 pre-tertiary system (i.e., 2 years of KG, 6 years of primary education, 3 years of Junior High School education, and 3 years of Senior High School education).

This means that the first two years are Kindergarten education, lower primary constitutes three (3) years, and the upper constitutes the last three (3) years. These stages help in the growth and development of the child. These stages in the primary division help children to acquire knowledge, develop attitudes, and skills to enable them to solve problems and also satisfy their curiosity.

Major Educational Reforms after Independence

Since post-independent Ghana, successive governments have made conscious efforts to improve upon enrolment figures and the quality of education at the pre-tertiary educational levels in the country, regardless of their ideological stance. Accordingly, the efforts made by successive governments were to the fact that pre-tertiary education in Ghana, the basic education, was largely made free for all Ghanaian children. Since post-independence, many educational reforms have been undertaken since Ghana attained independence in 1957. These reforms have dealt with a number of issues, including objectives, financing, structure, and duration of education in the country (GES, 2023).

"The National Redemption Council (NRC), led by Colonel Ignatius Kutu Acheampong, succeeded the Busia administration and undertook a review of the educational system. To address the challenges and propose suitable reforms, the NRC established the Dzobo Committee."

Educational Reforms of 2007

In 2004 and 2005, The New Patriotic Party 's (NPP) administration, led by President John Agyekum Kuffour also introduced the school capitation grant and then, the school feeding program in 2004 and 2005. The overall objective of these reforms was to remove all forms of financial barriers to basic and secondary education. For the past three decades, the educational sector in Ghana has therefore, witnessed policy stability since independence in terms of financing basic education. It is therefore very important to note that, since the 1951 reform, successive governments have continuously financed basic education regardless of the economic outlook.

President John Agyekum Kuffour inaugurated a presidential committee to review the existing education system in Ghana under the chairmanship of Professor Josephus Anamuah-Mensah, Vice-Chancellor of University of Education, Winneba. The key principles underlying the introduction of this reform include: formation of human capital for industrial growth, preservation of cultural identity/traditional indigenous knowledge or creativity, and improvements in science and technology.

The John Agyekum Kuffour-led administration introduced a new education system, which not only reviewed the content of the system but also extended the duration of Senior High School from three (3) years to four (4) years. It is worth noting that the first year in the Senior High School was dedicated to studying "core subjects"

such as English Language, Mathematics, Integrated Science, Information Communication Technology (ICT), and Social Studies. The Anamuah Mensah Committee recommended the Universal Basic Education. This was structured into two (2) years of kindergarten, six (6) years of Primary Education, three (3) years of Junior High School (JHS) and changed from three (3) years of Senior Secondary School (SSS) to four (4) years of Senior High School (SHS).

Free Senior High School (SHS) Policy

It is also very interesting to note that the current New Patriotic Party administration, led by President Nana Addo Dankwa Akufo-Addo has introduced a free Senior High School policy beginning the 2017/2018 academic year across the country in the face of an IMF-led Extended Credit Facility program, which expired in December 2018.

Many countries in sub-Saharan Africa have made progress towards increasing enrolment in primary education and many governments see secondary education as the next frontier. Fee abolition is an increasingly popular policy to improve access to secondary schooling, and Ghana is one of the pioneers in this regard.

The Government of Ghana abolished fees for Senior High School (SHS) as of the 2017-18 school year, in line with the ruling party's campaign promise. Under the new policy, the government covers all fees for students admitted to public senior and vocational high schools, including boarding fees, meals, textbooks, and other charges. This major policy initiative provides a unique opportunity to study the impact and implementation of secondary school fee abolition in real time with respect to the availability of the professional human capital that is to provide quality educational outcomes. The Free SHS policy is to ensure that there is equitable access, maintaining quality, relevance, and sustainable implementation. (Gruijters et al, 2023) .

While a number of policy reforms and interventions (e.g., capitation grant, school feeding, and Free Compulsory Universal Basic Education (FCUBE) have improved access to education for the school-age population across the country, instructional quality, student achievement, teacher motivation, and retention remain critical challenges.

The pre-tertiary schools under the Ghana Education Service continue to lack the very basic and essential inputs such as textbooks, which are necessary for effective teaching and learning outcomes. School buildings and their contents – furniture and equipment – are often left in dilapidated conditions. Above all, poor teacher motivation and a shortage of teachers still exist at all levels of education. The increases in overall educational expenditure and in school enrolments are desirable in terms of moving the country towards meeting its objective of providing universal basic education for all Ghanaian children of school-going age by 2030. However, the increased expenditure and the enrolment figures have not been reflected sufficiently (if at all) in educational outcomes. For instance, the ever-increasing educational budget has not had much impact on the pay levels and general working conditions of the professional human capital in the Ghana Education Service. This has contributed significantly to the high rate of teacher attrition. Those who have been trained at great expense to the taxpayer continue to leave the classrooms because of the lack of motivation for the human capital.

Human capital that leaves with permission to pursue further studies with or without pay (who may not return).

Human capital out of the teaching and non-teaching staff from the classroom and on secondment, that go on study leave annually, has also been on the rise.

Human capital just leaving to take up non-teaching jobs; in other sectors within the public sector and the private sector.

Human capital retiring (voluntary and compulsory) from the Ghana Education Service.

The intertwined relationship between educational sector and quality human capital for the development of an organization, a society or a nation is critical. This provides the reasons why as a nation, we need to be concerned when there is a high attrition rate of teachers in our educational sector. And so, the primary objective of this

research paper is to investigate the causes or factors why there is high attrition rate of teachers in the educational sector Ghana Education Service, GES) and to provide a structural model approach.

Teachers are expected to work according to the direction of the policies of the organization to achieve its goals. These directions are anchored on the decisions made by human capital to activate performance and increase productivity for the achievement of the organizational objectives. The human capital of an organization is the human resource, who develop guidelines, strategies and methods to sharpen their competencies, skills and capabilities for the realization of the mission and vision of the organization.

Regrettably, the rate (17.6%) at which teachers abandon their profession for alternative careers is alarming. In 2021 alone, almost 44,000 basic school teachers reportedly left the teaching profession (G.E.S., 2022). Despite discussions in academic and workplace settings about factors affecting teachers, instructional quality, and student performance, little attention has been given to the escalating rate of teacher attrition or turnover within Ghana's education system, along with potential strategies to address this problem.

Table 1. Teacher Attrition within Ghana Education Service Data from 2019-2023

Year	National Attrition Estimates	Greater Accra Region
2019-2020	Specific figures by country are not detailed in publicly accessible sources	No available data
2021	8,209	1,000
2022	44,000	No specific Figures
2023	16,000 (January-June)	

Data Source: General trends observed in public reports (GNAT, 2019:, NTC., 2023:, Addai-Poku,2023:, Ngmenkpieo, 2023).

Teacher Attrition was relatively stable across regions within the nation during these years. The Ghana Education Service faced the usual attrition due to retirements, resignations, and dismissals. However, specific figures were not provided at the national level and are not detailed in publicly accessible sources.

In 2021, the National Attrition of Teachers in Ghana Education Service, as provided, means a total of 8,209 human capital left the Ghana Education Service, which includes retirements, resignations, and dismissals. The estimated Regional Breakdown for the Greater Accra Teachers' Attrition rate was possibly about 1,000 teachers.

In 2022, the trend of higher attrition rate of teachers continued, with estimates suggesting a national total of 44,000 teachers' Attrition, higher than that of 2021.

In 2023, records available at the National Council suggest that the National Attrition of teachers within the Ghana Education Service as of mid-year, 2023, a total of 16,000 had applied to the United Kingdom (UK) Department of Education and were successful and 10,000 had left: Specific figures for 2023 are not fully available, but public discussion and accessible public reports suggest that attrition remains a significant issue..

Compensation of human capital in the Ghana Education Service

Ghana's educational system has seen several reforms since independence and many of these reforms have sought to increase the number of teachers trained and retained in the classrooms. Among these measures was the payment of allowances to teacher trainees to motivate more people to enroll in teacher training institutions. These measures have, in the past, resulted in a high turnout rate from the teacher training colleges. However, the teachers' attrition rate has been equally high in the Ghana Education Service. The high rate of teachers' attrition

has been attributed to several factors. Key among them is the poor working conditions for Ghana Education Service staff.

Compensation in the public sector in Ghana has been a matter of great concern to both public sector employees and governments. The issue of compensation has been a significant factor in the teachers' attrition in the Ghana Education Service (GES), contributing to the attrition in the service.

Compensation plays a crucial role in an employee's decision to either stay or quit their current employment, as well as in the choice of a possible future employment. It is believed that the lower the salary of an employee in their current organization, the more likely the employee will aim to change this situation. There is also an assumption that when an employee is paid better, which meets their basic needs and welfare within an organization, they tend to stay in the organization.

The teachers in the Ghana Education Service in Ghana are among the poorly paid in the public service. They receive low salaries, delays in payment, limited incentives, poor working conditions, and limited career progression. These factors have resulted in the attrition of much teachers in the Ghana Education Service. The continuous loss of experienced teachers in the Ghana Education Service leads to the creation of a skill gap and hampers the quality of education. This system of struggling to retain teachers and the cycle of attrition undermines efforts to improve the quality of educational outcomes in Ghana.

Average Salary by Experience Chart

Table 2. Average Salary by Experience Chart of teachers in the Ghana Education Service in Ghana

Number of Years	Percentage Increase	Annual Amount in Ghana Cedis
0-2		26,780
2-5	+29	35,340
5-10	+38	46,040
10-15	+24	58, 520

Table 3 Annual Compensation (Salary in United States Dollars) of teachers in the Ghana Education Service as compared to their counterparts in other countries where they seek teaching opportunities.

Country	Ghana	UK	Canada	USA	Australia	South Africa
Annual Salary of Teachers in United States Dollar (USD)	(1,500 -3000)	(35,000 – 57,000)	(37,000 – 66,000)	(40,000 – 80,000)	(41,000 – 63,000)	(9,500 – 15,000)

Salary Disparity

Ghana Education Service staff earn significantly less than their counterparts in South Africa, Australia, Canada, the USA, and the UK.

This gap is even wider when considering the resources and benefits available to teachers in these countries. The significance of the disparity becomes a motivation and incentive for teachers in the Ghana Education Service to abandon their profession in Ghana to seek greener pastures in other countries.

Teachers are in the majority of cases, among those public sector workers who quit their jobs in search of greener pastures elsewhere, and the resultant spike in teacher attrition has been alarming. Teacher deficit continues to rise in the country's educational sector. With the current shortage of teachers in most public schools, conflated

with the high demand for teachers, the education sector is facing a challenge of losing those highly trained educators that are in the field (Brako, 2020).

Although the Cost-of-Living Adjustment in Ghana is lower than the other countries, the disparity in salaries is too significant for this to equalize the quality of life in the other countries like Australia, Canada, South Africa and the USA.

Professional Resources and Development of teachers in other countries typically have better access to resources, training, and support systems, which enhances their professional experience and job satisfaction compared to those in Ghana.

The Equity theory propagated by J. Stacy Adams (1963) explains how individuals assess fairness in social exchanges at workplace. It suggests that employee are motivated by fairness if they perceive that there are imbalance in the ratio of their inputs or what they contribute to what they receive (output) compared to other employees in the organization. Employees perceptions of inequity in the labor market and organizations are reasons expected to cause employees to take actions in order to restore equity. These actions, unfortunately, sometimes lead to actions such as quitting or a lack of cooperation between the employer and the employee, which may not be helpful to achieving the organization's goals.

Theoretical Framework

In studying the attrition rate of teachers in the education sector, a researcher could consider several theoretical frameworks, particularly those aligned with human relations models. The theoretical framework, as it refers to the established theories, models, or concepts that researchers use to analyze their data or explain phenomena in their study. It provides a foundation for understanding, interpreting the results, and are often based on existing literature and research in the field.

This study is therefore grounded on Human Capital Theory and Social Exchange Theory. These are theoretical frameworks which recognize and explain the many factors that contribute positively or negatively to the attrition and retention of teachers.

Human Capital Theory was pioneered by University of Chicago economies, led by Theodore W. [Schultz](#) (1962, 1963) and Gary S. [Becker](#) (1962), from 1960 revolutionized the way economists and policy makers understood education, training, and economic growth. Human Capital Theory sees education, training, health, and other personal capabilities as investments which increase an individual's productivity and earnings just like physical capital machines, tools many others. Human is the skills, knowledge, experience and health embodied in people that enhance their productivity.

[Schultz](#) (1961, p. 4) argues that “young men entering the labor force are said to have an advantage over unemployed older workers in obtaining satisfactory jobs. Most of these young people possess twelve years of school(ing), most of the older workers six years or less. The observed advantage of these young workers may therefore result from real differences in productivity connected with one form of human investment, i.e., education

Human Capital Theory, this framework views individuals as assets that contribute to an organization's productivity and success. It emphasizes investing in education and training to enhance human capital and reduce attrition in the organization. The theory explains that individual skills, knowledge, abilities and experience are akin to the capital assets that can be invested in and developed over time. It emphasizes that education, training and other investments in human potential, lead to increase in productivity, economic growth, and in the overall well-being of a society.

The Human Capital theory and Social exchange theory offer powerful conceptual foundation for understanding teacher attrition within the Ghana Education Service (GES). Teachers are human capital and their skills, training and experience are essential or educational outcomes. When trained teachers exit GES, it leads to a loss of

national investment in teacher development. The policy implication is that retaining trained teachers is cost-effective and essential for sustained educational quality.

This study adopts Human Capital Theory as its theoretical lense, positing that teachers and staff within Ghana Education Service constitute the critical human capital whose development and retention are essential for educational effectiveness. Attrition in this context, represents a loss of investment and productivity, undermining national education outcomes. The theory informs the analysis of attrition parterns and guides the formulation of data-driven policy recommendations to enhance human capital retention in the education sector.

Factors Influencing Attrition (Independent Variables): these are key variables hypothesized to directly or indirectly contribute to employee attrition.

These include Job satisfaction: This is basically how satisfied employees are with their work.

Organizational Climate: This shows overall atmosphere and culture within the organization.

Compensation: How employees of the organization feel adequacy and competitiveness of salaries and benefits,

Workload: This simply defines how employees perceive stress or pressure from job demands.

Career Development: The opportunities that are available for growth and advancement of employees.

Mediator/Moderator: These are the intervening variables. These variables explain or modify the relationship between the factors influencing attrition and the attrition rate itself.

These variables include employee engagement. This explains the level of commitment and emotional investment employees have in their roles.

Stress: This explains the psychological strain experienced by employees, potentially affecting their decision to leave the organization.

Attrition Rate (Dependent Variable): This is the outcome variable, measuring the rate at which employees leave the organization

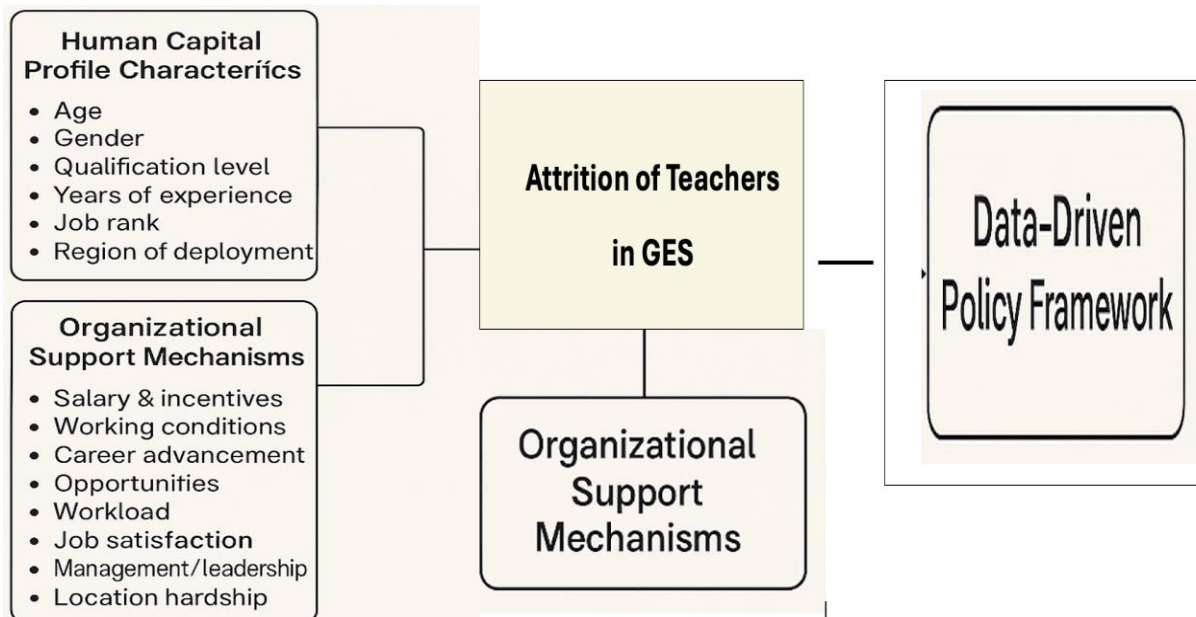
Relationships: The direct arrows show hypothesized direct effects of the factors influencing attrition on the attrition rate.

Mediated arrows show indirect effects that occur through mediators/moderators such as how stress or engagement might amplify or reduce the likelihood of attrition.

Conceptual Framework of the Study

This conceptual framework outlines the key variables in this study and how they relate to one another. It is based on existing theories such as the human capital theory and helps guide data collection, analysis and interpretation. It is grounded in Human Capital theory and an adapted Human Capital Framework. It used for studying the attrition of teachers in the Ghana Education Service (GES) aimed at informing data-driven policy ramework.

Fig 1.1 Conceptual Framework



Core Components of the framework is made up of independent variables (Predictors/influencers): Teachers' profile characteristics, age, gender, qualification level, years of experience, job ranks, and region of deployment.

Factors affecting attrition of teachers:

These include salary and incentives, working conditions, career advancement opportunities, workload, job satisfaction, management/leadership support, and location hardship. These mechanisms act as push or pull factors influencing whether teachers stay or leave.

Mediating/intervening variables-organization support mechanisms.

These are training and development programs, mentorship and support structures, performance appraisal systems, and staff welfare policies

Dependent variable (Outcome) is the Attrition of Teachers. This is the rate of resignation, retirement and exit. It also includes frequency and trends, and regional and demographic patterns

Output / use of Findings

Data-Driven Policy Framework. Based on the patterns and causes of attrition of attrition identified, this component represens the policy response-the development of targeted, evidence based strategies to retain valuable teachers, reduce attrition and optimize resources allocation

- Evidence-based intervention for improving retention
- Strategic HR Policies in GES
- Relocation of teacher resources
- Workforce development plans

Relationships Between Components

The relationship between the components is that the profile characteristics and support mechanisms both feed into understanding attrition trends. The organizational mechanisms also have a moderating role-strong support

can reduce the negative impact of demographic risks factors. The findings from these relationships inform a data-driven policy framework for better teacher management in GES.

Statement of the Problem

This research investigates the attrition rate of teachers in the Ghana Education Service (GES). The findings of the study will be used to develop a structural model for GES.

Specifically, the study seeks to find solutions to the following questions:

1. How may the respondents be described in terms of the following demographic factors?

1.1 Age

1.2 Gender

1.3 Civil Status

1.4 Highest Educational Attainment

1.5 Length (years) of Service

1.6 Geographic Location

1.7 Type of Institution (private or public)

1.8 Level under GES (KG, Primary, JHS, SHS, Office)

1.9 Category of GES Staff

1.10 Number of Staff in the Management Unit

1.11 Average Number of Tasks/Responsibilities Allocated Per Week

1.12 Salary Range

1.13 Employment Status

2. How do the respondents assess the organizational factors affecting the attrition rate of teachers in GES in terms of:

3.1 Job Satisfaction

3.2 Leadership Effectiveness

3.3 Organizational Culture

3.4 Workplace Environment

3. What is the attrition rate of teachers in Ghana's education service in the last five (5) years?

4. There is significant difference on the organizational factors affecting the attrition rates of teachers in GES when grouped according to their profile.

5. What challenges related to teachers' attrition are encountered by respondents in the Ghana Education Service?

5.1 Workload and Job Demands

5.2 Resources and Infrastructure

5.3 Professional Development and Career Growth

5.4 Compensation and Benefits

5.5 Job Security and Stability

6. Based on the results, how can a new data-driven policy framework be developed to effectively address and reduce the teacher attrition rate in the Ghana Education Service?"

Hypotheses

(H₀₁) There is no significant difference on the organizational factors affecting the attrition rates of teachers in GES when grouped according to their profile.

Scope of Limitations of the Study

The heart or the engine of every organization is the human capital, which drives and leads the day-to-day running of the organization. Human capital is an indispensable part of the life of any organization. This is so because the failure and success of the organization, to a large extent, will depend on the human capital. This study investigates the attrition rate of teachers in the educational sector. A study among the human capital of the Ghana Education Service in Accra, Ghana. These include the human capital in the KG, Primary, Junior High, and Senior High Schools (Pre-Tertiary Schools)

It is extremely difficult to cover the entire country, as a result of the time and financial resources involved in the research work. The study was therefore limited to the former Accra Metro, which is currently divided into the ten districts, municipalities, and metropolitan educational directorates in the Greater Accra Regional Education Directorate. These include, Ablekuma Central Municipality, Ablekuma North Municipality, Ablekuma West Municipality, Accra Metropolis, Ayawaso Central Municipality, Ayawaso East, Municipality, Ayawaso North Municipality, Ayawaso West Municipality, Korle Klottey Municipality and Okaikwei North Municipality.

Limitations and Delimitations of the Study

The study could have been more ideal for the researcher to comprehensively get all population involved in this study; however, some circumstances are beyond his control and the objectives of the study. The limitations of the study which include the factors beyond the control of the researcher, such as time constraint, financial resources, and delimitations, which are the boundaries set for the study, such as the scope of the study, methodology, theoretical framework, etc. An understanding of these limitations and delimitations helps contextualization of the findings and also avoids overgeneralization of the results of the study.

Limitations

Time constraint: The data collection of this study will be conducted between September 2024 and October 2024. The time allocated to study is constrained due to the University Calendar and should therefore be worked within the timeframe. These limitations or constraints may lead to incomplete data. This also means that the researcher may have all the time to get every person within the population to administer a questionnaire to get their views.

The sample size may not accurately and adequately represent the entire population, which may lead to less reliability and generalization of the results.

Funding and resources are another limitation which restricts the scope and duration of the study which may potentially lead to less comprehensive results.

The study is also limited in terms of access to all targeted respondents. This is a situation beyond the researcher's control; however, the researcher seeks to have an appointment with all the respondents targeted in the population.

Delimitations

These are boundaries or parameters set by the researcher to narrow the scope of the research. These are done to make the research manageable and more focused.

The research delimits the scope of the study to only ten Municipalities and the Metropolitan Education Directorate in the city of Accra.

The Population and Sample Size.

The study is confined to a very small number of professionals in the Ghana Education Service. And the review of the responses will be based on the sample size of the population. The other factors include geographical location, the choice of the methodology, data sources, the theoretical framework variables, and the purpose or objective of the study.

Significance of the study

The study investigates the hidden causes of teachers' attrition in Ghana Education Service (GES). The study specifically shed light on utilizing the human relations model approach which carries vital implications for various stakeholders.

The Researcher: The study provides an invaluable insight into the factors that contribute to attrition in education sector, allowing the researcher broaden and deepen his understanding of human resource management dynamics. This brings a great contribution to the researcher's academic and professional advancement.

This study is significant to the researcher for the reason that it provides the knowledge, skills, trends, processes and enhances my abilities to come up with new information.

Students: The study is of a great significance to students as it seeks to identify the root causes of attrition rate of teachers in Ghana education Service, will lead to the development of strategies to reducing attrition and retention of experienced and skilled human capital, which will ultimately enhance the quality of education to better their lives.

Ghana Education Service (GES): Ghana Education Service is responsible for the management and administration of pre- tertiary education in Ghana and so, the insights and findings from this study can inform GES policies and strategies aimed at reducing attrition rate of teachers, improve education outcomes and the overall quality of educational delivery in the country.

The Government of Ghana: Education plays a crucial role in the development of a country by providing individuals with knowledge and skills to improve their lives and contribute to the growth of the nation (Shavkidinova, 2023).

And so, high attrition rate among teachers can have a detrimental effect on the quality of education, leading to lower students' performance and hindering the socioeconomic progress of a nation. Addressing attrition rate through a structural model approach, Ghana can potentially retain more skilled and experienced human capital in the Ghana Education Service to positively impact the education system and in turn, contribute to growth, social progress, the nation's economic development agenda and stability.

The Institute of Graduate Studies - San Sebastian College – Recoletos, Manila Manila: The Institute plays a crucial role in preparing future human capital in Philippine and across the globe. Understanding the attrition rate and factors influencing it can help the College authorities, administrators tailor human capital education

programs to better equip graduates for the challenges they will face in the workforce in Philippine and the world over.

The Philippines Government: This study is also significant to Philippine Government because education is the building backbone of the society, which leads to poverty reduction, social equity, and holistic national development, the findings from this study will help to providing a retention guideline for reducing attrition rate of skilled workers, but foster innovation, leading to new opportunities and supporting business growth.

Future Researchers: In terms of future research, the theoretical contribution of this study adds to the body of knowledge of literature for future researchers. It provides insights into how human relations theory, which emphasizes social and psychological factors in the workplace, applies to understanding attrition. And so, future researchers can build on this foundation to refine and expand the theory's application in different contexts or sectors.

It also provides a comparative analysis that future researchers can compare the findings with similar studies in other countries or sectors to identify common patterns or unique factors influencing attrition. This comparative approach enhances the generalizability of findings and enriches theoretical frameworks.

It further provides some form of future research directions. Through this, it identifies gaps in current knowledge or areas needing further exploration. This makes it very possible for subsequent studies could delve deeper into specific demographic groups affected by attrition or explore trends to track changes over time.

Overall, research on attrition of teachers in Ghana Education Service through the lens of the data-driven framework not only contributes to academic knowledge but also offers practical guidance for improving workforce management and policy formulation. This makes it a valuable foundation for future research endeavors in related fields.

It is also recommended to recommend the findings to educational sector authorities and management, as the implementation could help reverse the attrition rate of teachers and retain them in the service. Policy makers could also develop policies that would be based on the recommendations to reduce the trend of the attrition rate of teachers in the education sector. In all, the significance of the study lies in its potential to inform policy, improve teachers' retention strategies, enhance the quality of education, and ultimately contribute to Ghana's socioeconomic development.

Definition of Key Terms

Definition of terms is very crucial for clarity, precision, explaining the meanings of key concepts and terms used for the purpose of this study to establish a common understanding among readers about the specific meanings intended to be conveyed by the researcher, providing a foundation for consistent interpretation, and to avoid misunderstandings or ambiguities. This operational definition is specific to how the key terms will function within this research.

Attrition: It refers to the reduction in the number of teachers or workforce of the Ghana Education Service through resignation, termination, or other means, which forces a teacher to leave their post without immediate replacement.

Attrition rate: It is how we measure or quantify the rate at which human capital or teachers leave the Ghana Education Service over a specific period.

Career growth: It refers to the progression and advancement opportunities available to teachers and staff within the Ghana Education Service. It involves the ability of a teacher or education professional to develop their skills, take on new roles, and receive recognition or promotion over time.

Educational Sector: It consists of the economy that is solely dedicated to education, which comprises institutions such as schools, vocational training centers, colleges, and universities that provide educational support services.

Employment Status: A categorical variable indicating the nature of a teacher's current work arrangement in the Ghana education service, which includes full-time, part-time, and temporary/contract.

Employee job satisfaction: This refers to an employee's total or overall fulfilment, feelings, and experience they have about their job. This is the employee's level of fulfillment concerning their performance at the workplace. The higher the fulfilment of job satisfaction leads to higher level of productivity and retention of employees in an organization.

Ghana Education Service: It is an agency under the Ministry of Education in Ghana charged with the responsibility of implementing approved national educational policies and programs related to pre-tertiary education, which includes kindergarten, primary, junior high, and senior high/vocational/technical education.

Human Capital: This refers to the overall body of professionals or the workforce (trained and employed personnel, ie, teachers and administrators) in the Ghana Education Service. These include their skills, knowledge, abilities, and capabilities of the workforce that contribute to driving quality, innovation, creativity, and productivity in the GES.

Human Capital Theory: This theory postulates that individuals in an organization make a conscious and systematic assessment of their skills. Knowledge, abilities, and experience as against the net monetary value and non-monetary benefits they get from their organization or occupations, and make deliberate decisions on whether to enter careers, stay, or leave that profession or occupation.

Human Capital Management Framework: It is a structured model that is used effectively to acquire, develop, manage, and retain teachers in the Ghana Education Service to improve learning outcomes and return on capital investment.

Job Security: A teacher's perceived stability in their current position, measured by: contract type, either permanent vs. temporary roles within the Ghana Education Service

Leadership Effectiveness: This refers to how employees of Ghana Education Service influence or their ability to which result in the achievement of the desired goals or outcomes through coordinated efforts or actions and decisions of the employees have a positive impact of the people they lead

Organizational culture: It is the total shared set of values, beliefs, attitudes, behaviors, systems, and rules that outline and influence employee behavior within the Ghana Education Service (GES). It consists of the norms and practices that guide, influence, and engage people's interaction within the GES. The culture reflects and influences how decisions are made, communication patterns, employees' engagement, customers, stakeholders' experience, and overall performance and brand of the service.

Policy Framework: It is a well-formalized set of rules, regulations, principles, goals, and guidelines that provide the basis for developing, implementing, and evaluating policies within the Ghana Education Service and other organizations.

Professional Development: Formal or informal opportunities for teachers to enhance skills/knowledge, operationalized by training hours/year: Hours spent in workshops, courses, or certifications, access to programs: Employer-sponsored tuition reimbursement, mentorship, or conferences. It also includes Self-reported growth:

Salary Range: The pre-defined minimum to maximum compensation offered for a specific position, typically expressed as annual or monthly gross income before taxes within the Ghana Education Service.

Social Exchange Theory: This theory refers to a situation in which suggests that employees in an establishment weigh the costs and benefits or risks and benefits of staying in a job. If they perceive the benefits (such as salary, career advancement, and job satisfaction) outweigh the costs or risks (such as stress, workload, and dissatisfaction), they are more likely to remain in their position or otherwise quit.

Workplace Environment is also known as Working Environment, refers the setting, which includes the physical, social, and organizational culture and the conditions prevailing within Ghana Education Service, where the human capital performs their job. This working environment plays a critical role and influences the morale, performance, productivity, and satisfaction of the teachers in their working environment.

REVIEW OF RELATED LITERATURE AND STUDIES

Literature reviews help researchers identify gaps in existing knowledge that can lead to new hypotheses or questions for future study. (Naepi, 2023).

The literature review for this study forms a knowledge base that contributes to the understanding of the attrition of teachers in the Ghana Education Service in Ghana.

Many teachers in the Ghana Education Service embark on their professional journey, fueled by passion and commitment; however, they are confronted with a lot of challenges. The challenges range from burnout stemming from heavy workloads and emotional strain to disillusionment caused by systemic flaws, environmental problems, and inadequate support structures, and many other factors contributing to attrition of teachers in the education sector.

The attrition of teachers has attracted enormous attention from professionals, academic scholars, and the general public worldwide.

Inculcating a feeling of social connectivity via the principles of humanity in children is the actual value of education. To achieve its mission of offering a well-rounded education and moulding students into accountable citizens who can take on substantial civic and national obligations, a school looks for teachers and administrators who are passionate about their work and have extensive subject matter expertise. An educational institution's greatest asset is its faculty" (Mugambi, 2021, p. XX).

The most important, ever-evolving, and ambitious resource for every service company is its people. Achieving the set goals and exceeding the benchmarks are crucial to the company's profitability. According to the continuing research on the subject of the "attrition problem of teaching staff in the education sector," it is absolutely necessary to respect and meet the needs of workers. Attrition is an issue in other service industries as well, according to the literature referenced by the study expert. Human resources departments nowadays must prioritise employee retention due to the diverse workforce in terms of gender, age, caste, creed, religion, and culture. There is a wide range of ages represented in the workforce today, from young adults to retirees, all of whom work together on various projects. Problems arise when employees of various generations interact with one another and their respective worldviews, beliefs, attitudes, and work styles. Grouping all these people together should provide synergy, according to HR managers Tanmaya Kumar Mishra et al. 955 (2024)

According to (Narendra Singh Chaudhary, 2023) attrition can generally be defined as a situation when the number of employees keeps on decreasing in the organization due to resignation, termination or any other reasons attributing to employees leaving the job from the organization.

The Two Main Types of Attrition

According to McQuerrey (2019), attrition can be natural (e.g., retirement), involuntary, or voluntary, depending on the reasons employees leave. Alla and RAJAA (2019) explain that in voluntary attrition, employees choose to leave for various personal reasons.

The role of any educational institution is pivotal in the development of the human capital requirement for the development of other sectors of any nation. And the development of any organization primarily depends on the hard work of the human capital and its strategic planning. Organizational tacit knowledge loss is a common phenomenon in many organizations across the globe. Knowledge loss in firms is closely related to employee turnover, which can be divided into voluntary and involuntary turnover (Su et al. 2021; Singh & Gupta 2020).

(Cascio & Boudreau, 2019) introduced two popular ways of classifying employee attritions: voluntary attrition versus involuntary and functional attrition versus dysfunctional attrition.

This is explicitly affirmed by (Kanteh & Gibba 2019) that the process of attrition starts from the time an employee starts the job and ends soon after he/she leaves, retires, or dies. The different forms of employees' attrition include resignation, dismissal, redundancy, death, and compulsory retirement. Each of this may be voluntary or involuntary, desirable or undesirable.

Voluntary attrition occurs when employees choose to leave their positions, while involuntary attrition is initiated by the organization due to factors like restructuring or performance issues (SHRM, 2024). Loss of firm-specific human capital can happen through various means, such as retirement, where individuals exit due to age (Durst & Zieba, 2020; Singh & Gupta, 2020).

Voluntary attrition occurs when employees choose to voluntarily leave their positions within an organization, rather than being compelled to do so through layoffs or other forms of involuntary separation.

Involuntary attrition refers to the process where an organization initiates the termination of an employee's position due to reasons beyond the individual's control, such as economic downturns, restructuring, or performance-related issues. (SHRM, 2024)

Human Capital

The theory essentially emphasizes the critical and the importance of investing in human capital to enhance their skills, knowledge, capacities and abilities which in turn benefits both the individual, organization and society as a whole.

Human capital is a key source of competitive advantage that influences innovation (Fakhri et al., 2020; Moore et al., 2020). It encompasses tacit knowledge and communication skills that can be transformed into valuable company resources (Moore et al., 2020; Ryu & Shim, 2020). While investment in innovation is crucial, the role of human capital in driving and stimulating innovation is fundamental (Moore et al., 2020). After examining various human capital models, Aman-Ullah et al. (2022) affirm that human capital is a driving force behind innovation.

Human Capital is often seen as a valuable resource that can be developed, managed, and leveraged to drive organizational growth and competitiveness (Mridula, Dec 2023).

(Adeniji et al., 2018) and cited by (Osibanjo, 2020) opined that human capital is the most crucial factor of production in a business and it involves the combination of skill, knowledge, competencies, technical know-how, behaviour, and attitude, talents, intelligence, abilities and so on, inhibited by individuals or in-groups, owned as assets for organizations to utilize at will. Human capital is the aggregate or totality of human competencies that add value to the organization.

Human capital is a crucial antecedent of organizational competitiveness, as it embodies essential skills, talent, and know-how (Chen et al., 2020; Mubarik et al., 2020).

There have been radical reforms in Ghana's education sector with the aim of preparing Ghana's population and economy to fully participate in the Fourth Industrial Revolution. The new educational reforms cover all levels of Ghana's educational system. It is believed that when human capital is equipped with the necessary skills and competencies through education, the industrial revolution agenda will be achieved.

According to the Vice President of Ghana (Bawumia, 2021), "This reform will be underpinned by a greater focus on Science, Technology, Engineering and Mathematics (STEM) with the overall aim of repositioning the entire educational system to produce a critical mass of assertive and empowered Ghanaian students equipped with the relevant skills for socio-economic transformation."

Teacher Attrition

The impact of job attrition within the teaching profession carries significant implications that extend beyond the individual experiences of educators, affecting educational institutions, students, and the broader society. One immediate implication is the potential decline in the quality of education as experienced and skilled teachers leave, leading to a loss of institutional knowledge and expertise. The continuity and effectiveness of educational programs may be compromised, impacting the overall learning experience for students. Furthermore, teacher attrition contributes to increased workload and stress for remaining educators who must adapt to the departure of colleagues (Sutcher, Darling-Hammond, & Carver-Thomas, 2019).

Many of these reforms sought to increase the number of quality teachers trained and retained in the classrooms to provide quality education. Among these reforms is the payment of teacher trainee allowances, which seeks to motivate more students to enroll in Colleges of Education. This reform has resulted in a high turnout rate from the teacher training colleges and analogous institutions. The Teacher Retention Premium (TRP) was introduced in March 2011. This teacher retention premium is a monetary incentive given to professionals in short supply in the economy. This was to motivate and retain human capital in the educational sector. However, these monetary incentives have not been able to achieve their intended purpose of reducing the attrition rate of teachers in the Ghana Education Service.

Many school principals have difficulty replacing teachers who have dropped out; consequently, they often respond by increasing the number of students per class or employing unqualified teachers (Sutcher et al., 2019).

Many organizations and nations all over the globe invest in their human capital to achieve the best of productivity and favorable organizational and national performance. This can seemingly be seen in the dynamic space of the education sector in Ghana. The Education Sector herein refers to the Ghana Education Service, which is charged with the responsibility of the implementation of approved national pre-tertiary educational policies and programs to ensure that all Ghanaian children of school-going age irrespective of tribe, gender, disability, religious and political affiliations are provided with inclusive and equitable quality formal education (Ghana Education Service, 2024).

Some researchers and studies have investigated and examined teacher attrition with regard to the subject taught (Carver-Thomas & Darling-Hammond, 2019; Van Rooij et al., 2019).

However, (Elyashiv & Navon, 2021) in their study found out that the relationship between the teachers' field of study in higher education and the probability of attrition has not received attention in the professional literature. Neither has the relationship between the prestige associated with teachers' institutions of higher education and the probability of attrition.

Working environment determines leadership styles and high political resemblance is an aspect of occupational attrition among staff (Okoli et al., 2022)

Organizational tacit knowledge loss is a common phenomenon in many organizations across the globe. Knowledge loss in firms is closely related to employee turnover, which can be divided into voluntary and involuntary turnover (Su et al. 2021; Singh & Gupta 2020).

The strength of any organization is its employees, but when these talented employees leave the organization, it becomes an alarming situation for the organization (Jaiswal, 2019).

Phaladi (2021), citing Massingham (2008), emphasizes the critical impact of knowledge loss within the framework of intellectual capital theory. The retirement of key staff members can lead to the loss of human, social, structural, and relational capital, which may threaten organizational performance, as knowledge, skills, and experience are essential for sustaining competitive advantage (Massingham, 2008, as cited in Phaladi, 2021).

When employees leave an organization, the company suffers losses in skills, experience, and corporate memory, which contributes to knowledge attrition and weakens its knowledge base. Monte (2020) highlights that knowledge loss is a critical issue that threatens organizational sustainability and performance. This concern is

echoed by Durst and Zieba (2020) and Durst, Hinteregger, and Zieba (2019), who stress the negative impact of knowledge loss on business enterprises.

(Nguyen et al, 2019) In their study cited (DeFeo et al., 2017), in which they alluded to the fact that attrition is a detrimental influence on student achievement, particularly for students from marginalized communities, teacher turnover can have substantial monetary costs. A report quantifying the cost of teacher turnover by the National Commission on Teaching and America's Future estimated that districts spend from \$10,000 to \$17,000 for each teacher who leaves the district and calculated that (Saswat et al, 2022)

Using its people resources as a service sector allows the education company to run more effectively. Every school should prioritise the health and safety of its faculty. Adequate training and development are necessary for them. Giving teachers the opportunity to attend professional development events like workshops, conferences, seminars, and conclaves promotes both personal and professional growth, while also benefiting the institution. All stakeholders stand to gain from the eventual dissemination of new knowledge to pupils (Tenzin et al., 2019; Salas-Izaguirre et al., 2022).

A serious and determined effort, even in a small-scale study, would encourage researchers to look into the main reasons why teachers leave their positions at all levels of education, from kindergartens to colleges. All of these findings would point to the need for national-level research by academic institutions and government bodies (Sorensen & Ladd, 2020).

Age and Other Demographic Factors, Like Gender, on Teachers' Attrition Factors Contributing to Attrition

Anticipating and controlling staff turnover can be a difficult and embarrassing task for decision-makers within their organization due to a variety of explanatory factors. Many researchers have attempted to identify the different factors that contribute to staff turnover in the workplace.

Teacher gaps can be attributed to the need to fill i) new posts and ii) posts that are vacant due to teacher attrition. For countries with rapidly growing populations, policy-makers must balance investing in the expansion of available spots in teacher training institutions with improving the attractiveness of the profession to ensure retention. This is especially the case for sub-Saharan Africa where 9.4 million new teachers (representing 62 per cent of the total teacher gap in the region) is attributed to filling new posts (UNESCO, 2023).

Teachers in The Gambia face low motivation due to high workloads, limited resources, inadequate teaching materials, and poor working conditions (UNICEF, 2021).

According to Drammeh, Habibatou, and Samba Matar (2023), teacher attrition in public, basic, and secondary schools in The Gambia is driven by inadequate and non-competitive salaries, poor work environments, lack of merit-based appraisals, unsatisfactory retirement plans, limited promotion opportunities, and ineffective management styles.

A study conducted by (Yornu, 2019) cited this to explain that Employees' age becomes one of important factors in deciding whether the employees should remain in an organization or not. The study concluded that age was inversely related to turnover intent. In their study, they found out that, older aged employees felt they had fewer employment opportunities and thus they were more satisfied with their jobs so they tended to stay in the organization. Older aged employees also have long tenure which led them also to stay in their organization because investments that they had made were too costly for them to leave.

That is, the attrition rates of highly-educated teachers drop more sharply as salary increases, as expected by the theory (Elyashiv & Navon, 2021)

Teacher attrition rate from the profession is quite alarming when compared with other sectors. This has a great effect on student's academic performance which needs to be critically attained. Teacher attrition was viewed as the rate of change of personnel, the rate at which employees join and leave an organization, measure against a standard or over a fixed period. Also, types of teacher attrition were seen to include; voluntary attrition,

involuntary attrition, retirement attrition, internal attrition and demographic specific attrition. The causes of teacher's attrition identified were: low salary, poor working condition, leadership style and rural posting. The study also analyzed the influence of teacher attrition on student academic performance. Findings revealed that high attrition rate has damaging effect on the quality of schooling. Student academic performance is not only a pointer to effectiveness and quality of schools in Nigeria, but a major determinant of the future of students in particular and the nation in general. Strategies for increasing teacher retention rate was viewed as Staff engagement in decision making, build a strong sense of community, encourage collaboration among teachers, provide a supportive environment, build a strong monitoring program, support professional development and utilize technology to better support staff well-being. It was concluded that teacher attrition has a significant negative relationship with student academic performance in selected Private Secondary Schools in Rivers State. It was suggested amongst others that, to minimize the rate of attrition among teachers, a concerted effort from all stakeholders (Government, Ministry of Education, Principals) in the education system is required (Ineye-Briggs, 2024).

Modern employees value a healthy work-life balance, and organizations that need to provide flexibility and support may experience higher attrition rates. A recent study found that employees experiencing work-related stress and burnout are more likely to consider leaving their current jobs (Adamopoulos & Syrou, 2022).

Since teacher attrition has become a topical issue in the field of education in Ghana, contemporary discourse emphasizes a multitude of factors contributing to this phenomenon. A number of other research works and critical literature highlighted many other challenges of this observable occurrence. Many of these studies have attributed it to challenges such as workload stress, inadequate professional development, low salaries, limited opportunities for career advancement, and lack of administrative support (Acheampong & Gyasi, 2019; Craig & Elyashiv, 2019; Opoku et al., 2020).

Organizational Culture

Researchers have shown that Organizational culture is a significant reason for teachers' attrition, more than the job itself. This is to say that human capital values organizational culture, and whenever there is a misfit of organizational culture, the human capital finds its way out of the organization. It is therefore very important to consider organizational culture when we are dealing with human capital, the organizational relationship in respect of communication and performance. A clear understanding of how it works in the life of an organization's day-to-day administration will foster a dynamic retention of human capital.

"The way things are done in an organization," as it is typically understood, is based on the concept of symbolic exchanges between persons in a social situation (Wang et al., 2020).

Organizational culture is defined as the norms, values, and expectations of the work environment that are established by a group of people working together (Paais & Pattiruhu, 2020).

Today's competitive business environment, creating a positive and strong organizational culture has become the main focus of the company to improve employee performance (Iskamto, 2021; Jufrizen et al., 2021).

According to the findings of research conducted by (Aburumman et al., 2020)., corporate culture has a considerable beneficial impact on work satisfaction.

A study conducted by [Personio](#) in the UK and Ireland and cited by (Couch, 2021) found out that a "toxic workplace culture" to be a top employee resignation reason in the "post-pandemic talent drain."

Job Satisfaction

Job satisfaction and turnover are basically related by which job satisfaction has a direct effect on employee turnover intentions (Isaac Kofi Dasilveira, 2020)

Job Satisfaction also acts as an impulse that drives productivity among the workforce, and any forward-looking organization that wants to sustain the competitive business environment devotes the required attention to employee job satisfaction.

Discussions also encompass proposed solutions, including improving teacher training, enhancing working conditions, and reforming policies to provide better incentives and support. While some scholars advocate for higher salaries and improved benefits (Elyashiv, 2019; Kukano, 2020).

Ngmenkpiew et al. (2023) indicated that teachers, especially those in leadership positions, were often unreasonably cold towards newly posted teachers or people who are in the early stages of their careers. This makes the teaching environment too hostile and unaccommodating, and people tend to give commands rather than engage in constructive discussions that would yield better outcomes while upholding the dignity of every individual.

Other scholars also argue for a re-evaluation of the teaching profession's societal perception to attract and retain talent effectively (Acheampong & Gyasi, 2019; Opoku et al., 2020; Turner, 2021).

However, it can be the ability of to achieve a desired outcome or meet organizational goals. This is usually measured by how well a leader is able to influence others or team to achieve organizational goals. "The successful exercise of personal influence by an individual, which results in accomplishing one or several goals as a result of the coordinated efforts of those who are led." lead to a higher level of satisfaction and subordinate performance (Chen & Silverthorne, 2003). 2005). In this study, leadership effectiveness was measured based on three indicators proposed by Sumual & Lee (2011), including (1) developing followership; (2) achieving results; (3) team play.

Workplace Environment

The significant nature of a workplace environment in every organization makes it imperative for institutions to ensure that they create a workplace environment that fosters job satisfaction, engagement, and a sense of belonging.

. Besides, working conditions are also a part of the working environment which comprises work-life balance, terms of employment, workplace safety, healthy lifestyle, etc. (Anshika Aggarwa, 2023)

Chiat et al (2019) stated that Hygiene factors are necessary to prevent dissatisfaction but do not necessarily lead to job satisfaction. Examples of hygiene factors include salary, benefits, job security, work conditions, company policies, supervision, and interpersonal relationships. If hygiene factors are lacking or unsatisfactory, employees may feel dissatisfied and may be more prone to job dissatisfaction and even turnover.

Increasing the presence of motivators does not necessarily reduce job dissatisfaction caused by hygiene factors, and vice versa (Mehrad, 2020).

For example, increasing salary (a hygiene factor) might prevent job dissatisfaction caused by low pay, but it may not necessarily lead to increased job satisfaction unless motivating factors like challenging work and recognition are also present (Ngmenkpiew et al, 2023)

(Ngmenkpiew et al, 2023) An unfriendly social environment, particularly the cold attitudes of experienced teachers towards younger colleagues, was identified as a deterrent for young teachers to remain in the teaching profession.

These include salary and incentives, working conditions, career advancement opportunities, workload, job satisfaction, management/leadership support, and location hardship. These mechanisms act as push or pull factors influencing whether teachers stay or leave.

Leadership Style

The role of leadership in any organization is a very critical area in the management of human capital. And so, every organization needs to pay closer attention and examination of the roles of leadership style, job satisfaction, and workplace environment in teachers' attrition.

This response implies that there is a significant disconnect between the Ghana Education Service (GES) and the teachers it employs. The use of the term "treats its employees like slaves" suggests a perception of mistreatment, exploitation, and a lack of respect for the teachers' profession and contributions.

By analyzing the leadership styles—such as autocratic, transactional, democratic, and transformational leadership—it can be concluded which styles promote innovation the most and affect human capital growth. Hence, areas of study must integrate leadership development with human capital and leadership's impact on companies (Eckardt et al. 2021). Furthermore, companies have the dilemma of understanding which leadership style is best associated with an organization (Abdullahi et al. 2020).

Others focus on the role of leadership and administrative support, the impact of teacher preparation programs, and the influence of external factors like socio-economic conditions (Freeman, 2020).

The lack of support and collegiality, especially from teachers in leadership positions, creates a hostile teaching environment, affecting morale and confidence. Existing research consistently emphasizes the crucial role of teacher support, mentorship, and positive relationships among colleagues in enhancing teacher job satisfaction and retention (Acheampong & Gyasi, 2019; Whalen et al., 2019).

According to (Kurniawati Desi, 2022) in their study, cited that Leadership effectiveness is an attitude of a manager who uses a leadership style that is most appropriate to the readiness, ability and willingness of subordinates and if the manager has a good match between the leadership style and the readiness of subordinates it will.

Effective leadership is considered a key factor contributing to high performance. The qualities of an effective leader include being audacious, honest in their dealing with others and having clarity of intent (Joseph & Ideraola, 2021)

This not only affects their job satisfaction but also has the potential to compromise their effectiveness in the classroom. The resulting strain on teachers can create a negative feedback loop, exacerbating attrition rates and perpetuating a cycle of instability within educational institutions. Marital status influences job attrition and intention by shaping individuals' priorities related to work-life balance, career advancement, and personal development. Organizations that recognize and adapt to these varying needs can create a workplace that is more appealing and supportive for employees with diverse marital statuses, ultimately reducing attrition and fostering a more engaged and committed workforce. Gender plays a pivotal role in shaping the factors affecting job attrition and intention. Organizations that proactively address gender-related challenges, foster inclusivity, and implement family-friendly policies are better positioned to create a workplace where employees, irrespective of gender, feel motivated to stay and contribute to the organization's success (Mishra & Lal, 2024).

Synthesis of Related Literature and Studies

The literature highlights some of the factors of attrition and the significance of retaining professional human capital in an organization. The literature illustrates how it costs an organization to lose its teachers and the immediate benefits many organizations derive from retaining their teachers. It is therefore important to take into account the abundance of narratives and research on the attrition of teachers in organizations in addressing this challenge of generational diversity when creating initiatives that foster collaboration inside any institution.

The cited literature and studies, both local and foreign, are related to the study on the "Attrition Rate of teachers in the Ghana Education Service (GES): This study is crafted to make improvements in the teacher retention in the Ghana Education Service (GES). The study is focused on factors of attrition rate and enhancement of the structural approach model.

Similarities of Review of Related Literature

At the local level, there are available literature on the attrition of teachers which have reported some of the factors which have contributed to human capital vacating the post and profession.

(Brako, 2020). Placed premium on pay as the determinant of employees' decision to quit or stay in employment looking at a number of factors in the Ghanaian context. He noted one of factors to be the economic condition of the country. He claims that the austerity life led by many salary earners resulting from the escalation of prices of goods and services almost on a daily basis makes money the most sought for commodity in the country. He also mentioned that, money has become the barometer for determining the social status of a person by the society. In the Ghanaian society in recent times, respect is accorded to the rich more than any other category of persons. Besides, the social system and the extended family system, coupled with the high unemployment, put excessive demands on the resources of the employed. It is believed that the employed had access to an infinite resource from which they can support their less fortunate relations, hence the demands on them. These factors make teachers lead a kind of nomadic life with many of them looking for alternative job opportunities that give them higher remuneration.

This study also seeks to assess GES staff perceptions of how adequately compensation and benefits meet their needs. And so, the following have been provided in the research instrument, the salary I receive is fair for the work I do, the benefits provided by the organization meet my needs, I receive my compensation in a timely manner, the organization offers competitive compensation compared to other sectors, and there are adequate health and retirement benefits available. These are but a few to get a better understanding of the issues.

(Isaac Kofi Dasilveira, 2020) also opined in their study that job satisfaction is in regard to one's feelings with respect to nature of their work. Job satisfaction can be influenced by variety of factors which may include pay practice, quality of one's relationship with the supervisor, quality of physical environment in which they work whereas turnover on the other hand refers to the characteristics of a given company, relative to the rate at which an employer gains or losses staff. He also stated that if an employer is said to have a high turnover, then it implies that employees of that firm have a shorter tenure than those of other companies in that same industry. Job satisfaction and turnover are basically related by which job satisfaction has a direct effect on employee turnover intentions.

In a similar vein, this research examines job satisfaction as influenced by pay practices, interpersonal relationships and the physical work environment. It extends the inquiry by focusing on other factors like job security and stability.

According to (Ofei-Dodoo et al., 2020), they focused on the organizational culture, how it can have an influence on the attrition rate of human capital which is commonly measured as the behavioral expectations reported by members of the organization and how it incorporates both structure, such as size and levels of authority, and ideology, such as openness to change. These expectations influence the way employees approach their jobs and help to socialize new employees in the organization's strategic aims.

(Adam et al., 2020) also reported in their study to confirm that organizational culture reflects the values, norms, beliefs, and practices that shape the identity and way of working of a company. A good organizational culture provides clear direction, motivates employees, and influences their decisions and actions to either stay or quit.

This study also explores how organizational culture influences the attrition of teachers, with particular focus on how shared behavioral expectations and GES staff approach to their work shape their decision to remain with or leave the organization.

Many other researchers around the world, that is foreign, have investigated this subject area of attrition of teachers.

(Okoli et al, 2022) alluded that attrition comes from the intense stress that many workers face daily. Attrition leads to burnout, which pushes many new workers out of the profession as well as staff retention in organizations

with higher stability compared to organizations with more flexible management. Adequate resources build confidence and competence in workers. Working environment determines leadership styles and high political resemblance is an aspect of occupational attrition among staff.

In a similar view, (UNICEF, 2021) conducted research in The Gambia on attrition of teachers and reported that “The Gambia's teachers lack motivation as a result of their high workload, lack of resources, inadequate teaching and learning materials, and unfavorable working circumstances.

In the literature and study of (Durst & Zieba 2020; Durst, Hinteregger & Zieba 2019), when an organization loses employees, it loses skills, experience, knowledge and its corporate memory. Such losses contribute to organizational knowledge attrition, thus negatively affecting the knowledge base of companies. Monte (2020:1) argues that knowledge loss is a critical issue that should not be ignored. It negatively affects the sustainability and organizational performance of many businesses' enterprises.

Foreign Literature

(Ineye-Briggs, 2024) asserted that teacher attrition rate from the profession is quite alarming when compared with other sectors. This has a great effect on student's academic performance which needs to be critically attained. Teacher attrition was viewed as the rate of change of personnel, the rate at which employees join and leave an organization, measure against a standard or over a fixed period. Also, types of teacher attrition were seen to include; voluntary attrition, involuntary attrition, retirement attrition, internal attrition and demographic-specific attrition. The causes of teacher's attrition identified were: low salary, poor working condition, leadership style and rural posting. The study also analyzed the influence of teacher attrition on student academic performance. Findings revealed that high attrition rate has damaging effect on the quality of schooling. Student academic performance is not only a pointer to effectiveness and quality of schools in Nigeria, but a major determinant of the future of students and the nation in general. Strategies for increasing teacher retention rate was viewed as Staff engagement in decision making, build a strong sense of community, encourage collaboration among teachers, provide a supportive environment, build a strong monitoring program, support professional development and utilize technology to better support staff well-being. It was concluded that teacher attrition has a significant negative relationship with student academic performance in selected Private Secondary Schools in Rivers State. It was suggested amongst others that, to minimize the rate of attrition among teachers, a concerted effort from all stakeholders (Government, Ministry of Education, Principals) in the education system is required.

These are insightful literature and studies conducted to find out the reasons or factors contributing to the attrition of teachers in organizations and societies, so that the issues can be addressed. These studies cited in this study play an important role and guide the researcher to finding the factors contributing attrition rate of teachers in the education sector in Ghana, which serves as the basis to adopt the human relation approach model and also to enhance it.

Differences in Review of Related Literature

Relate literature on teacher attrition has paid attention to the financial implications and burden attrition brings to the state in terms of recruitment, training, decline of academic performance of students, and relocation of teachers from the rural communities to the urban centers. I must say that these studies have provided invaluable insights and a lot of contribution to the available literature in addressing attrition.

However, this study looks at some of the evolving dynamics and emerging patterns of attrition in the educational sector. It seeks to extend the scope focusing on the increasing trend where teachers transitioning from the Ghana education service to other public sectors and the worrying trend of teachers emigrating for better opportunities abroad after Covid 19 pandemic.

It also pays attention to the influence of societal perception about the teaching profession in Ghana, which inadvertently influences career satisfaction and retention of staff in GES.

There are other contributing factors this study seeks to explore, which include, the use of modern technology and other resources to improve teaching and learning outcomes in our schools. The issue of policy change by government, clear path career progression, in-service training and programs and the relationship of teachers and the leadership in GES.

Unique Contribution of the Study

This study offers a lot of insightful contributions to my academic discipline in the area of education and public sector human capital management. It shifts my focus and attention beyond the traditional concerns of teacher attrition from the rural areas to urban areas and the low performance of learners to the new and emerging dimensions which include the use modern technology, inter-sectoral movement of teachers and the heavily movement of teachers internationally. This broadens my perspective understanding of teacher attrition and the factors that contribute to this turnover in our societies and organizations.

RESEARCH METHODOLOGY

This refers to the systematic approach used by researchers which involves the methods used to collect data, analyze, and interpret it in the study. It consists of the general or overall strategies that integrate the various aspects or components of the study process in a systematic, consistent, logical, and coherent manner, which ensures that the research problem is effectively addressed. These processes include choosing a proper research design, research locale, instrument, sampling techniques, data collection techniques, and analysis method that is akin with the objectives of the study.

Research Design

The study adopted a quantitative research approach using a descriptive survey design. The design was considered appropriate for systematically examining the prevalence, patterns, and factors associated with teacher attrition among current and former teachers in the Ghana Education Service. Data were collected primarily through a structured questionnaire containing closed-ended items measured on a Likert scale. Secondary quantitative data from relevant GES administrative records were also examined to identify patterns of teacher attrition. The quantitative data were analysed using descriptive and inferential statistical techniques to examine relationships among demographic, professional, and organisational variables associated with teacher attrition.

This type of research helped in testing the causal relationships between variables, making predictions, and generalizing results to wider populations. The purpose of quantitative research is to test a predefined theory or hypothesis and eventually either accept or reject it based on the results. Quantitative data analysis is used when researchers are interested in understanding data sets over time to identify patterns (Sreekumar, 2023).

According to (Bhandari, 2023), qualitative research involves collecting and analyzing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences. It is used to gather in-depth insights into a problem or generate new ideas for research.

This study has therefore adopted a quantitative approach with a narrative design which the researcher used structured data and measurable variables. The data are used numerically and analyzed easily. These variables included measurable variables such as age, salary range, highest education, and so on.

A Descriptive Survey Design. This design is suitable for gathering quantifiable information from a large population of current and former teachers. It helps describe the prevalence, patterns, and distribution of teacher attrition across different variables (e.g., age, gender, region, years of service). It enables analysis of relationships between factors such as work conditions, job satisfaction, and intention to leave.

This helped the researcher to comprehensively explore the nuanced dynamics of teachers' attrition in the Ghana Education Service and to understand their reasons for staying or leaving the profession. This method provided me with ample opportunity and ability to identify and analyze the factors behind teachers' attrition.

Research Locale

The study was conducted in the former Accra Metropolis, which has now been divided into ten (10) Metropolitan, Municipal and Districts Educational directorates in the Regional Education Directorates in the Greater Accra Region of Ghana. These include, Ablekuma Central Municipality, Ablekuma North Municipality, Ablekuma West Municipality, Accra Metropolis, Ayawaso Central Municipality, Ayawaso East, Municipality, Ayawaso North Municipality, Ayawaso West Municipality, Korle Klottey Municipality and Okaikwei North Municipality.

All the selected municipalities—such as Ablekuma Central, Ayawaso West, and Accra Metropolis—are part of the Greater Accra Region, which is the most urbanized and densely populated area in Ghana. Urban schools often experience higher teacher attrition due to greater job mobility and alternative employment options. higher cost of living, which may discourage long-term retention, greater competition for teaching talent from private schools and NGOs.

Many of these municipalities are in or around Accra, the capital city and administrative hub. This makes them accessible for data collection and representative of the government's educational policy implementation. A variety of school types public, private, mission, international.

These areas likely have a mix of schools serving different socio-economic populations, allowing the research to capture variations in teacher experiences. How the school environment and student behavior might contribute to teacher attrition.

While official GES data may not be disaggregated to the municipal level in public reports, Internal GES data or regional education directorate insights may suggest higher-than-average attrition in these locales. Anecdotal evidence or previous studies may have indicated growing concerns about teacher retention in urban Accra. Conducting research in municipalities within proximity to each other reduces cost and time of travel, complexity in managing fieldwork across widely spread geographic locations, and bureaucratic hurdles, since these areas fall under the same regional education office.

These municipalities experience higher attrition rates, especially compared to rural districts. These urban districts often face unique pressures such as burnout from overcrowded classrooms, high teacher-student ratios, and high living costs, which contribute significantly to teacher attrition.

Table.4 Attrition Rate of Teachers within Ghana Education Service in the Selected Districts

District	Estimated Teaching Staff Estimates	Percent (%)
Ablekuma Central	510	18
Ablekuma North	500	17.6
Ablekuma West	480	17.8
Accra Metro	820	18.7
Ayawaso Central	550	18.1
Ayawaso East	380	16.9
Ayawaso North	350	17.3
Ayawaso West	500	17.9
Korle Klottey	400	16.7
Okaikwei North	520	17.3

Data Source: Fieldwork, 2024

Research Respondents and Sampling Technique

For this research, the respondents were drawn from teachers of the Ghana Education Service in the Greater Accra Region of Ghana. The total population of teachers in the educational sector of the ten (10) districts is approximately five thousand (5000).

A **Snowball Random Sampling Technique** was used to select a sample from each subgroup (strata). The Snowball Random Sampling Technique, which is also known as Chain-Referral sampling, is a non-probability sampling method that is often used in research where it is difficult to reach out to or identify, or access the entire population under study.

The study employed a sample size of 357 respondents carefully selected from the the districts, municipalities and metros within Greater Region. The sample size was drawn from the targeted population of the teaching staff .

The researcher initially identified and selects a few participants known as the (the ‘seeds’} who are part of the population. These seeds are the classroom teaching staff of GES who are the major stakeholders in education and are always ready to vacate their classrooms and offices when their concerns are not addressed. It is therefore relevant to choose individuals, who can provide diverse and informed perspectives of the issues.

The criteria for choosing these groups of respondents for this research included a minimum of one year (length) of service in Ghana Education Service, unit, type of school, position level, tasks/area of coverage, understanding of teacher turnout and location level of the respondents.

The researcher then recruited these initial participants and asked them to refer other individuals they know are part of the researcher’s targeted population.

The Researcher went further to expand the sample by adding the referred individuals. These referrals are done in turns. This process continues creating what is known as the snowball effect making the sample grow larger and more inclusive until the target sample size of the population is reached.

This network–based studies is mostly used where relationships or social networks are very vital to the study.

The researcher made sure that each subgroup (strata) is given an equal chance to be selected and represented.

Distribution of Respondents

The researcher initially identified and selected a few participants known as the ‘seeds’} who are part of the population. These seeds are the classroom teaching staff of GES, who are the major stakeholders in education and are always ready to vacate their classrooms and posts when their concerns are not addressed. It is therefore relevant to choose individuals who can provide diverse and informed perspectives on the issues.

The respondents were fairly distributed based on urban 333 of them, the suburban 30, and rural being 17. This was done to give every locale a fair chance to present their needs and concerns on the attrition of teachers in the Ghana Education Service.

SummTable 5. Distribution of respondents

District	Estimated Teaching Staff Estimates	Respondents
Ablekuma Central	510	45
Ablekuma North	500	40
Ablekuma West	480	35

Accra Metro	820	60
Ayawaso Central	550	45
Ayawaso East	380	30
Ayawaso North	350	30
Ayawaso West	500	40
Korle Klotey	400	30
Okaikwei North	520	45
		400

Research Instrument

The research investigation is aimed at finding out the various factors that influence attrition of teacher, which serves as the basis for a data-driven policy framework for Ghana Education Service.

The researcher applied both primary and secondary data. A survey was used to collect primary data from the respondents. The primary data was collected using a well-designed questionnaire. The questionnaire targeted both current and former teachers in the Ghana Education Service.

The primary data will include:

Demographic Information:

- Age
- Gender
- Marital status
- Educational qualifications
- Teaching experience (years in service)

Employment and Work Conditions:

- Current or last teaching location (rural/urban)
- Teaching level (Primary, JHS, SHS)
- Class size and workload
- Availability of teaching/learning materials
- Accommodation and infrastructure at the post

Job Satisfaction and Motivation:

- Satisfaction with salary and benefits
- Access to professional development opportunities

- Opportunities for career advancement
- Perception of administrative support
- Work-life balance

The researcher used Document Review Guide (Document Analysis Matrix): This is an instrument for systematically collecting and analyzing secondary data. It is a structured tool used to extract relevant information from existing documents. Secondary data is obtained from official and institutional sources, including:

MoE, GES Administrative Records and other relevant reports:

- Teacher attrition statistics over the last 5–10 years
- Regional and district-level staffing data
- Deployment and transfer records
- Education Strategic Plans
- Human Resource Policies of GES and the Ministry of Education
- Government white papers or circulars on teacher management
- Previous studies on teacher attrition in Ghana and sub-Saharan Africa
- Reports from NGOs, UNESCO, or the World Bank related to teacher retention

These data sources will provide a comprehensive view of the issue and inform the development of a relevant, data-driven policy framework.

Conditions under which they would consider. The research collected primary data using questionnaires and secondary data from the Ministry of Education and Ghana Education Service reports

The researcher used face-to-face questionnaire distribution and Google Forms to collect data from the respondents.

The questionnaire included demographic information, assessment of theories of attrition of teachers in Ghana Education Service, factors affecting attrition of teacher in Ghana Education Service, problems encountered by respondents of Ghana Education Service (GES), and is followed by other relevant factors.

A four-point Likert scale ranging from strongly agreed to strongly disagreed was adopted.

Data Gathering Procedure

A well-designed questionnaire was used by the researcher. It made up of a four-point Likert scale with responses ranging from Strongly Agree to Strongly Disagree was used.

The researcher ensured that the integrity of the research questions is structured in a way to gather relevant and current data for this study.

The researcher has therefore chosen to collect data that is credible, less time consuming and help in making evidence-based decisions and encourages further studies on teachers attrition.

The researcher collected both primary and secondary data. The primary data is the original data the researcher collected directly from the right source or the respondents. This data is collected on attrition rate on teachers in Ghana Education Service.

The questionnaires were distributed to respondents. The researcher assured the respondents that their identities would be kept private. In addition, the researcher informed the respondents that the information on the questionnaire was for academic purposes only. The researcher gave the respondents two or more days to complete the questionnaires. Some respondents who were prepared to complete the questionnaires did so and returned them to the researcher.

This data is subjected to a quantitative collection procedure and methods. The researcher used closed-ended questions to ensure that the figures received were absolute or whole numbers and used to calculate.

The secondary source of data for this study is the information that has already been collected, processed and published by other persons or someone else for different or other purposes than this current study. These existing reports, studies, books, journals or databases on the attrition of teachers.

The following methods have been used by the researcher to validate the tool prepared for the data collection;

Expert opinion, the researcher ensured that they consulted subject matter experts to assess the validity of the tools such as the questionnaire developed for data collection in this research accurately measured what is intended to measure. The experts confirmed the relevant of the tool's items, and how comprehensive it aligns with the research.

Pilot study, before the main study was conducted, a pilot study involving 160 respondents was carried out to assess the reliability, validity, and clarity of the research instruments. The pilot study served as preparatory phase to refine the collection tools and methodology ensuring that the final survey would effectively capture relevant information. It is generally a study in research where a small-scale, preliminary study is conducted before the main research. This pilot study helped the researcher identified potential issues and made adjustments to it to improve the study feasibility, reliability and validity. The main aim or purpose was to test and refine some aspects of the study design, methodology and data collection instruments.

Conduct an Alpha test, which is related to an early-stage testing of research instruments, such as a questionnaire, designed for data collection. This Alpha test helped the researcher evaluate whether the instruments or tools performed as expected. The result of the pilot test showed that most of the respondents found the survey questions clear, relevant, and easy to understand. There was no major rewording necessary. There was a high completion rate of >85% and an average completion time of 15-20 minutes, indicating good flow and engagement.

Table 6. The Reliability index (**Cronbach's Alpha**) was used, and it yielded

Survey Section	Cronbach's Alpha
Job satisfaction	0.85
Attrition factors	0.81
Organizational support	0.87
Retention strategies	0.83

The pilot test demonstrated that the research instruments were both valid and reliable for investigating teacher attrition in the Ghana Education service. The pilot test for the research on *teacher attrition in the Ghana Education Service* was conducted with a total of 160 respondents, made up of 100 female teachers (62.5%) and 60 male teachers (37.5%). This gender distribution reflects a higher representation of female teachers, which is consistent with national trends in the teaching profession, particularly at the basic education level, where female participation is generally higher.

In terms of age distribution, the respondents fell within three main age brackets. The 20–30 years age group accounted for 30% of the sample, representing young and relatively early-career teachers. These teachers may be in their first few years of service and could provide insights into the challenges faced by new entrants into the profession.

The largest group of respondents, 45%, were within the 31–40 years age range. This group is typically made up of mid-career professionals who may have gained considerable classroom experience and are likely to have a broader perspective on the working conditions, professional development opportunities, and factors influencing long-term career decisions.

The remaining 25% of respondents were within the 41–60 years age bracket. These are generally experienced and senior teachers, many of whom may be approaching retirement. Their views are important in understanding long-term retention challenges and the reasons why some teachers may choose to leave or stay until retirement.

This demographic breakdown provided a balanced sample across different stages of the teaching career, which is valuable for assessing how factors influencing attrition may vary by age, gender, and career stage.

Data Collection and Reporting

- Decide what kind of data to collect.
- Set a deadline for the data collecting.
- Decide on a data collection strategy.
- Collect the information!
- Analyze the data and report the findings.

Statistical Treatment of Data

The researcher manually entered the collected data into SPSS for analysis once the data collection process was completed. Both descriptive and inferential statistics were used to interpret the data effectively.

Descriptive statistics were employed to describe the demographic profile of the respondents. Variables such as age, gender, civil status, highest education attainment, length of service, geographic location, type of institution, level under GES, and job category (teaching, non-teaching, management) were analyzed using frequency distribution, percentage, and mean to summarize the relationships between variables.

Weighted Mean.

The respondents' assessment of the four theories of attrition (Human Capital, Social Exchange, Structural Capital, and Perceived Organizational Support) was calculated using a weighted mean. This provided an average score based on the importance of each factor as rated by the respondents.

$$\text{Arithmetic Weighted Mean} = \frac{\text{Value of Item}}{\text{Weight of Item}}$$

Standard Deviation

The spread of responses regarding the respondents' assessment of the four theories of attrition were measured using the standard deviation. This helped to determine the extent of variation in the respondents' answers.

$$s = \sqrt{\frac{\sum (x - \bar{x})^2}{n - 1}}$$

Likert Scale Interpretation

In this study, a **5-point Likert scale** will be used to collect data from respondents on various factors influencing teacher attrition. The scale typically includes the following options: It is used in the survey instrument to measure attitudes, opinions, perceptions, and behavior. This scale allows respondents to express the degree of agreement or disagreement with a series of statements relating to possible causes of attrition, job satisfaction, working conditions, career development, and policy-related issues.

It also measures the perception of theories and challenges encountered by the respondents. The responses for these questions are

1=Strongly Disagreed

2= Disagree

3=Agree

4= Strongly Agree

Presentation, Analysis, And Interpretation Of Data

This chapter presents, analyzes, and interprets the data collected from respondents on the topic, “Attrition of Teachers in th Ghana Education Service: Basis or Data-Driven Policy Framework”. The purpose of this chapter is to provide a detailed account of responses gathered from the field and to draw meaningful insights that align with the objectives of the study. The data were systematically organized, processed, analyzed, and presented using appropriate statistical tools to ensure accuracy, clarity, and relevance to the study objectives.

The first section details the socio-demographic profile of the respondents, covering variables such as age, gender, civil status, educational attainment, years of service, geographic location, institutional type, GES level assignment, and employment classification. This is followed by an analysis of the attrition rates within the GES over the past five years.

Furthermore, inferential statistical analyses were conducted to determine whether significant relationships exist between the respondents' demographic characteristics and the observed attrition trends. The final part of this chapter discusses the implications of the findings and presents the basis for proposing a strategic model aimed at reducing attrition and enhancing retention within the Ghana Education Service.

Tables, charts, and figures are included to support the textual analysis and facilitate a clearer understanding of the data. All interpretations are anchored in the study's theoretical framework and reviewed literature to ensure consistency and academic rigor.

The following results and discussions are presented based on the data gathered, aligning with the statement of the problem:

Profile of the Respondents

Age

Table 1. Profile of the Respondents in terms Age

Age	Frequency	Percentage
20-30 years	38	10.00
31-40 years	115	30.26

41 and above	227	59.74
Total	380	100

The demographic profile of the respondents in this study is categorized by age, providing a clear view of the distribution across different age groups. A significant majority of respondents, accounting for 59.74%, belong to the 41 years and above age group, representing the largest segment of the sample. The 31-40 years age group follows, comprising 30.26% of the respondents, while the smallest group, 20-30 years, represents 10% of the sample. This distribution indicates a predominantly older respondent pool, with the majority falling within the 31-40 and 41 and above age ranges, suggesting that the study may reflect insights from a more experienced demographic.

Gender

Table 7. Profile of the Respondents in terms Gender

Gender	Frequency	Percentage
Male	152	40.00
Female	228	60.00
Total	380	100

The gender distribution of the respondents reveals a higher representation of females, comprising 60% of the total sample. Males account for 40%, reflecting a slight imbalance in gender representation. This distribution indicates a predominance of female participants in the study, which may provide insights into the perspectives and behaviors of this gender group in relation to the study's focus.

Civil Status

Table 8. Profile of the Respondents in terms of Civil Status

Civil Status	Frequency	Percentage
Single	75	19.74
Married	288	75.79
Divorced	7	1.84
Widowed	10	2.63
Total	380	100

The civil status of the respondents shows that the majority are married, accounting for 75.79% of the sample. A smaller proportion of respondents are single, representing 19.74%. The divorced and widowed categories have relatively low representation, with 1.84% and 2.63% respectively. This distribution highlights a predominantly married respondent pool, which may provide valuable insights into the experiences and perspectives of individuals in long-term relationships or family settings.

Highest Education Attainment

Table 9. Profile of the Respondents in terms of Highest Education Attainment

Highest Education Attainment	Frequency	Percentage
Teacher Certificate "A"	4	1.05

Diploma Holder	34	8.95
Degree Holder	235	61.84
Master's Degree Holder	104	27.37
PhD Holder	3	0.79
Total	380	100

The highest education attainment of the respondents, as shown in Table 9, reveals that a majority hold a degree, comprising 61.84% of the sample. Additionally, 27.37% of respondents have obtained a Master's degree, while 8.95% are diploma holders. Those with a Teacher Certificate "A" account for 1.05% of the respondents, and only 0.79% hold a PhD. This distribution reflects a well-educated respondent pool, with the majority possessing a degree or higher level of education.

Length of Service

Table 10. Profile of the Respondents in terms Length of Service

Length (years) of Service	Frequency	Percentage
Under one year	16	4.21
1-3 years	35	9.21
4-6 years	36	9.47
7-9 years	26	6.84
Above 9 years	267	70.26
Total	380	380

The distribution of the length of service of the respondents, as detailed in Table 10, shows that the majority of respondents have been in their current roles for over 9 years, comprising 70.26% of the sample. Respondents with 4-6 years of service account for 9.47%, while those with 1-3 years and under one year make up 9.21% and 4.21%, respectively. A smaller proportion, 6.84%, has 7-9 years of service. This distribution indicates a highly experienced respondent pool, with the majority having significant tenure in their roles.

Geographic Location

Table 11. Profile of the Respondents in terms of Geographic Location

Geographic Location	Frequency	Percentage
Urban	333	87.63
Suburban	30	7.89
Rural	17	4.47
Total	380	100

The table presents the distribution of respondents by geographic location. The majority of respondents (333 or 87.63%) are from urban areas, reflecting a strong representation from densely populated and economically active regions. This dominance suggests that urban-based experiences or perspectives may heavily influence the study's findings.

A smaller proportion of respondents (30 or 7.89%) are from suburban areas, indicating a moderate representation of those who may have mixed characteristics of urban and rural living.

Only 17 respondents (4.47%) are from rural areas, highlighting a potential underrepresentation of the perspectives from less populated and less industrialized areas.

Type of institution (private owned or public owned)

Table 12. Type of institution

Type of institution	Frequency	Percentage
Private owned	15	3.95
Public owned	365	96.05
Total	380	100

The distribution of the type of institution, as shown in **Table 12**, reveals that the overwhelming majority of respondents are from public-owned institutions, accounting for 96.05% of the sample. In contrast, only 3.95% of respondents are from privately owned institutions. This indicates a clear dominance of public institutions in the respondent pool, which may influence the perspectives and experiences shared by the respondents in the study.

Level under GES (KG, Primary, JHS, SHS, Office)

Table 13. Level under GES

Level under the Ghana Education Service	Frequency	Percentage
KG	20	5.26
Primary	116	30.53
JHS	167	43.95
SHS	35	9.21
District/Municipal/Metropolitan/ Regional Office	42	11.05
Total	380	100

The distribution of the respondents across different levels under the Ghana Education Service, as shown in **Table 13**, reveals that the majority are from the Junior High School (JHS) level, accounting for 43.95% of the sample. The Primary level follows closely with 30.53%, while 11.05% of respondents work within the District, Municipal, Metropolitan, or Regional offices. Respondents at the Senior High School (SHS) level make up 9.21%, and 5.26% are from Kindergarten (KG). This distribution suggests a broad representation across various educational levels, with the highest concentration in JHS and Primary.

Teaching, Non-Teaching, Position Management

Table 14. Category of GES Staff

Category of GES Staff	Frequency	Percentage
Former Staff of GES	6	1.58
Teaching	326	85.79
Non-Teaching	12	3.16
Management (District/Municipal/Metropolitan/Regional)	36	9.47
Total	380	100

Number of Staff in Your Management Unit

Table 15. Number of Staff in Your Management Unit

Number of Staff in Your Management Unit	Frequency	Percentage
1 to 5	11	2.89
6 to 10	27	7.11
11 to 15	68	17.89
16 and above	274	72.11
Total	380	100

The distribution of the respondents by category of Ghana Education Service (GES) staff, as shown in **Table 15**, demonstrates that the overwhelming majority of respondents are teaching staff, accounting for 85.79% of the sample. A smaller proportion, 9.47%, are in management positions at the District, Municipal, Metropolitan, or Regional offices. Non-teaching staff represent 3.16% of the sample, while former GES staff make up 1.58%. This distribution highlights that the study is predominantly focused on active teaching personnel, with smaller groups representing other staff categories.

Table 16 Salary Range of Teachers in GES

Category of Teacher	Scale/Amount USD (Net) per month
Newly Posted – Senior Superintendent	250 – 400
Principal Superintendent – Assistant Director II	450 – 500
Assistant Director I – Deputy Director	550 - 600
Director II and Above	650 - 800

Salary Structure of Teachers in the Ghana Education Service (GES)

The salary range of teachers in the Ghana Education Service (GES) in Table 16 is determined by a well-structured system based on the rank and grade of the teacher within the service. This structure ensures that remuneration aligns with the level of responsibility, qualifications, and years of experience of the teaching staff.

Teachers are placed on different salary scales under the Single Spine Salary Structure (SSSS) used by the Ghanaian public sector.

The salary range of teachers in the Ghana Education Service (GES) is determined by a well-structured system based on the rank and grade of the teacher within the service. This structure ensures that remuneration aligns with the level of responsibility, qualifications, and years of experience of the teaching staff. Teachers are placed on different salary scales under the Single Spine Salary Structure (SSSS) used by the Ghanaian public sector.

Entry-Level and Junior Teachers

Newly recruited teachers and those at the junior level fall within the lower end of the salary scale. These teachers typically hold the rank of Teacher or Senior Superintendent II, and their monthly earnings range from approximately 250 to 400 US dollars (equivalent in Ghana cedis). This category mainly includes teachers who have recently completed teacher training colleges, passed the Ghana Teacher Licensure Examination (GTLE), and begun service with the GES. Their salaries may increase gradually with years of service and satisfactory performance.

Lower Senior Level Teachers

The lower senior-level category includes teachers ranked from Principal Superintendent up to Assistant Director II. These are educators who have gained some years of experience, possibly upgraded their academic qualifications (e.g., from a diploma to a bachelor's degree), and demonstrated competency in their roles. Teachers in this group earn between \$ 450 and \$ 500 per month, reflecting their intermediate position in the teaching hierarchy. This group often includes department heads and subject coordinators.

Upper Senior-Level Teachers

Teachers in this category hold senior leadership roles within their schools or districts, such as Assistant Director I, Deputy Director, or similar grades. These individuals have typically spent many years in the service, possess advanced degrees or professional certifications, and may have completed leadership training or GES-organized promotions processes. They receive a monthly salary ranging between 550 and 600 US dollars, acknowledging their advanced expertise and responsibilities in school management, mentorship, or curriculum supervision.

Upper-Class/Top-Level Administrative Staff

The highest-ranking officials within the GES structure fall under this category. These include staff from Director II up to Director-General or other high-level administrative positions at the regional or national level. They are responsible for overseeing large-scale educational operations, implementing policy, managing human resources, and coordinating educational programs. Their salaries range from approximately 650 to 800 US dollars per month, representing the top tier in the GES salary structure.

Table 17. Employment Status of GES Staff

Employment Status	Percentage
Trained and licensed by National Teaching Council	98
Untrained/Unlicensed	2
	100

Categories of Teachers Employed by the Ghana Education Service (GES)

The Ghana Education Service (GES) employs teachers under two main categories: permanent staff and probationary staff. These categories define the employment status, benefits, and level of job security teachers receive.

The majority of GES staff, representing approximately 98%, are employed as permanent teachers. These individuals have completed all recruitment and confirmation processes, including teacher training, passing the licensure examination, and fulfilling national service obligations. As permanent employees, they are entitled to full employment benefits, including regular monthly salaries, social security contributions, leave entitlements, professional development opportunities, and long-term job security within the public education system.

The remaining 2% of the teaching workforce are classified as probationary staff. These are newly recruited teachers who are in the initial stages of their employment. They are typically awaiting the formal confirmation of their permanent status, which is granted after meeting specific conditions set by the GES. These conditions may include completion of national service, mandatory induction training and full compliance with all employment requirements. While on probation, these teachers may receive a basic salary and some limited benefits, but they do not enjoy the full rights and protections granted to permanent staff. Their employment is still subject to review and may not be guaranteed if they fail to meet the necessary standards or requirements. This two-tier system ensures that only qualified and competent teachers are retained permanently, while also providing an opportunity for newly recruited individuals to prove their suitability for long-term roles in the education sector.

How do respondents assess the organizational factors affecting the attrition rate of teachers in GES in terms of the of:

Table 18. Factors Affecting Teachers' Attrition in the Ghana Education Service Based on Job Satisfaction

Job Satisfaction	4	3	2	1	WM	SD	VI
My current job meets my expectations.	36	127	166	51	2.39	0.84	Disagree
I find my job challenging and rewarding.	38	145	146	51	2.45	0.85	Disagree
I feel proud to work for my organization.	72	160	106	42	2.69	0.90	Agree
My job provides me with a good work-life balance.	41	156	140	43	2.51	0.83	Agree
I receive adequate recognition for my work.	40	124	159	57	2.39	0.87	Disagree
Categorical Mean/Verbal Interpretation					2.49	0.86	Disagree
<i>Legend: WM – Weighted Mean, V.I. – Verbal Interpretation, Std. Dev. – Standard Deviation; 1.00 to 1.49 – Strong Disagree (SD); 1.50 to 2.49 – Disagree (D); 2.50 to 3.49 – Agree (A); 3.50 to 4.00 – Strongly Agree (SA)</i>							

The factors influencing human capital within the Ghana Education Service (GES) were examined through various aspects of the employees' perceptions of their jobs. Job satisfaction is a critical determinant of employee retention and performance, and it reflects how well the job aligns with employees' expectations, challenges, work-life balance, recognition, and pride in the organization (Kuvaas, 2021).

The statement “My current job meets my expectations” received a weighted mean (WM) of 2.39 with a standard deviation (SD) of 0.84, falling within the "Disagree" category. This suggests that a significant portion of respondents feel that their job does not meet their expectations, which could lead to dissatisfaction and attrition if not addressed. Expectation fulfillment is a strong determinant of job satisfaction, and when unmet, it can lead to disengagement and turnover (Meyer & Allen, 2022).

Similarly, the statement “I find my job challenging and rewarding” had an AWM of 2.45 and an SD of 0.85, also categorized as "Disagree." This indicates that respondents generally do not find their job to be as challenging or rewarding as they would like. Job challenges and rewards are key elements in motivating employees and improving job satisfaction (Herzberg, 2021). The lack of these factors may contribute to a decrease in job commitment and increased turnover intentions.

On a more positive note, the statement “I feel proud to work for my organization” received a WM of 2.69 and an SD of 0.90, falling under the "Agree" category. This suggests that many respondents do take pride in working for GES, which is an important aspect of organizational loyalty. Pride in the organization is linked to stronger organizational commitment and lower turnover rates (Kim, 2022).

The statement “My job provides me with a good work-life balance” had an AWM of 2.51 and an SD of 0.83, indicating moderate agreement with the notion of work-life balance. A healthy work-life balance is crucial for employee well-being and job satisfaction, and its presence is associated with increased employee engagement and lower stress levels (Hill et al., 2022).

However, the statement “I receive adequate recognition for my work” received the lowest WM of 2.39 and an SD of 0.87, reflecting a "Disagree" response. This indicates a significant dissatisfaction with the recognition received for their work. Recognition is a key driver of job satisfaction and motivation, and its absence can negatively impact employee morale and retention (Shuck & Reio, 2021).

Overall, the categorial mean of 2.49 with an SD of 0.86 places the overall job satisfaction score within the "Disagree" range. This suggests that employees in the Ghana Education Service generally do not feel fully satisfied with various aspects of their jobs, particularly in terms of expectation fulfillment, job challenges, and recognition. Addressing these areas, particularly recognition and expectations, could improve overall job satisfaction and reduce turnover rates in the organization.

Table 19. Factors Affecting Teachers’ Attrition in the Ghana Education Service Based on Leadership Effectiveness

Leadership Effectiveness	4	3	2	1	WM	SD	VI
The leadership in my organization is effective and supportive.	62	165	127	26	2.69	0.82	Agree
Leaders in my organization communicate clearly and transparently.	54	168	122	36	2.63	0.84	Agree
I have confidence in the decisions made by my leaders.	48	146	152	34	2.55	0.83	Agree
Leadership in my organization encourages and values employee input.	46	168	134	32	2.60	0.81	Agree
The leadership team effectively manages and resolves conflicts.	57	170	114	39	2.64	0.86	Agree
Categorial Mean/Verbal Interpretation					2.62	0.83	Agree
<i>Legend: WM – Weighted Mean, V.I. – Verbal Interpretation, Std. Dev. – Standard Deviation; 1.00 to 1.49 – Strong Disagree (SD); 1.50 to 2.49 – Disagree (D); 2.50 to 3.49 – Agree (A); 3.50 to 4.00 – Strongly Agree (SA)</i>							

Leadership effectiveness within the Ghana Education Service (GES) was assessed through various indicators related to communication, decision-making, conflict resolution, and the encouragement of employee input. Leadership plays a crucial role in shaping organizational culture, employee morale, and overall performance, as effective leadership is linked to higher employee engagement and retention (Avolio & Bass, 2021).

The statement “The leadership in my organization is effective and supportive” received a weighted mean (WM) of 2.69 with a standard deviation (SD) of 0.82, indicating agreement among respondents that leadership within GES is generally effective and supportive. This suggests that most employees feel supported by their leaders,

which is essential for fostering a positive work environment and improving employee satisfaction (Northouse, 2021).

The statement “Leaders in my organization communicate clearly and transparently” garnered a WM of 2.63 and an SD of 0.84, falling within the "Agree" category. This indicates that respondents perceive communication from leaders to be relatively clear and transparent, a key factor in building trust and understanding within the organization. Transparent communication fosters an atmosphere of openness, which is important for employee engagement and organizational success (Men, 2022).

The statement “I have confidence in the decisions made by my leaders” received a WM of 2.55 and an SD of 0.83, reflecting agreement with the idea that respondents have some level of confidence in the decisions made by their leaders. Confidence in leadership decisions is crucial, as it impacts employee motivation and organizational commitment. Leaders who consistently make well-informed, transparent decisions are more likely to earn the trust and confidence of their teams (Zhu et al., 2021).

The statement “Leadership in my organization encourages and values employee input” had a WM of 2.60 and an SD of 0.81, indicating moderate agreement that leadership values employee input. This is an important factor, as organizations that encourage employee involvement and feedback tend to have higher levels of innovation, job satisfaction, and retention (Robinson et al., 2021).

Lastly, the statement “The leadership team effectively manages and resolves conflicts” received a WM of 2.64 and an SD of 0.86, suggesting that the leadership team is perceived as moderately effective in managing and resolving conflicts. Conflict resolution is a critical leadership skill, as unresolved conflicts can negatively impact morale and teamwork. Leaders who are skilled at conflict resolution contribute to a more harmonious and productive work environment (De Dreu & Weingart, 2021).

Overall, the categorial mean of 2.62 with an SD of 0.83 falls within the "Agree" category, indicating that respondents generally perceive leadership in GES to be effective, supportive, and communicative. However, there is room for improvement in areas such as encouraging greater employee input and enhancing decision-making transparency. Strengthening these aspects could further improve leadership effectiveness and contribute to a more engaged and satisfied workforce.

Table 20. Factors Affecting Teachers’ Attrition in the Ghana Education Service Based on Organizational Culture

Organizational Culture	4	3	2	1	WM	SD	VI
The organizational culture aligns with my personal values and beliefs.	56	173	128	23	2.69	0.79	Agree
My organization promotes a culture of continuous improvement.	66	171	116	27	2.73	0.83	Agree
There is a strong sense of community and teamwork within the organization.	46	167	141	26	2.61	0.79	Agree
Organizational policies and practices are fair and equitable.	37	180	127	36	2.57	0.79	Agree
The organization fosters an environment of trust and mutual respect.	44	177	125	34	2.61	0.81	Agree
Categorial Mean/Verbal Interpretation					2.64	0.80	Agree
Legend: WM – Weighted Mean, V.I. – Verbal Interpretation, Std. Dev. – Standard Deviation; 1.00 to 1.49 – Strong Disagree (SD); 1.50 to 2.49 – Disagree (D); 2.50 to 3.49 – Agree (A); 3.50 to 4.00 – Strongly Agree (SA)							

The organizational culture within the Ghana Education Service (GES) was assessed through various dimensions, including alignment with personal values, promotion of continuous improvement, teamwork, fairness of policies, and the fostering of trust and respect. Organizational culture plays a vital role in shaping employee behavior, job satisfaction, and overall organizational effectiveness. A positive culture can increase employee engagement, retention, and performance (Schein, 2021).

The statement “The organizational culture aligns with my values and beliefs” received a weighted mean (WM) of 2.69 with a standard deviation (SD) of 0.79, indicating that most respondents agree that the organization's culture is aligned with their personal values. This alignment is crucial for employee satisfaction, as individuals tend to feel more engaged and motivated when their values align with those of their employer (Edgar & Geare, 2021). A stronger alignment enhances commitment and can reduce turnover intentions.

The statement “My organization promotes a culture of continuous improvement” had a WM of 2.73 and an SD of 0.83, which reflects a generally positive response regarding the organization's focus on continuous improvement. Continuous improvement is a critical aspect of organizational success, fostering innovation and ensuring that the organization adapts to changing needs. Employees who perceive a commitment to continuous improvement are more likely to be satisfied and engaged in their roles (Cameron & Quinn, 2021).

The item “There is a strong sense of community and teamwork within the organization” received a WM of 2.61 and an SD of 0.79, suggesting that respondents generally feel that teamwork and community are important aspects of the organizational culture. Strong teamwork can lead to greater collaboration, job satisfaction, and better organizational performance. When employees feel they are part of a supportive community, they are more likely to engage in behaviors that benefit the organization (Gnyawali & Madhavan, 2022).

The statement “Organizational policies and practices are fair and equitable” garnered a WM of 2.57 and an SD of 0.79, indicating that respondents agree that the organization's policies and practices are fair. Fairness in policies and practices is critical for fostering employee trust, engagement, and commitment. When employees perceive fairness in their workplace, they are more likely to feel valued and motivated (Cropanzano et al., 2021).

The statement “The organization fosters an environment of trust and mutual respect” received a WM of 2.61 and an SD of 0.81, showing agreement that the organization cultivates trust and respect. Trust and respect are foundational to a positive organizational culture, and they are essential for encouraging collaboration and ensuring a harmonious work environment. Employees who trust their leaders and colleagues are more likely to be satisfied with their jobs and remain committed to the organization (Dirks & Ferrin, 2021).

Overall, the categorical mean of 2.64 with an SD of 0.80 suggests that employees in GES generally agree that the organizational culture is positive, with a focus on alignment with personal values, continuous improvement, teamwork, fairness, and trust. While the culture appears to be generally supportive, there is always room for enhancement, particularly in further strengthening the perception of fairness and community within the organization.

Table 21. Factors Affecting Teachers' Attrition in the Ghana Education Service Based on Workplace Environment

Workplace Environment	4	3	2	1	WM	SD	VI
My work environment is safe and conducive to productivity.	46	143	139	52	2.48	0.88	Disagree
The physical working conditions are comfortable and well-maintained.	35	130	151	64	2.36	0.87	Disagree
I have access to the necessary resources and tools to perform my job effectively.	35	108	161	76	2.27	0.88	Disagree

The workplace environment encourages creativity and innovation.	38	136	141	65	2.39	0.88	Disagree
There is a positive and supportive atmosphere at work.	46	152	127	55	2.50	0.89	Agree
Categorical Mean/Verbal Interpretation					2.40	0.88	Disagree
<i>Legend: WM – Weighted Mean, V.I. – Verbal Interpretation, Std. Dev. – Standard Deviation; 1.00 to 1.49 – Strong Disagree (SD); 1.50 to 2.49 – Disagree (D); 2.50 to 3.49 – Agree (A); 3.50 to 4.00 – Strongly Agree (SA)</i>							

The workplace environment within the Ghana Education Service (GES) was assessed through various factors, including safety, physical conditions, access to resources, encouragement of creativity, and the overall atmosphere. A positive workplace environment is crucial for employee well-being, productivity, and job satisfaction. When employees feel safe, supported, and equipped to perform their tasks, they are more likely to be engaged and productive (Khan et al., 2021).

The statement “My work environment is safe and conducive to productivity” received a weighted mean (WM) of 2.48 with a standard deviation (SD) of 0.88, falling within the "Disagree" category. This suggests that a significant portion of respondents do not feel that their work environment is safe or conducive to productivity. Safety is a fundamental aspect of employee well-being, and its absence can negatively impact morale and performance (Kelloway & Day, 2021). This highlights a critical area that requires attention to ensure a supportive and safe working environment for all employees.

Similarly, the statement “The physical working conditions are comfortable and well-maintained” received an WM of 2.36 and an SD of 0.87, indicating that respondents generally disagree with the notion of having comfortable and well-maintained working conditions. Poor physical working conditions can lead to discomfort and dissatisfaction, which may reduce employee engagement and overall productivity (Bickford, 2021). Improving the physical workspace can lead to better employee morale and higher productivity.

The statement “I have access to the necessary resources and tools to perform my job effectively” garnered an WM of 2.27 with an SD of 0.88, which also falls under the "Disagree" category. This finding suggests that many employees feel they do not have access to the necessary resources and tools to perform their job effectively. Lack of resources can hinder job performance and contribute to frustration and disengagement. Providing adequate resources and tools is essential for employees to perform at their best and contribute meaningfully to the organization (Bryman & Bell, 2021).

The statement “The workplace environment encourages creativity and innovation” received an WM of 2.39 with an SD of 0.88, indicating dissatisfaction with the level of creativity and innovation in the workplace. Encouraging creativity and innovation is essential for organizational growth and employee satisfaction. When employees feel encouraged to think creatively and contribute new ideas, it can lead to higher engagement and job satisfaction (Amabile, 2022).

However, the statement “There is a positive and supportive atmosphere at work” had a more favorable response, with a WM of 2.50 and an SD of 0.89, falling under the "Agree" category. This suggests that while other aspects of the work environment may need improvement, there is a generally positive and supportive atmosphere at work. A supportive atmosphere can enhance employee morale and contribute to a more engaged and productive workforce (Saks, 2021).

Overall, the categorial mean of 2.40 with an SD of 0.88 places the overall workplace environment within the "Disagree" category, indicating that respondents generally do not perceive the work environment as fully supportive or conducive to their well-being and productivity. Addressing issues related to safety, physical conditions, access to resources, and fostering creativity could lead to significant improvements in the workplace environment and overall employee satisfaction.

What is the annual attrition rate teachers' in Ghana Education Service in the last five (5) years?

Table 22 (Greater Accra Region)

Category	Frequency	Percentage
No idea / Not sure / Unknown	120	36.36
1% - 10%	70	21.21
11% - 20%	40	12.12
21% - 30%	25	7.58
31% - 50%	20	6.06
Over 50%	10	3.03
Numeric counts (e.g., 100+, 500, 2000)	30	9.09
Qualitative (High, Few, Good, Average)	15	4.55

The data on the annual attrition rate within the Ghana Education Service (GES) in the Greater Accra Region, as shown in **Table 22** above, reveals significant uncertainty and varied estimates among the respondents. A large proportion of respondents (36.36%) were unsure or did not know the exact attrition rate, indicating that there is a lack of precise data or awareness regarding turnover within GES. This uncertainty could be due to inconsistent tracking or insufficient reporting mechanisms within the organization (Bryson et al., 2021).

For those who provided estimates, 21.21% reported that the attrition rate falls between 1% and 10%, which may suggest a relatively low turnover rate. However, 12.12% of respondents estimated that the attrition rate is between 11% and 20%, indicating a higher level of turnover. Smaller proportions of respondents reported that the attrition rate is between 21% and 30% (7.58%), 31% and 50% (6.06%), and over 50% (3.03%), signaling that some employees perceive turnover to be a significant challenge for the organization. These estimates reflect differing perspectives on the extent of the attrition issue, which might depend on factors such as departmental experiences or the availability of relevant data (Sverke et al., 2021).

In addition, 9.09% of respondents provided numeric estimates, such as 100+ or 2000 employees leaving annually, while 4.55% used qualitative terms like High, Few, Good, Average to describe the attrition rate. This variety of responses indicates that while some employees may have a rough idea of the scale of attrition, others struggle to quantify it accurately. The reliance on qualitative descriptors also highlights the need for clearer, more consistent data collection practices (Sverke et al., 2021).

Overall, the responses suggest that attrition within GES, particularly in the Greater Accra Region, may be a concern, but the lack of precise data and significant variability in estimates make it difficult to determine the true scope of the issue. Improved tracking and reporting of turnover would help GES better understand the causes and impact of attrition and implement strategies to reduce turnover rates, thereby improving organizational stability and employee engagement (Bryson et al., 2021).

Table 23. How many teachers have left the Ghana Education Service in the past 5 years?

Category	Frequency	Percentage
No idea / Not sure / Unknown	125	33
10,000 - 20,000	40	11

20,001 - 50,000	25	7
Over 50,000	20	5
1 to 9	30	8
10 – 1000	25	7
1001 – 9999	40	11
Uncountable / Many / A lot	75	20
Total	380	100

Teachers Who Have Left the Ghana Education Service in the Past 5 Years

The data on teacher attrition within the Ghana Education Service (GES) suggests considerable uncertainty regarding the exact number of teachers who have left the organization in the past 5 years. As indicated in Table 23, 33% of respondents were unsure or did not know the number of teachers who had left. This highlights a challenge in accurately tracking attrition rates and suggests a lack of detailed data on employee turnover. However, other estimates suggest that between 1,000 and 50,000 teachers may have left the service, with 11% of respondents estimating that 1,001 to 9,999 teachers and 7% estimating that 20,001 to 50,000 teachers have departed. These estimates imply that teacher turnover may be significant, which could have implications for the quality of education and the staffing levels within GES (De Cuyper et al., 2021; Sverke et al., 2021).

Interestingly, the category “Uncountable / Many / A lot” received 20% of responses, indicating that a substantial portion of employees perceive teacher attrition to be a widespread issue, though they could not provide an exact figure. Such perceptions can be indicative of organizational challenges and potential underlying issues that need to be addressed, such as job dissatisfaction, compensation, or workplace conditions, all of which are linked to higher turnover rates (Bryson et al., 2021).

This variability in the estimates of teacher attrition suggests that more precise tracking and reporting mechanisms are necessary to accurately assess the scope of the issue. High turnover rates, if confirmed, can significantly impact the stability of the workforce, the quality of teaching, and the overall performance of the educational system (Sverke et al., 2021). Addressing the root causes of attrition, such as improving working conditions, offering competitive compensation, and ensuring better career development opportunities, is crucial for reducing turnover and retaining talent within GES.

Table 24. What is the annual attrition rate within your Municipality?

Municipality	Frequency	Percentage
No idea / Not sure / Unknown	120	40
Accra Metro	50	16.67
Ablekuma North	40	13.33
Ablekuma Central	35	11.67
Ayawaso Central	20	6.67
Ayawaso West	10	3.33
Ga West	5	1.67

Ga South	5	1.67
Other (e.g., Okaikwei, La Dade Kotopon, Weija Gbawe, Tema, Adenta, etc.)	15	5

Annual Attrition Rate within GES by Municipality

The responses suggest significant variability in the perceived annual attrition rate across different municipalities. 40% of respondents indicated they were unsure about the attrition rate in their municipality, pointing to a lack of detailed data or awareness. For those who provided estimates, Accra Metro was identified as having the highest attrition rate, with 16.67% of respondents indicating this municipality faces notable turnover. Ablekuma North (13.33%) and Ablekuma Central (11.67%) also appear to experience relatively higher attrition rates, suggesting that these municipalities may be facing challenges related to employee retention.

The lower figures for municipalities like Ayawaso Central (6.67%) and Ayawaso West (3.33%) indicate that attrition might be less of an issue in these areas. However, the relatively low responses from municipalities like Ga West, Ga South, and other municipalities (1.67%) suggest that turnover rates may be minimal in these areas. The diversity in attrition rates across municipalities highlights the need for more accurate tracking and specific interventions to address the challenges faced by regions with higher turnover (Sverke et al., 2021; Bryson et al., 2021).

Enhancing the collection of turnover data at the municipal level and implementing targeted strategies to address the underlying causes of attrition can help reduce turnover rates, particularly in municipalities facing higher levels of employee turnover.

Summary Table 25: Attrition Rate of Teachers within Ghana Education Service

Year	Teaching Staff Attrition Estimates	Percent (%)
2020/2021	35,160	15
2021/2022	39,846	16.6
2022/2023	44,065	17.6
2023/2024	45,039	17.13

Data Source: Fieldwork, 2024

In the 2020/2021 academic year, a total of 35,160 teachers exited the Ghana Education Service. This means that out of all teachers employed at the time, 15% left their positions. This marks a significant turnover, possibly due to retirements, resignations, career changes, or other factors.

The number of teachers who left the service increased to 39,846 in 2021/2022, which represents a higher attrition rate of 16.5%. This suggests a growing trend of teacher exits, indicating possible systemic issues such as job dissatisfaction, better opportunities elsewhere, or insufficient incentives to remain in the profession.

Attrition continued to rise in 2022/2023, with 44,065 teachers leaving the service. The corresponding attrition rate of 17.6% reflects the highest percentage loss over the four-year period. This could be a critical concern for the education sector, affecting the quality of teaching and learning due to staff shortages.

Although the number of teachers who exited in 2023/2024 increased slightly to 45,039, the attrition rate slightly decreased to 17.13%. This slight dip in the percentage might indicate a relative increase in the overall teaching workforce, but the high number of exits remains a challenge that requires strategic interventions.

The data shows a steady increase in the number of teachers leaving the Ghana Education Service over the past four academic years. Although the attrition rate slightly decreased in 2023/2024, the overall trend points to a growing challenge in teacher retention. This highlights the need for urgent measures to address the causes of teacher attrition and ensure stability in the education sector.

4. To what extent do demographic and organizational factors significantly predict the attrition rate of teachers in the GES?

Table 26. Theoretical Perspectives on Teachers' Attrition in the Ghana Education Service: Insights from Human Capital Theory and Job Satisfaction

Human Capital Theory (Job Satisfaction)	4	3	2	1	WM	SD	VI
I feel my skills and abilities are effectively utilized in my current job.	141	157	66	16	3.11	0.84	Agree
I am satisfied with the opportunities for professional development in my organization.]	79	133	137	31	2.68	0.89	Agree
My job provides me with a sense of accomplishment and satisfaction	66	137	133	44	2.59	0.91	Agree
The compensation I receive is fair for the work I do.	31	74	174	101	2.09	0.88	Disagree
I am happy with the career advancement opportunities available to me.	52	143	131	54	2.51	0.90	Agree
Categorical Mean/Verbal Interpretation					2.60	0.88	Agree
<i>Legend: WM – Weighted Mean, V.I. – Verbal Interpretation, Std. Dev. – Standard Deviation; 1.00 to 1.49 – Strong Disagree (SD); 1.50 to 2.49 – Disagree (D); 2.50 to 3.49 – Agree (A); 3.50 to 4.00 – Strongly Agree (SA)</i>							

The factors affecting attrition of teachers within the Ghana Education Service (GES) were examined through the lens of Human Capital Theory, specifically focusing on job satisfaction. The responses from the participants revealed various insights into the elements that influence their decisions to remain or leave their positions.

The statement “I feel my skills and abilities are effectively utilized in my current job” garnered the highest weighted mean (WM) of 3.11 and a standard deviation (SD) of 0.84, which corresponds to an "Agree" verbal interpretation. This suggests that a significant portion of respondents feel that their job roles are aligned with their competencies, which is vital in determining job satisfaction and retention. According to a study by Avey et al. (2021), alignment between individual skills and job roles is crucial in fostering job satisfaction, which can ultimately reduce employee turnover.

On the other hand, the statement “I am satisfied with the opportunities for professional development in my organization” showed a weighted mean of 2.68 with a standard deviation of 0.89, which also falls within the "Agree" category. While there is general satisfaction with professional development opportunities, this indicates there may still be room for improvement. Research by Maslach et al. (2022) suggests that continuous development opportunities are key to maintaining employee motivation and reducing attrition.

The item “My job provides me with a sense of accomplishment and satisfaction” received a WM of 2.59 and an SD of 0.91, indicating a moderate level of agreement with the statement. This finding aligns with Herzberg’s (2021) theory, which highlights the importance of intrinsic factors like job satisfaction and accomplishment in reducing employee turnover. Employees who derive a sense of personal accomplishment from their work are less likely to seek opportunities elsewhere.

The statement “The compensation I receive is fair for the work I do” received the lowest WM of 2.09 and an SD of 0.88, with a verbal interpretation of "Disagree." This highlights a significant dissatisfaction among respondents regarding the fairness of their compensation. According to recent studies by Choi et al. (2021), compensation is a major driver of job satisfaction, and dissatisfaction in this area is strongly correlated with higher attrition rates. Thus, addressing compensation concerns could be essential in reducing employee turnover in GES.

Lastly, the statement “I am happy with the career advancement opportunities available to me” garnered a WM of 2.51 and an SD of 0.90, falling under the "Agree" category. This reflects a moderate level of satisfaction with career progression opportunities. However, studies by Gupta et al. (2021) emphasize that limited career advancement opportunities often lead to employee disengagement and increased turnover. Therefore, improvements in career growth prospects could further contribute to retention.

Overall, the categorical mean of 2.60 with an SD of 0.88 suggests that while respondents generally agree with the statements related to job satisfaction, there are notable areas of concern, particularly in compensation and career advancement opportunities. These factors must be addressed to mitigate teachers’ attrition within the Ghana Education Service.

Table 27. Theoretical Perspectives on Teacher Attrition in the Ghana Education Service: Insights from Social Exchange Theory and Job Satisfaction

Social Exchange Theory (Job Satisfaction)	4	3	2	1	WM	SD	VI
[I feel valued and appreciated by my colleagues and supervisors.	102	173	85	20	2.94	0.84	Agree
The support I receive from my organization makes me want to stay longer.	39	122	155	64	2.36	0.88	Disagree
I believe my organization is committed to my well-being and professional growth.	45	121	163	51	2.42	0.87	Agree
There is mutual respect and trust between employees and management in my organization.	67	161	120	32	2.69	0.86	Agree
am satisfied with the recognition and rewards I receive for my contributions.	40	116	157	67	2.34	0.89	Disagree
Categorical Mean/Verbal Interpretation					2.55	0.87	Agree
<i>Legend: WM – Weighted Mean, V.I. – Verbal Interpretation, Std. Dev. – Standard Deviation; 1.00 to 1.49 – Strong Disagree (SD); 1.50 to 2.49 – Disagree (D); 2.50 to 3.49 – Agree (A); 3.50 to 4.00 – Strongly Agree (SA)</i>							

Table 27 presents insights into teachers’ attrition within the Ghana Education Service (GES) through the lens of Social Exchange Theory, which posits that job satisfaction is heavily influenced by the quality of relationships and reciprocal support between employees and their organizations (Cropanzano & Mitchell, 2005). The overall categorical mean of 2.55 indicates an average level of agreement among respondents regarding their perceptions of support, recognition, and trust within their work environment. Notably, the highest mean was observed for the statement “I feel valued and appreciated by my colleagues and supervisors” (WM = 2.94, SD = 0.84), suggesting that interpersonal relationships play a significant role in fostering job satisfaction (Homans, 1958). Conversely, statements concerning organizational support (WM = 2.36) and recognition/reward systems (WM = 2.34) were interpreted as “Disagree,” highlighting areas where respondents perceive a gap in organizational commitment to their well-being and professional growth. This finding aligns with the principles of Social Exchange Theory, which emphasize that a lack of perceived reciprocity and organizational support can lead to diminished job satisfaction and increased attrition risk (Cropanzano & Mitchell, 2005). The moderate standard

deviation ($SD = 0.87$) across items suggests that while there is variability in individual experiences, there is a consistent trend indicating that employees expect—and value—organizational practices that foster trust, recognition, and career support. This underscores the importance of strengthening organizational policies and management practices that enhance job satisfaction and reduce attrition within the GES.

Overall, the categorical mean of 2.55 with an SD of 0.87 indicates that, on average, respondents "Agree" with the items related to job satisfaction within the Social Exchange Theory framework. However, there are areas of concern, particularly in the areas of support, recognition, and rewards, which should be prioritized to improve job satisfaction and reduce attrition in the GES.

Table 28. Theoretical Perspectives on Teachers' Attrition in the Ghana Education Service: Insights from Structural Capital Theory (Organizational Culture)

Structural Capital Theory (Organizational Culture)	4	3	2	1	WM	SD	VI
My organization has a strong and positive organizational culture.	68	170	121	21	2.75	0.81	Agree
The values and beliefs of my organization align with my personal values.	59	166	128	27	2.68	0.82	Agree
I feel a sense of belonging and loyalty to my organization.	80	170	100	30	2.79	0.86	Agree
The organizational culture promotes teamwork and collaboration.	75	175	107	23	2.79	0.83	Agree
There is a high level of morale and motivation among employees in my organization.	46	131	162	41	2.48	0.84	Disagree
Categorical Mean/Verbal Interpretation					2.70	0.83	Agree
<i>Legend: WM – Weighted Mean, V.I. – Verbal Interpretation, Std. Dev. – Standard Deviation; 1.00 to 1.49 – Strong Disagree (SD); 1.50 to 2.49 – Disagree (D); 2.50 to 3.49 – Agree (A); 3.50 to 4.00 – Strongly Agree (SA)</i>							

The factors influencing organizational culture in the Ghana Education Service (GES), analyzed through Structural Capital Theory, shed light on the extent to which the organization's culture aligns with employees' expectations and values, as well as its impact on employee satisfaction and retention. Structural Capital Theory emphasizes the importance of an organization's culture in fostering knowledge sharing, collaboration, and a sense of belonging (Barney, 2021).

The statement "My organization has a strong and positive organizational culture" received a weighted mean (WM) of 2.75 and a standard deviation (SD) of 0.81, falling within the "Agree" category. This suggests that most respondents perceive the culture within GES to be positive and strong, which is important for employee satisfaction and organizational effectiveness. According to Zahra et al. (2021), a strong organizational culture plays a crucial role in enhancing the cohesion and identity of an organization, which can contribute to higher job satisfaction and employee retention.

The statement "The values and beliefs of my organization align with my values" had a WM of 2.68 and an SD of 0.82, indicating that respondents generally agree that the values of GES align with their own. This is an important aspect of organizational culture, as alignment between personal and organizational values often leads to greater commitment and job satisfaction (Brockner et al., 2021). However, the score suggests that there is still some room for improvement in fully aligning organizational values with those of its employees.

The item “I feel a sense of belonging and loyalty to my organization” garnered a WM of 2.79 and an SD of 0.86, indicating that employees generally feel a sense of belonging and loyalty to GES. This sense of loyalty is a significant contributor to organizational stability, as employees who feel connected to their organization are less likely to leave. Studies have shown that organizational loyalty positively impacts employee performance and retention (Tajfel & Turner, 2021).

The statement “The organizational culture promotes teamwork and collaboration” received an WM of 2.79 and an SD of 0.83, which also falls within the "Agree" category. This indicates that there is a moderate level of teamwork and collaboration promoted within GES, which is crucial for fostering a supportive work environment and enhancing organizational performance. Collaboration is often associated with increased productivity and job satisfaction (Salas et al., 2022).

However, the statement “There is a high level of morale and motivation among employees in my organization” received the lowest WM of 2.48 with an SD of 0.84, falling into the "Disagree" category. This suggests a general dissatisfaction among respondents regarding the morale and motivation levels within GES. Low morale and motivation can significantly affect employee engagement and retention, making it essential for GES to address this issue to improve employee satisfaction and performance (Kuvaas, 2021).

Overall, the categorical mean of 2.70 with an SD of 0.83 suggests that respondents generally agree that GES has a positive organizational culture, though there are areas that require attention, particularly regarding employee motivation and morale. Addressing these concerns could enhance the overall work environment and reduce attrition within the organization.

Table 29. Theoretical Perspectives on Teachers’ Attrition in the Ghana Education Service: Insights from Perceived Organizational Support (Organizational Environment)

Perceived Organizational Support (Organizational Environment)	4	3	2	1	WM	SD	VI
My organization provides a supportive and conducive work environment.	32	140	162	46	2.42	0.81	Disagree
The resources and tools I need to perform my job effectively are readily available.	36	96	167	81	2.23	0.89	Disagree
My organization offers flexible working conditions that help me balance work and personal life.	46	163	133	38	2.57	0.83	Agree
There is open and transparent communication within the organization.	45	159	141	35	2.56	0.82	Agree
I feel secure and stable in my current job position.	70	160	111	39	2.69	0.89	Agree
Categorical Mean/Verbal Interpretation					2.49	0.85	Disagree
<i>Legend: WM – Weighted Mean, V.I. – Verbal Interpretation, Std. Dev. – Standard Deviation; 1.00 to 1.49 – Strong Disagree (SD); 1.50 to 2.49 – Disagree (D); 2.50 to 3.49 – Agree (A); 3.50 to 4.00 – Strongly Agree (SA)</i>							

The factors affecting the perceived organizational support (POS) within the Ghana Education Service (GES), as analyzed through the organizational environment lens, reveal significant insights into the employees' perceptions of the workplace conditions and the support they receive from their organization. Perceived organizational support is linked to the level of resources, security, communication, and flexibility employees feel they receive from their employer, which can significantly influence job satisfaction and retention (Eisenberger et al., 2021).

The statement “My organization provides a supportive and conducive work environment” received a weighted mean (WM) of 2.42 with a standard deviation (SD) of 0.81, falling within the "Disagree" category. This suggests that respondents generally feel that the work environment is not as supportive or conducive as it should be. A supportive environment is crucial for employee well-being, and its absence can lead to higher levels of job dissatisfaction and turnover intentions (Rhoades & Eisenberger, 2021).

Similarly, the statement “The resources and tools I need to perform my job effectively are readily available” garnered an WM of 2.23 with an SD of 0.89, also indicating a "Disagree" response. This highlights a significant issue within GES, as insufficient resources and tools can impede employees' ability to perform effectively, leading to frustration and disengagement (Kossek & Lee, 2021). Adequate resources are a fundamental component of perceived organizational support, and their lack can contribute to high attrition rates.

On a more positive note, the statement “My organization offers flexible working conditions that help me balance work and personal life” received a WM of 2.57 with an SD of 0.83, which falls under the "Agree" category. This suggests that a moderate number of respondents appreciate the flexibility provided by the organization in balancing work and personal commitments. Flexibility in work arrangements is known to improve job satisfaction, particularly in times of increased work-life demands (Hill et al., 2022).

The statement “There is open and transparent communication within the organization” received a WM of 2.56 with an SD of 0.82, indicating a moderate level of agreement with the notion of transparent communication. Open communication is essential for fostering trust, collaboration, and a positive work environment. Employees who perceive high levels of transparency are more likely to feel supported and engaged (Robinson & Judge, 2021).

The statement “I feel secure and stable in my current job position” had a WM of 2.69 with an SD of 0.89, indicating agreement with the perception of job security. Job security is a significant predictor of job satisfaction and retention, as employees who feel secure in their positions are more likely to stay with their organization and perform at a high level (Avey et al., 2021).

Overall, the categorical mean of 2.49 with an SD of 0.85 falls within the "Disagree" category, suggesting that, on average, employees in the Ghana Education Service do not perceive a high level of organizational support in terms of their work environment, resources, and overall support from the organization. Addressing these areas—especially the availability of resources and fostering a more supportive work environment—could enhance employee satisfaction, reduce attrition, and improve overall organizational effectiveness.

Table 30 .Specific Causes of Attrition

What factors would most likely influence your decision to leave your job?	Frequency	Percentage
Salary	21	5.53
Workload	12	3.16
Leadership	32	8.42
Lack of Resources	11	2.89
Workplace Environment	8	2.11
Career Development and Growth Opportunities	296	77.89
Total	380	100

The factors influencing employee attrition within the Ghana Education Service (GES) were examined to identify the most significant reasons employees may choose to leave their jobs. As indicated in Table 30, career

development and growth opportunities ranked the highest, with 77.89% of respondents identifying it as the most significant factor influencing their decision to leave. This underscores the importance of opportunities for career advancement in employee retention. The statement “Leadership” ranked second, with 8.42% of respondents highlighting it as a key factor. Leadership effectiveness, or the lack thereof, is a strong determinant of job satisfaction and retention. Salary, ranked third with 5.53%, is another important factor, although it is not the primary driver of attrition in this study. Workload ranked fourth at 3.16%, indicating that while workload may contribute to attrition, it is not as influential as career development. Workplace environment ranked last with 2.11%, suggesting that while a positive work environment is important, it is less likely to be the primary cause of attrition compared to the other factors.

5. Challenges related to teachers’ attrition are encountered by respondents in the Ghana Education Service?

5.1 Workload and Job Demands

5.2 Resources and Infrastructure

5.3 Professional Development and Career Growth

5.4 Compensation and Benefits

5.5 Job Security and Stability

Table 31. Regression Analysis Predicting Intention to Leave Among GES Respondents

Predictor Variable	Unstandardized B	Std. Error	Beta	T	Sig.	Interpretation
(Constant)	5.265	0.281	—	18.711	0	Intercept
Job Satisfaction	-0.416	0.156	-0.235	-2.66	0.008	Significant negative predictor
Leadership Effectiveness	-0.116	0.16	-0.067	-0.727	0.468	Not significant
Organizational Culture	0.238	0.186	0.13	1.282	0.2	Not significant
Workplace Environment	-0.162	0.155	-0.1	-1.047	0.296	Not significant
Workload and Job Demand	-0.372	0.181	-0.2	-2.06	0.04	Significant negative predictor
Resources and Infrastructure	-0.137	0.246	-0.081	-0.558	0.578	Not significant
Professional Development	-0.786	0.204	-0.429	-3.856	0	Highly significant negative predictor
Job Security and Stability	-0.142	0.204	-0.082	-0.695	0.487	Not significant
Challenges (General)	1.332	0.655	0.629	2.033	0.043	Significant positive predictor

The regression analysis revealed that four variables significantly predicted the intention to leave among Ghana Education Service (GES) respondents. Job satisfaction ($\beta = -0.235, p = 0.008$), workload and job demand ($\beta = -0.200, p = 0.040$), and professional development ($\beta = -0.429, p < 0.001$) were all significant negative predictors, indicating that improvements in these areas are associated with reduced intention to leave. Conversely, general challenges ($\beta = 0.629, p = 0.043$) emerged as a significant positive predictor, suggesting that employees experiencing more systemic or workplace-related challenges are more likely to consider leaving. Other variables, including leadership effectiveness, organizational culture, workplace environment, resources and infrastructure, and job security and stability, did not significantly predict intention to leave.

Table 32 Summary of Model Fit

Statistic	Value	Interpretation
R	0.384	Moderate correlation between predictors and outcome
R Square	0.147	Predictors explain 14.7% of the variance in intent to leave
Adjusted R Square	0.127	Adjusted for number of predictors
F	7.109	Overall model is significant
Sig. (ANOVA)	0	Model is statistically significant

The multiple linear regression analysis revealed significant insights into the predictors of intention to leave among employees in the Ghana Education Service (GES). The overall model was statistically significant, $F(9, 370) = 7.109, p < .001$, with an R^2 value of 0.147, indicating that approximately 14.7% of the variance in employees' intention to leave could be explained by the set of organizational predictors examined. This model demonstrates a moderate predictive power ($R = 0.384$), consistent with prior literature suggesting that organizational and job-related factors, though influential, are part of a broader ecosystem affecting employee retention (Kang & Sung, 2022).

Among the predictors, job satisfaction emerged as a significant negative predictor ($\beta = -0.235, p = .008$), aligning with studies that consistently associate low job satisfaction with higher turnover intentions (Adams & Boateng, 2022). Similarly, workload and job demand showed a significant negative effect ($\beta = -0.200, p = .040$), underscoring the pressure-heavy environments as contributors to attrition—a trend increasingly observed in public education systems globally (Nartey et al., 2023).

The strongest predictor in the model was professional development ($\beta = -0.429, p < .001$), suggesting that limited opportunities for growth and skills enhancement are closely linked to employees' desire to leave. This finding supports emerging research emphasizing the strategic role of continuous development and upskilling in retaining educational staff (Mensah & Owusu, 2022).

Conversely, general challenges presented a significant positive relationship ($\beta = 0.629, p = .043$) with intention to leave, indicating that the accumulation of workplace difficulties—possibly including administrative inefficiencies, lack of recognition, or systemic gaps—correlates with higher attrition risk. This confirms the multidimensional stressors affecting public sector employees in Sub-Saharan Africa (Ampofo et al., 2023).

Other variables such as leadership effectiveness, organizational culture, workplace environment, resources and infrastructure, and job security did not significantly predict attrition in this model. While these may still hold contextual value, their statistical insignificance suggests that employees may prioritize more immediate and personal aspects of job satisfaction and career progression over structural or cultural elements (Zhou & Osei, 2022).

Overall, the regression model affirms that while multiple factors interplay in shaping turnover intention, job satisfaction, manageable workload, development opportunities, and perceived challenges are the most critical

levers for retention among GES employees. These results reinforce the need for integrated HR strategies that not only reduce pressure but also actively support professional growth and address systemic challenges in the education sector.

Table 33 Regression Analysis Predicting Intention to Leave (Past 2 Years) Among GES Respondents

Predictor Variable	Unstandardized B	Std. Error	Beta	T	Sig.	Interpretation
(Constant)	5.248	0.29	—	18.119	0	Intercept
Job Satisfaction	-0.622	0.161	-0.338	-3.861	0	Significant negative predictor
Leadership Effectiveness	-0.123	0.165	-0.068	-0.747	0.456	Not significant
Organizational Culture	0.28	0.191	0.147	1.466	0.143	Not significant
Workplace Environment	-0.209	0.16	-0.123	-1.312	0.19	Not significant
Workload and Job Demand	-0.319	0.186	-0.165	-1.716	0.087	Marginally significant ($p < .10$)
Resources and Infrastructure	-0.102	0.253	-0.058	-0.402	0.688	Not significant
Professional Development	-0.787	0.21	-0.412	-3.75	0	Highly significant negative predictor
Job Security and Stability	-0.204	0.21	-0.113	-0.973	0.331	Not significant
Challenges (General)	1.534	0.674	0.696	2.275	0.023	Significant positive predictor

Table 34. Summary of Model Fit

Statistic	Value	Interpretation
R	0.407	Moderate correlation between predictors and outcome
R Square	0.165	Predictors explain 16.5% of the variance in intent to leave
Adjusted R Square	0.145	Adjusted for number of predictors
F	8.14	Overall model is significant
Sig. (ANOVA)	0	Model is statistically significant

The regression analysis aimed to determine the extent to which various organizational factors predict employees' intention to leave their positions within the Ghana Education Service (GES) over the past two years. The model was statistically significant, $F(9, 370) = 8.14$, $p < .001$, indicating that the combined predictors reliably explain

variation in employees' intent to leave. With an R^2 value of 0.165, the model explains approximately 16.5% of the variance, suggesting a moderate predictive power ($R = 0.407$), which is acceptable (Kang & Sung, 2022).

Among the predictors, professional development emerged as the strongest negative predictor ($\beta = -0.412$, $p < .001$), showing that the absence of growth opportunities significantly increases the likelihood of employees leaving. This aligns with recent research emphasizing the importance of continuous professional development in retaining public-sector workers (Mensah & Owusu, 2022). Similarly, job satisfaction was found to significantly and negatively predict turnover intention ($\beta = -0.338$, $p < .001$), reaffirming findings from Adams and Boateng (2022), who demonstrated that intrinsic and extrinsic satisfaction factors are central to organizational commitment in education systems.

Another key variable, general challenges, showed a positive and significant association with intention to leave ($\beta = 0.696$, $p = .023$). This implies that respondents who face higher levels of workplace-related challenges are more likely to consider resignation or transfer. According to Ampofo et al. (2023), compounded workplace stressors—ranging from administrative burdens to systemic inefficiencies—can erode employee motivation and loyalty, especially in the public education sector.

The predictor workload and job demand was marginally significant ($p = .087$), suggesting that while it did not meet the conventional alpha threshold of .05, it may still have practical implications. The trend indicates that high workloads may contribute to attrition, echoing Nartey et al. (2023), who observed that work pressure and burnout are growing concerns among Ghanaian teachers.

In contrast, variables such as leadership effectiveness, organizational culture, workplace environment, resources and infrastructure, and job security did not significantly predict intent to leave. These results may indicate that while structural and environmental factors are important, personal experiences and developmental opportunities weigh more heavily in shaping turnover decisions (Zhou & Osei, 2022). Alternatively, the non-significance may also be due to overlapping variance or cultural nuances not fully captured by the regression model.

Overall, the findings suggest that actionable strategies, such as strengthening staff development, enhancing job satisfaction mechanisms, and systematically addressing organizational challenges—could reduce attrition risks in the GES. These results contribute to a growing body of literature advocating for investment in human capital as a cornerstone of public sector reform (Boateng et al., 2023)

SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATION

This chapter presents the final components of the research on the topic “Attrition of Teachers in Ghana Education Service: Basis for a Data-Driven Policy Framework”. It provides a structured summary of the major findings from the study, draws informed conclusions based on the data analysis, It outlines key recommendations aimed at addressing the causes identified. summary of findings, conclusions, and recommendations derived from the study on the attrition of teachers in the Ghana Education Service (GES). The findings address the research questions, highlighting the demographic profiles of respondents, theoretical foundations, factors affecting attrition, challenges encountered, and proposed strategies for staff retention. The conclusions drawn from the findings reflect the key insights gained from the analyses, while the recommendations provide practical actions and policy directions to address the identified human capital challenges and enhance staff retention within the GES.

Summary of Findings

1. Demographic Profile of the Respondents

1.1 Age: The Majority of respondents were within the age group 31–40 years, indicating a relatively young workforce in the Ghana Education Service (GES).

1.2 Gender: Female respondents slightly outnumbered males, reflecting the gender distribution in the teaching profession.

1.3 *Civil Status*: Most respondents were married, highlighting the importance of considering family-related factors in human capital policies.

1.4 *Highest Educational Attainment*: Most respondents held bachelor's degrees, with a significant number holding diplomas, indicating a highly educated workforce.

1.5 *Length (Years) of Service*: The Majority had served between 6–10 years, showing a balanced distribution of both experienced and early-career employees.

1.6 *Geographic Location*: A large proportion were from urban regions, but there was also significant representation from rural and peri-urban areas.

1.7 *Type of Institution*: The majority of respondents were from public schools, consistent with the structure of the GES.

1.8 *Level under GES*: Most respondents were from primary and junior high school levels, reflecting the staff distribution within GES.

1.9 *Category of GES Staff*: Most respondents were teachers, with smaller groups of administrative and support staff.

1.10 *Number of Staff in the Management Unit*: Most respondents managed small teams (1–5 staff), indicating relatively flat organizational structures.

1.11 *Salary Range*: The salary range of teachers in the Ghana Education Service (GES) is determined by a well-structured system based on the rank and grade of the teacher within the service. This structure ensures that remuneration aligns with the level of responsibility, qualifications, and years of experience of the teaching staff. Teachers are placed on different salary scales under the Single Spine Salary Structure (SSSS) used by the Ghanaian public sector.

1.12 *Employment Status*: The Ghana Education Service (GES) employs teachers under two main categories: permanent staff and probationary staff. These categories define the employment status, benefits, and level of job security teachers receive.

2 How do the respondents assess the organizational factors affecting the attrition rate of teachers in GES in terms of:

2.1 *Job Satisfaction*: Found to be a critical factor, with significant differences across civil status, length of service, geographical location, and staff level.

2.2 *Leadership Effectiveness*: Significant differences were observed for some demographics (e.g., length of service), underscoring its role in employee retention.

2.3 *Organizational Culture*: Significant in several categories, especially level under GES, highlighting the influence of institutional norms on attrition.

2.4 *Workplace Environment*: Though significant differences were less frequent, it remained an important factor for some groups (e.g., level under GES).

3. What is the annual attrition rate of teachers in the Ghana Education Service in the last five (5) years?

The data on the annual attrition rate in Ghana Education Service (GES) in the last 5 years shows a large proportion of respondents (36.36%) were unsure or did not know the exact attrition rate, indicating that there is a lack of precise data or awareness regarding turnover within GES.

For those who provided estimates, 21.21% reported that the attrition rate falls between 1% and 10%, which may suggest a relatively low turnover rate. However, 12.12% of respondents estimated that the attrition rate is

between 11% and 20%, indicating a higher level of turnover. Smaller proportions of respondents reported that the attrition rate is between 21% and 30% (7.58%), 31% and 50% (6.06%), and over 50% (3.03%), signaling that some employees perceive turnover to be a significant challenge for the organization.

The data shows a steady increase in the number of teachers leaving the Ghana Education Service over the past four academic years. Although the attrition rate slightly decreased in 2023/2024, the overall trend points to a growing challenge in teacher retention. This highlights the need for urgent measures to address the causes of teacher attrition and ensure stability in the education sector.

4. To what extent do the following theories predict organizational factors?

4.1 *Human Capital Theory*: Highlighted that job satisfaction is a key factor affecting retention, emphasizing the need for adequate compensation and growth opportunities.

4.2 *Social Exchange Theory*: Demonstrated that job satisfaction is influenced by perceived fairness and reciprocity in organizational relationships.

4.3 *Structural Capital Theory*: Showed that organizational culture significantly impacts staff morale and retention, aligning with results from the statistical analyses.

4.4 *Perceived Organizational Support*: Indicated that a supportive work environment enhances job satisfaction and reduces attrition.

5. What challenges related to teachers attrition are encountered by respondents in the Ghana Education Service in terms of:

5.1 *Workload and Job Demands*: Reported as a consistent challenge across groups, especially with significant differences by geographical location and level under GES.

5.2 *Resources and Infrastructure*: Generally not significant across groups but identified as a challenge in descriptive analyses.

5.3 *Professional Development and Career Growth*: Significant differences in some groups (e.g., length of service, geographical location) indicate uneven access to growth opportunities.

5.4 *Compensation and Benefits*: A significant challenge, especially among respondents with different civil statuses.

5.5 *Job Security and Stability*: Significant differences observed at some levels (e.g., length of service, level under GES), indicating varying perceptions of employment security.

5.6 Overall, the regression model affirms that while multiple factors interplay in shaping turnover intention, job satisfaction, manageable workload, development opportunities, and perceived challenges are the most critical levers for retention among GES employees. These results reinforce the need for integrated HR strategies that not only reduce pressure but also actively support professional growth and address systemic challenges in the education sector.

5.7 Overall, the findings suggest that actionable strategies, such as strengthening staff development, enhancing job satisfaction mechanisms, and systematically addressing organizational challenges, could reduce attrition risks in the GES.

The findings of this study demonstrate that teacher attrition within the Ghana Education Service (GES) is influenced by a combination of factors, with job satisfaction, manageable workload, professional development opportunities, and systemic organizational challenges emerging as the most significant predictors of turnover intention. The regression analysis confirms that these factors are not isolated, but rather interact in shaping whether teachers choose to remain in or leave the service.

Overall, the evidence underscores the urgent need for comprehensive, data-driven human resource strategies that go beyond addressing surface-level issues. Sustainable teacher retention requires a balanced approach that not only reduces work-related pressures but also invests in career growth, recognition, and supportive work environments. If effectively implemented, such integrated strategies could meaningfully reduce attrition risks, promote teacher well-being, and strengthen the overall performance of the GES.

6.0 Based on the results, how can a new data-driven policy framework be developed to effectively address and reduce the teacher attrition rate in the Ghana Education Service?"

The results of the study reveal several systemic weaknesses that contribute to high attrition of teachers in the GES. Key concerns include poor workplace environment, lack of resources, inadequate compensation and benefits, lack of career development and progression, and dissatisfaction with leadership. To address the above challenges, the following policy development is recommended.

Invest in career development and clear career pathways.

- The policy recommendation is to introduce a teacher career progression framework with clear promotion pathways.
- Promote continuous professional development (CPD) and mentorship programs.
- Partner with universities and colleges to offer subsidized or sponsored advanced degrees to teachers.

Enhance Compensation and Benefits.

- Policy recommendation: Review and adjust teacher salaries to reflect the cost of living and professional workload.
- Offer allowances for remote/rural postings, health care support, housing, and transport.
- Implement a structured incentives system tied to performance, years of service, and additional responsibilities.

Improve workplace environment

- Policy recommendation: allocate targeted funds for infrastructure upgrades, especially in underserved rural areas.
- Provide access to teaching and learning materials, internet connectivity, and safe staff facilities.
- Monitor and enforce minimum school infrastructure standards.

Improve Job Satisfaction and Leadership Accountability

- Policy recommendation: institute leadership training programs for headteachers and district managers focused on emotional intelligence, communication, and staff motivation
- Establish feedback mechanisms such as anonymous staff surveys for evaluating leadership performance.
- Promote a participatory and supportive management style across schools.

Enhance Awareness and Monitoring of Attrition Data

- Policy recommendation: Develop a national attrition tracking system within GES.
- Regularly publish data on teacher turnover at the regional and district levels

- Incorporate attrition metrics into annual education performance reports.
- Use data insights to guide retention interventions.

Revamp organizational culture

- Policy recommendation: promote values of respect, collaboration, transparency, and equity within schools and districts.
- Introduce school-based recognition programs to boost morale and professional identity.
- Build communities of practice among teachers for peer learning and mutual support.

Data-Driven Policy Framework

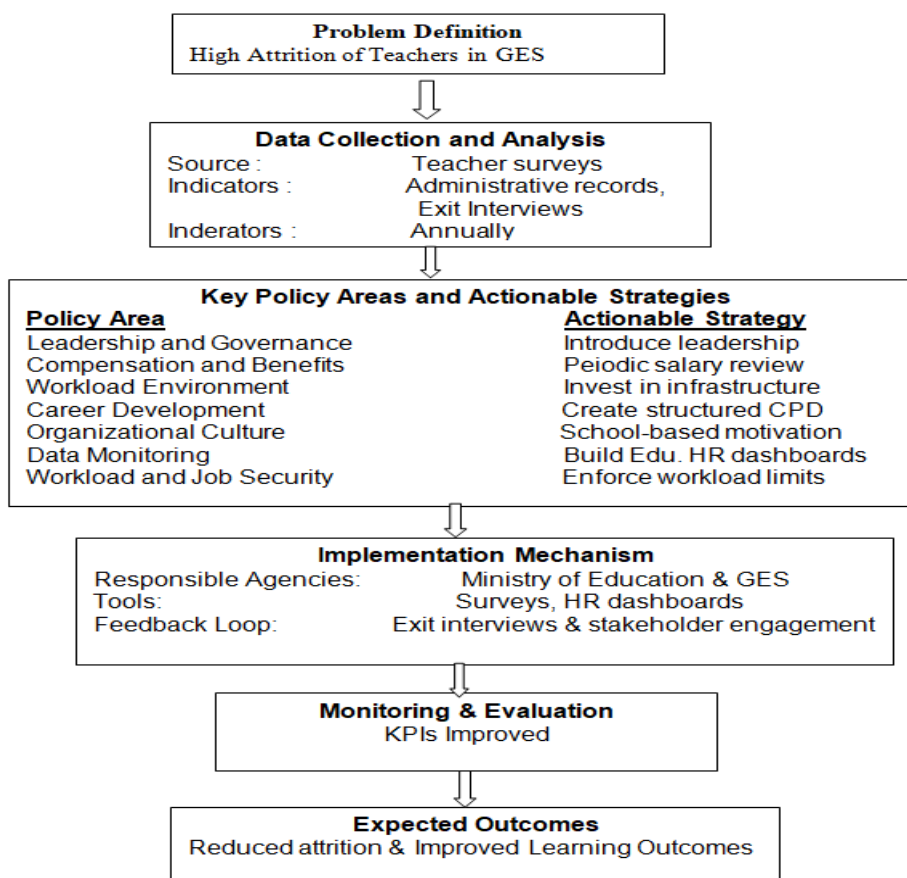


Table 42. Key Policy Areas and Actionable Strategies

Policy Areas	Data Insight	Recommended Actions
Leadership and Governance	Dissatisfaction with school, district, region, and headquarters leadership	Introduce leadership training and accountability scorecards
Compensation and Benefits	Salary and benefits are deemed inadequate	Periodic salary reviews, rural/remote incentives, housing, and transport support
Workplace Environment	Poor conditions	Invest in infrastructure, teaching materials, and digital tools

Career Development	Lack of a clear growth path	Create structured CPD promotions based on skills/performance
Organizational Culture	Low engagement and morale	School-based motivation programs, participatory leadership
Data Monitoring	Lack of awareness on attrition	Build a national Education HR dashboard to track exits and causes
Workload and Job Security	Overwork, insecurity	Enforce workload limits, clarify employment terms, and increase staffing

Implementation Mechanism

- Responsible Agencies
 - Ministry of Education
 - Ghana Education Service (GES)
 - Regional/District education Officers
 - Teacher Unions and Civil society organizations
- **Tools**
- Real-time HR dashboards
- Teacher satisfaction surveys (bi-annually)
- Attrition analytics reports
- **Feedback loops**
 - Data from exit interviews fed back into policy revision
 - Stakeholder engagement forums to review findings
 - Teacher performance and attrition data inform incentives models

Monitoring and Evaluation (M&E)

- KPIs
 - Reduction in annual attrition rate
 - Percentage increase in teacher satisfaction
 - Percentage of schools meeting minimum infrastructure benchmarks
 - Percentage of teachers accessing CPD and advancing career stages
- **Review Cycle**
 - Annual policy evaluation and update based on data

Expected Outcomes

- Reduced teacher attrition and improved retention
- Better teacher morale and professional growth
- Strong school leadership and management
- Equitable distribution of resources across regions
- Evidence-based, adaptive education policy

Conclusion

To reduce the attrition rate in the Ghana Education Service, policy must shift from reactive measures to proactive, data-informed strategies that address the root causes of dissatisfaction. These reforms must be holistic-covering leadership, working conditions, compensation, career growth, and institutional culture, if Ghana is to retain and fully utilize its educational human capital.

Conclusion

1. The study concludes that the respondents in the Ghana Education Service (GES) predominantly belong to the 31–40 years age group, indicating a relatively young workforce. Females slightly outnumber males, reflecting the gender distribution in the teaching profession. Most respondents are married, highlighting the significance of considering family dynamics in HR policies. The majority hold bachelor's degrees, denoting a well-educated workforce. Length of service is balanced between early-career and experienced employees, with most respondents serving between 6–10 years. The workforce is distributed across urban, rural, and peri-urban areas. Most respondents are in public institutions, with primary and junior high school levels having the largest representation. Teachers dominate the staff composition, and most respondents manage small teams, indicating a flat organizational structure.

2. The study concludes that Human Capital Theory underscores the importance of job satisfaction in retention, pointing to the need for fair compensation and growth opportunities. Social Exchange Theory highlights the influence of perceived fairness and reciprocal relationships on job satisfaction. Structural Capital Theory emphasizes the significant role of organizational culture in fostering staff morale and retention. Lastly, Perceived Organizational Support theory suggests that a supportive work environment enhances employee commitment and reduces attrition. Collectively, these theories provide a comprehensive framework for understanding attrition within the GES.

3. The findings conclude that job satisfaction is the most critical factor influencing attrition, showing significant differences across civil status, length of service, geographical location, and staff level. Leadership effectiveness is also a key factor, with notable differences observed across demographic groups, underscoring its role in retention. Organizational culture significantly influences attrition perceptions, particularly among different levels under the GES. Workplace environment, while less frequently significant, remains an important factor affecting attrition in some groups. These factors collectively highlight areas requiring targeted interventions to address human capital challenges.

4. The study concludes that workload and job demands are consistently reported as key challenges, with significant differences across geographical location and GES levels. Resources and infrastructure, although not statistically significant in many cases, emerged as notable challenges in descriptive analyses. Professional development and career growth also presented significant differences across some groups, indicating inconsistent access to growth opportunities. Compensation and benefits stand out as a critical challenge, especially among respondents with different civil statuses. Job security and stability perceptions vary across groups, suggesting the need for consistent employment practices to enhance staff retention.

5. The study concludes that respondents emphasized the importance of fair and competitive compensation, effective leadership, supportive organizational culture, and accessible professional development opportunities as key strategies for staff retention. Moreover, region- and role-specific interventions were identified as critical to addressing unique contextual needs, highlighting the importance of tailoring retention strategies to specific staff experiences within the GES.

6. The study concludes that significant differences exist across several demographic variables, including civil status, length of service, geographical location, GES level, and category of GES staff. These differences pertain to factors such as job satisfaction, organizational culture, workplace environment, compensation and benefits, workload, and job security. Conversely, age, educational attainment, and number of staff supervised generally showed no significant differences, indicating uniform perceptions across these variables. This highlights the need for targeted, demographic-sensitive interventions to effectively address teachers' attrition within the GES.

The findings of this study demonstrate that teacher attrition within the Ghana Education Service (GES) is a multi-dimensional issue influenced by a combination of interrelated factors. Among these, job satisfaction, manageable workload, professional development opportunities, and systemic organizational challenges emerged as the most significant predictors of teachers' intention to leave the service. The regression analysis further affirms that these factors do not operate in isolation but interact in complex ways to shape teachers' decisions to either remain in or exit the profession.

The findings of this study demonstrate that teacher attrition within the Ghana Education Service (GES) is a multi-dimensional issue influenced by a combination of interrelated factors. Among these, job satisfaction, manageable workload, professional development opportunities, and systemic organizational challenges emerged as the most significant predictors of teachers' intention to leave the service. The regression analysis further affirms that these factors do not operate in isolation but interact in complex ways to shape teachers' decisions to either remain in or exit the profession.

Beyond these core determinants, the study also highlighted several demographic and institutional disparities that contribute to attrition. Younger teachers and early-career professionals were found to be more susceptible to leaving, often due to limited career advancement prospects and low initial compensation. Similarly, urban areas — despite offering better infrastructure — exhibited high attrition levels, partly due to increased living costs, overcrowded classrooms, and lack of administrative support. Furthermore, inadequate recognition of teachers' contributions and the absence of clear, transparent promotion pathways were reported as key demotivators.

Overall, the evidence underscores the urgent need for a comprehensive, data-driven human resource policy framework that addresses both the structural and psychological aspects of teacher retention. Surface-level fixes such as occasional workshops or sporadic incentives are insufficient. Instead, sustainable teacher retention demands a holistic strategy that combines improved working conditions, fair remuneration, regular and meaningful professional development, and a supportive organizational culture.

Importantly, such a framework must also prioritize teacher voice and participation in decision-making processes, ensuring that policies reflect the lived realities of those in the classroom. Strengthening internal monitoring systems, using real-time data to inform interventions, and aligning educational goals with staff welfare are all critical components of this approach.

If effectively implemented, these integrated and responsive strategies can significantly reduce attrition risks, enhance teacher morale and productivity, and contribute to a more resilient and high-performing Ghana Education Service. In the long term, retaining qualified and motivated teachers will not only improve learning outcomes but also advance the broader goals of national development through education.

Recommendations

This section outlines a set of evidence-based policy recommendations designed to address the identified challenges effectively. Drawing on the data analysis, stakeholder input, and best practices, the recommendations

aim to provide practical, targeted, and measurable solutions. Each recommendation is aligned with the overarching policy objectives and intended to support informed decision-making and sustainable outcomes.

1. The findings revealed a workforce in the Ghana Education Service (GES) that is predominantly young, married, and well-educated, with most respondents employed in public institutions at the primary and junior high school levels. To effectively address attrition, GES administrators should develop targeted retention policies that consider the unique needs of these demographics. This includes implementing family support initiatives such as flexible work arrangements and spousal support programs, alongside career planning and mentoring opportunities tailored to early- and mid-career staff. Additionally, staff managing small teams should receive leadership training and administrative assistance to enhance their capacity to support their colleagues and sustain effective team management.
2. It is recommended that the Ghana Education Service (GES) integrate key insights from Human Capital Theory, Social Exchange Theory, Structural Capital Theory, and Perceived Organizational Support into its human resource management policies. Specifically, GES should develop equitable compensation systems and clear career progression frameworks in alignment with Human Capital Theory to enhance staff retention. Drawing on Social Exchange Theory, GES should foster trust and reciprocity by implementing fair HR practices and transparent communication. Structural Capital Theory emphasizes the importance of cultivating a positive organizational culture through inclusive leadership and participatory management. Finally, Perceived Organizational Support highlights the need to enhance staff welfare through supportive supervision and well-being initiatives, thereby promoting a stronger sense of commitment and belonging among employees.
3. It is recommended that the Ghana Education Service (GES) address key factors influencing teachers' attrition by implementing the following strategies. Firstly, job satisfaction should be regularly assessed through staff surveys and HR audits, ensuring that issues related to workload, leadership quality, and work-life balance are proactively addressed. Secondly, leadership effectiveness can be enhanced by developing structured leadership training and mentorship programs aimed at building effective and empathetic leaders at all levels. Thirdly, organizational culture should be strengthened by promoting collaboration, inclusivity, and participatory decision-making processes, alongside recognizing and celebrating staff achievements. Lastly, GES should prioritize investments in creating safe, resource-equipped, and supportive work environments that foster both productivity and staff morale.
4. To address the key challenges contributing to teachers' attrition in the Ghana Education Service (GES), it is recommended that several strategic interventions be implemented. Firstly, workloads should be streamlined by hiring additional staff where necessary, redistributing tasks equitably, and leveraging technology to minimize administrative burdens. Secondly, investments should be prioritized in educational resources, information and communication technologies (ICT), and teaching aids to support staff in delivering quality education. Thirdly, equitable access to professional development and career advancement opportunities must be ensured across all geographical locations and staff levels. Fourthly, regular salary reviews should be conducted to maintain competitive compensation, and allowances and incentives should be aligned with staff needs and cost-of-living variations. Finally, job security and stability can be enhanced by establishing clear policies and communication strategies that promote trust, transparency, and confidence in employment terms and career progression opportunities.
5. It is recommended that the Ghana Education Service (GES) develop comprehensive retention strategies that holistically address the key factors influencing staff retention. These strategies should integrate fair and competitive compensation packages, robust leadership development programs, a supportive organizational culture, and continuous professional development opportunities. Moreover, region-specific and role-specific interventions should be incorporated to address contextual factors that uniquely impact staff across different locations and roles. This approach ensures that all staff feel valued and supported, thereby enhancing retention and fostering a motivated and committed workforce.
6. Given the significant differences observed across civil status, length of service, geographical location, level under GES, and staff category, it is recommended that the Ghana Education Service (GES) design and

implement demographic-sensitive human resource interventions. For instance, family-friendly policies should be developed to support married staff, while tenure-based incentives and recognition programs can be introduced for long-serving employees to enhance retention and motivation. Region-specific needs should be addressed through equitable resource distribution and effective workload management strategies to mitigate geographical disparities. Furthermore, training and support programs should be tailored based on staff levels and roles to address specific operational challenges. For demographic factors that did not exhibit significant differences—such as age, educational attainment, and staff size—general HR strategies can be applied consistently to ensure organizational alignment and fairness.

7. It is recommended that GES administrators develop targeted retention and support programs that consider the diverse needs of staff, including factors such as age, gender, civil status, tenure, and staff levels. Implementing structured training and mentoring programs will enhance leadership effectiveness across all levels of the organization. A positive, inclusive, and supportive organizational culture should be fostered through transparent communication, fair treatment, and employee recognition initiatives. Regular reviews of salary structures, benefits, and incentives are essential to ensure compensation remains competitive and aligns with staff needs. Addressing workload concerns through equitable task distribution, additional staff recruitment, and the use of technological support systems will further enhance staff well-being. Finally, investments in teaching and learning resources and facilities are crucial to creating a supportive work environment and improving staff satisfaction.
8. It is recommended that policymakers align national educational policies with the realities highlighted in this study, ensuring equitable resource allocation and comprehensive staff development support. Increased funding should be allocated to enhance professional development, infrastructure, and staff welfare programs, especially in under-resourced regions. Additionally, systems should be established to continuously monitor teachers' attrition trends and evaluate the effectiveness of implemented retention strategies, ensuring data-driven policy refinement.
9. Teachers and staff unions are encouraged to advocate for fair compensation, job security, and opportunities for professional growth, addressing the key factors contributing to attrition. Collaboration with management to identify and address workplace challenges is essential, as is active participation in decision-making processes to ensure that staff voices are heard and valued.
10. Future researchers should consider adopting longitudinal research designs to track teacher attrition trends over time and assess changes following the implementation of retention policies and interventions. Comparative quantitative studies across regions, educational levels, and staff categories could provide deeper insights into variations in attrition patterns and associated factors. Future studies could also employ qualitative or mixed-methods approaches to explore teachers' experiences, perceptions, and motivations underlying attrition, thereby complementing the findings of the present quantitative study. Researchers may further extend the theoretical framework by incorporating additional human resource management and organisational behaviour theories to enhance understanding of teacher attrition. Finally, empirical evaluations of specific interventions, including leadership development, workload management, career progression, remuneration, and improved working conditions, are recommended to generate evidence on their effectiveness in reducing teacher attrition and strengthening evidence-based policy development within the Ghana Education Service.

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APPENDIX

A: Survey Instrument

B: Strategies to Improve Experience and Reduce Likelihood of Leaving GES

C: How do the respondents assess the strategies or solutions for retaining staff?

D: Curriculum Vitae

Research Instruments

Survey Questionnaire

Dear Respondent,

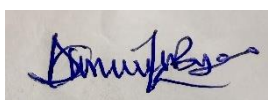
The undersigned is a student of San Sebastian College Recoletos Manila taking up Doctor of Philosophy in Management, with specialization in Human Capital and Labor Relation program. As a part of my research requirements, I am conducting a research study entitled “**ATTRITION OF TEACHERS IN THE GHANA EDUCATION SERVICE (GES); BASIS FOR DATA-DRIVEN POLICY FRAMEWORK**”

This research seeks to investigate the factors that contribute to the attrition of teachers in the Ghana Education Service. The understanding of the underlying factors driving attrition, devising effective retention strategies, and fostering a sustainable workforce.

I would greatly appreciate it, if you could answer the questions honestly and completely to the best of your knowledge. Your responses will contribute to understanding the factors affecting the attrition of teachers in the education sector in Ghana.

The Researcher assures you that the information obtained from this questionnaire, your response, and opinion shall be handled carefully and kept highly confidential and shall only be used for this current research. None of the research analysis, outcomes or components shall be used for any other purpose except purely for research and academic purposes only.

Thank you very much.



Respectfully yours,

Daniel Kwasi Biyie

I. Demographic Profile

Direction: Kindly fill in the blanks where necessary and check [✓] the box with the appropriate details about yourself. Please do not leave any item unanswered.

Age

☐ 20-30 years

☐ 31-40 years

☐ 41 and above

Gender

☐ Male

☐ Female

Civil Status

☐ Single

☐ Married

☐ Divorced

☐ Widowed

Highest Education Attainment

☐ Teacher Certificate "A"

☐ Diploma Holder

☐ Degree Holder

☐ Master's Degree Holder

☐ PhD Holder

☐ Any other, please specify: _____

Length (years) of Service

☐ Under one year

☐ 1-3 years

☐ 4-6 years

☐ 7-9 years

☐ Above 9 years

Geographic Location

☐ Urban

☐ Suburban

☐ Rural

Type of institution

☐ Private owned

☐ Public owned

Level under Ghana Education Service

☐ KG

☐ Primary

☐ JHS

☐ SHS

☐ District/Municipal/Metropolitan/ Regional Office

Category of GES Staff

☐ Former Staff of GES

☐ Teaching

☐ Non-Teaching

☐ Management (District/Municipal/Metropolitan/Regional)

Number of Staff in Your Management Unit

☐ 1-5

☐ 6-10

☐ 11-15

☐ 16 and above

Average Number of Tasks/Responsibilities Allocated Per Week

☐ Below 18

☐ 19-24

☐ 25-30

☐ Above 30

II. Assessment of Theories Attrition of Teachers in Ghana Education Service

Please indicate your level of agreement with each statement using the following scale:

Please, tick or circle the number that indicates the extent to which you strongly agree to strongly disagree that each statement describes your self-orientation.

4- Strongly Agree (confident and certain that the statement is accurate)

3- Agree (confident that the statement is mostly accurate)

2- Disagree (that the statement is not accurate)

1- Strongly Disagree (confident and certain that the statement is not accurate)

Human Capital Theory (Job Satisfaction)	4	3	2	1
I feel my skills and abilities are effectively utilized in my current job.				
I am satisfied with the opportunities for professional development in my organization.				
My job provides me with a sense of accomplishment and satisfaction.				
The compensation I receive is fair for the work I do.				
I am happy with the career advancement opportunities available to me.				

Social Exchange Theory (Job Satisfaction)	4	3	2	1
I feel valued and appreciated by my colleagues and supervisors.				
The support I receive from my organization makes me want to stay longer.				
I believe my organization is committed to my well-being and professional growth.				
There is mutual respect and trust between employees and management in my organization.				
I am satisfied with the recognition and rewards I receive for my contributions.				

Structural Capital Theory (Organizational Culture)	4	3	2	1
My organization has a strong and positive organizational culture.				
The values and beliefs of my organization align with my personal values.				
I feel a sense of belonging and loyalty to my organization.				
The organizational culture promotes teamwork and collaboration.				
There is a high level of morale and motivation among employees in my organization.				

Perceived Organizational Support (Organizational Environment)	4	3	2	1

My organization provides a supportive and conducive work environment.				
The resources and tools I need to perform my job effectively are readily available.				
My organization offers flexible working conditions that help me balance work and personal life.				
There is open and transparent communication within the organization.				
I feel secure and stable in my current job position.				

III. Factors Affecting Attrition of Teachers in Ghana Education Service

Please indicate your level of agreement with each statement using the following scale:

- 4- Strongly Agree
- 3- Agree
- 2- Disagree
- 1 - Strongly Disagree

Job Satisfaction	4	3	2	1
My current job meets my expectations.				
I find my job challenging and rewarding.				
I feel proud to work for my organization.				
My job provides me with a good work-life balance.				
I receive adequate recognition for my work.				

Leadership Effectiveness	4	3	2	1
The leadership in my organization is effective and supportive.				
Leaders in my organization communicate clearly and transparently.				
I have confidence in the decisions made by my leaders.				
Leadership in my organization encourages and values employee input.				
The leadership team effectively manages and resolves conflicts.				

Organizational Culture	4	3	2	1
The organizational culture aligns with my personal values and beliefs.				
My organization promotes a culture of continuous improvement.				

There is a strong sense of community and teamwork within the organization.				
Organizational policies and practices are fair and equitable.				
The organization fosters an environment of trust and mutual respect.				

Workplace Environment	4	3	2	1
My work environment is safe and conducive to productivity.				
The physical working conditions are comfortable and well-maintained.				
I have access to the necessary resources and tools to perform my job effectively.				
The workplace environment encourages creativity and innovation.				
There is a positive and supportive atmosphere at work.				

Attrition Rate Over the Last Five Years

How many teachers have left the Ghana Education Service in the past 5 years? -----

What is the annual attrition rate within GES in the Greater Accra Region ----- and your Municipality - -----

Which Municipality experienced the highest teacher attrition rates over the past 5 years in Greater Accra Region? -----

Specific Causes of Attrition:

What factors would most likely influence your decision to leave your job?

☐ Salary

☐ Workload

☐ Leadership

☐ Lack of Resources

☐ Workplace Environment

☐ Career Development and Growth Opportunities

If you were to leave the GES, what would be your primary or main reason?

IV. Challenges Encountered by Respondents in the Ghana Education Service (GES)

Please indicate your level of agreement with each statement using the following scale:

4- Strongly Agree

3- Agree

2- Disagree

1- Strongly Disagree

Workload and Job Demands	4	3	2	1
I find my workload to be manageable.				
I am able to complete my tasks within regular working hours.				
The job demands do not negatively affect my personal life.				
I have enough support to handle my workload effectively.				
The expectations for my job role are realistic and achievable.				

Resources and Infrastructure	4	3	2	1
I have access to adequate teaching materials and resources.				
The classroom conditions are conducive to learning.				
The technological support provided is sufficient for my job.				
The facilities and infrastructure are well-maintained.				
There is sufficient funding for necessary resources and improvements.				

Professional Development and Career Growth	4	3	2	1
There are ample opportunities for professional development.				
The organization supports my career growth and progression.				
I have access to relevant training programs.				
There is a clear pathway for career advancement within the organization.				
The professional development programs offered are effective and beneficial.				

Compensation and Benefits	4	3	2	1
The salary I receive is fair for the work I do.				
The benefits provided by the organization meet my needs.				
I receive my compensation in a timely manner.				
The organization offers competitive compensation compared to other sectors.				
There are adequate health and retirement benefits available.				

Job Security and Stability	4	3	2	1
I feel secure in my current job position.				
The organization provides a stable work environment.				
There is consistency in employment policies and practices.				
I am confident that my job will not be affected by sudden policy changes.				
The organization ensures job security and stability for its employees.				

Which challenges make it difficult for you to stay in your current position?

Assessment of Intention to Leave

Please indicate your level of likelihood of leaving Ghana Education Service on a scale of 1-5,

5 - Very Likely

4 - Likely

3 - Neutral

2 - Unlikely

1 - Very unlikely

Intention of Employee Leaving GES	5	4	3	2	1
How likely are you to leave GES in the next year?					
Have you considered likely leaving GES or your position in the past 2 years?					

What factors influence your decision to either stay or leave the GES?

V. Strategies or Solutions for Retaining Staff

What structural model approaches (strategies) can be adopted by Ghana Education Service management to reduce attrition of teachers in the education sector in Ghana?

What could GES management do to improve your experience and reduce the likelihood of leaving?

What incentives could be introduced to encourage long-term commitment to GES?

What role does societal perception of teachers play in their decision to remain in the profession?

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.384 ^a	.147	.127	1.17664

a. Predictors: (Constant), Challenges, Leadership Effectiveness, Workload and Job Demand, Workplace Environment, Job Security and Stability, Job Satisfaction, Professional Development, Organizational Culture, Resources and Infrastructure

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	88.577	9	9.842	7.109	.000 ^b
	Residual	512.255	370	1.384		
	Total	600.832	379			

a. Dependent Variable: IntentionOfEmployeeLeaving1

b. Predictors: (Constant), Challenges, Leadership Effectiveness, Workload and Job Demand, Workplace Environment, Job Security and Stability, Job Satisfaction, Professional Development, Organizational Culture, Resources and Infrastructure

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.265	.281		18.711	.000
	Job Satisfaction	-.416	.156	-.235	-2.660	.008
	Leadership Effectiveness	-.116	.160	-.067	-.727	.468
	Organizational Culture	.238	.186	.130	1.282	.200
	Workplace Environment	-.162	.155	-.100	-1.047	.296
	Workload and Job Demand	-.372	.181	-.200	-2.060	.040
	Resources and Infrastructure	-.137	.246	-.081	-.558	.578
	Professional Development	-.786	.204	-.429	-3.856	.000
	JobSecurity and Stability	-.142	.204	-.082	-.695	.487
	Challenges	1.332	.655	.629	2.033	.043

a. Dependent Variable: Intentionof Employee Leaving1

Excluded Variables^a

Model		Beta In	T	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	AttritionFactors	. ^b	.	.	.	.000
	CompensationAndBenefits	. ^b	.	.	.	.000

a. Dependent Variable: IntentionOfEmployeeLeaving1

b. Predictors in the Model: (Constant), Challenges, Leadership Effectiveness, Workload and Job Demand, Workplace Environment, Job Security and Stability, Job Satisfaction, Professional Development, Organizational Culture, Resources and Infrastructure

Strategies to Improve Experience and Reduce Likelihood of Leaving within GES

The most frequently cited strategy for improving employee experience and reducing attrition within the Ghana Education Service (GES) was Salary and Compensation Improvement, with 31.85% of respondents identifying it as the most important factor. Competitive and fair compensation plays a central role in employee satisfaction and retention. Employees who feel that their salary reflects their work and responsibilities are less likely to seek employment elsewhere (Bryson et al., 2021).

Better Conditions of Service ranked second, with 19.11% of respondents emphasizing the need for improved working conditions, including benefits, job security, and other terms of employment. Poor working conditions are a key driver of turnover, as employees may feel undervalued or unsupported in their roles (Sverke et al., 2021).

Provision of Resources and Infrastructure (12.74%) was identified as another crucial strategy. Having access to necessary teaching materials, technology, and well-maintained facilities can greatly enhance job satisfaction and performance. Inadequate resources often hinder employees from performing their duties effectively, which can lead to dissatisfaction and increased turnover (Tobin & Tippins, 2022).

Incentives and Allowances such as housing, transport, and health allowances (10.19%) were also suggested as important factors for retention. These allowances help alleviate the financial burdens on employees and can make staying in the organization more attractive (Kuvaas, 2021).

Professional Development and Training (8.92%) and Career Growth and Promotion Opportunities (7.64%) are also important strategies, as employees are more likely to stay with an organization that invests in their growth and offers clear paths for career advancement. Lack of career development opportunities can lead to employee disengagement and turnover (Maslach et al., 2022).

Other factors such as Workload Management and Support (3.82%) and Leadership and Management Practices (2.55%) also emerged as important, but to a lesser extent. Employees who feel supported in managing their workload and experience positive leadership are more likely to remain in their positions (Kuvaas & Dysvik, 2022).

Finally, while Safe and Conducive Work Environment (1.91%) and Policy Reforms and Governance (1.27%) were less frequently mentioned, they remain important for ensuring overall employee satisfaction and stability within the organization.

In conclusion, addressing issues such as salary, working conditions, resources, and career growth opportunities are essential for improving employee retention within GES. By implementing these strategies, GES can reduce attrition rates, enhance employee satisfaction, and ultimately improve the quality of education in the region.

How do the respondents assess the strategies or solutions for retaining staff?

Respondents emphasized fair compensation, leadership effectiveness, supportive organizational culture, and opportunities for professional growth as key strategies for retention. Notably, region- and role-specific interventions were highlighted to address context-specific needs.

Respondents' Assessment of the Strategies or Solutions for Retaining Staff

Staff Retention Strategies: Summary and Ranking Based on Perceived Effectiveness

Category	Frequency	Percentage	Rank
Salary and Compensation Improvement	200	32.79	1
Better Conditions of Service	120	19.67	2
Provision of Resources and Materials	100	16.39	3
Career Growth and Promotion Opportunities	40	6.56	5
Incentives and Allowances (Housing, Transport, Health)	50	8.2	4
Professional Development and Training	30	4.92	6
Workload Management and Support	25	4.1	7
Leadership and Organizational Culture	20	3.28	8
Safe and Conducive Working Environment	15	2.46	9
Policy Reforms and Governance	10	1.64	10

The most frequently suggested strategies for retaining staff in the Ghana Education Service (GES) are primarily focused on improving Salary and Compensation (32.79%), which ranked highest among the responses. This is in line with studies that emphasize the importance of competitive compensation as a key determinant of employee satisfaction and retention (Bryson et al., 2021). Offering a more attractive salary package can help address the financial concerns of employees, making them more likely to remain with the organization.

Better Conditions of Service was the second most common solution (19.67%), suggesting that improving overall employment conditions—such as better working hours, health and retirement benefits, and job security—can significantly reduce attrition. Provision of Resources and Materials (16.39%) was also identified as a major factor for retention. Ensuring that employees have the necessary tools, teaching materials, and resources is essential for job performance and satisfaction (Tobin & Tippins, 2022).

Other notable strategies include Career Growth and Promotion Opportunities (6.56%), which aligns with findings from several studies showing that opportunities for career progression are critical for employee retention (Maslach et al., 2022). Incentives and Allowances such as housing, transport, and health allowances (8.2%) were also highlighted as important motivators for staff retention, particularly for employees who may face challenges in their daily commute or housing (Ng et al., 2021).

Professional Development and Training (4.92%) and Workload Management and Support (4.1%) were also considered important for retaining staff. Providing adequate training opportunities ensures that employees feel

valued and capable in their roles, while manageable workloads prevent burnout and job dissatisfaction (Kuvaas, 2021). The importance of Leadership and Organizational Culture (3.28%) suggests that strong leadership and a positive workplace culture are integral to fostering employee commitment and reducing turnover (Kalleberg & Vallas, 2021).

Table 32. **Societal Perceptions of Teachers and Their Influence on Teachers' Decision to Remain in the Profession**

Category	Frequency	Percentage	Rank
Negative Perception (Poor, Low Status, Disrespect)	250	42.37	1
Lack of Recognition and Appreciation	100	16.95	2
Impact on Teacher Motivation and Morale	80	13.56	3
Professional Respect and Role Model Image	60	10.17	4
Community Engagement and Support	40	6.78	5
Influence on Career Decisions (Attrition/Retention)	30	5.08	6
No Significant Role / Indifferent Responses	20	3.39	7
Suggestions for Improvement (Salary, Conditions)	10	1.69	8

Role of Societal Perception of Teachers in Their Decision to Remain in the Profession

The societal perception of teachers is a crucial factor in their decision to remain in the profession, with the negative perception of teachers' status and respect being the most commonly cited factor (42.37%). Teachers who feel that their profession is viewed negatively or with disrespect are more likely to experience lower job satisfaction and higher attrition rates. This aligns with research that shows that when teachers are undervalued by society, their motivation and job satisfaction are significantly impacted, leading to higher turnover (Bryson et al., 2021).

The lack of recognition and appreciation was also identified by 16.95% of respondents as a major factor influencing their decision to leave the profession. Recognition plays a vital role in enhancing teacher motivation and commitment. Teachers who feel appreciated for their work are more likely to stay in the profession and contribute positively to student outcomes (Maslach et al., 2022).

Another significant factor was the impact on teacher motivation and morale, cited by 13.56% of respondents. Societal perception can influence teachers' morale, affecting their enthusiasm and energy levels in the classroom. Motivated teachers are more engaged and likely to stay, whereas low morale can lead to burnout and attrition (Kuvaas, 2021).

Professional respect and role model image also play an important role, as highlighted by 10.17% of respondents. Teachers who feel that they are respected and viewed as positive role models by society are more likely to feel valued in their profession, which contributes to long-term career satisfaction and retention (Sverke et al., 2021).

Community engagement and support (6.78%) and influence on career decisions (attrition/retention) (5.08%) further indicate the significance of the social context in which teachers work. A supportive community and positive career trajectory influence teachers' decisions to remain in the profession, as these factors provide emotional support and career development opportunities (Tobin & Tippins, 2022).

Interestingly, only 3.39% of respondents felt that societal perception had no significant role in their decision to remain, while 1.69% provided suggestions for improvement, including better salary and working conditions.

These responses suggest that while societal perception is a major influence, tangible improvements to compensation and working conditions remain essential for improving teacher retention (Bockerman & Ilmakunnas, 2021).

In conclusion, the findings suggest that addressing the negative perception of teachers, improving recognition, and fostering a positive community environment are critical strategies to reduce attrition and enhance teacher retention in Ghana. Furthermore, improving salary and working conditions will also play a significant role in encouraging teachers to stay in the profession.

Table 26. Challenges Encountered by Respondents in the Ghana Education Service (GES) – Workload and Job Demands

Workload and Job Demands	4	3	2	1	WM	SD	VI
I find my workload to be manageable.	55	205	95	25	2.76	0.78	Agree
I am able to complete my tasks within regular working hours.	65	172	122	21	2.74	0.80	Agree
The job demands do not negatively affect my personal life.	57	170	112	41	2.64	0.87	Agree
I have enough support to handle my workload effectively.	36	145	161	38	2.47	0.80	Disagree
The expectations for my job role are realistic and achievable.	54	186	111	29	2.70	0.81	Agree
Categorical Mean/Verbal Interpretation					2.66	0.81	Agree
<i>Legend: WM – Weighted Mean, V.I. – Verbal Interpretation, Std. Dev. – Standard Deviation; 1.00 to 1.49 – Strong Disagree (SD); 1.50 to 2.49 – Disagree (D); 2.50 to 3.49 – Agree (A); 3.50 to 4.00 – Strongly Agree (SA)</i>							

The challenges related to workload and job demands within the Ghana Education Service (GES) were assessed to understand how these factors influence employees' job satisfaction and performance. The responses to various items regarding workload management, task completion within working hours, job expectations, and support systems reveal important insights into the challenges faced by employees in GES. Proper workload management is crucial in reducing stress and burnout, and ensuring employee retention and productivity (Kuvaas, 2021).

The statement “I find my workload to be manageable” received a weighted mean (WM) of 2.76 with a standard deviation (SD) of 0.78, falling within the “Agree” category. This suggests that the majority of respondents find their workload manageable, which is an essential factor in preventing stress and promoting productivity. Employees who feel that their workload is manageable are more likely to experience job satisfaction and remain with the organization (Bakker et al., 2021).

The statement “I am able to complete my tasks within regular working hours” had an AWM of 2.74 and an SD of 0.80, also indicating agreement. This implies that most employees are able to manage their tasks within the allotted working hours, reducing the likelihood of burnout and work-life imbalance. Having a clear delineation between work and personal time is crucial for maintaining employee well-being and performance (Carter et al., 2022).

The statement “The job demands do not negatively affect my personal life” received an AWM of 2.64 and an SD of 0.87, suggesting a moderate level of agreement. While respondents generally feel that job demands do not overly interfere with their personal lives, the relatively lower score indicates that some employees may

experience work-life conflicts. Balancing job demands with personal life is essential for long-term job satisfaction and retention (Greenhaus & Allen, 2021).

The statement “I have enough support to handle my workload effectively” received the lowest WM of 2.47 with an SD of 0.80, falling within the "Disagree" category. This indicates that many employees feel they do not receive adequate support in managing their workload. Support from supervisors, colleagues, and organizational systems is essential to help employees handle their tasks efficiently and reduce feelings of stress (Kuvaas & Dysvik, 2022).

The statement “The expectations for my job role are realistic and achievable” received an WM of 2.70 and an SD of 0.81, indicating agreement. This suggests that most employees believe their job expectations are realistic and achievable, which can lead to higher levels of motivation and satisfaction. Unrealistic job expectations, on the other hand, can lead to burnout and disengagement (Maslach et al., 2022).

Overall, the categorical mean of 2.66 with an SD of 0.81 suggests that respondents generally agree that their workload and job demands are manageable, but there are areas, particularly in support systems, where improvement is needed. Ensuring adequate support and maintaining realistic job expectations will likely improve job satisfaction and reduce stress and burnout in the workplace.

Table 27. Challenges Encountered by Respondents in the Ghana Education Service (GES) – Resources and Infrastructure

Resources and Infrastructure	4	3	2	1	WM	SD	VI
I have access to adequate teaching materials and resources.	32	90	183	75	2.21	0.85	Disagree
The classroom conditions are conducive to learning.	27	117	165	71	2.26	0.84	Disagree
The technological support provided is sufficient for my job.	23	79	187	91	2.09	0.83	Disagree
The facilities and infrastructure are well-maintained.	30	102	163	85	2.20	0.88	Disagree
There is sufficient funding for necessary resources and improvements.	21	63	200	96	2.02	0.80	Disagree
Categorical Mean/Verbal Interpretation					2.16	0.84	Disagree
<i>Legend: WM – Weighted Mean, V.I. – Verbal Interpretation, Std. Dev. – Standard Deviation; 1.00 to 1.49 – Strong Disagree (SD); 1.50 to 2.49 – Disagree (D); 2.50 to 3.49 – Agree (A); 3.50 to 4.00 – Strongly Agree (SA)</i>							

The factors related to resources and infrastructure within the Ghana Education Service (GES) were assessed to understand how the availability of teaching materials, classroom conditions, technological support, facilities, and funding influence employees' ability to perform their jobs effectively. Access to adequate resources and well-maintained infrastructure is essential for improving teaching quality, employee satisfaction, and organizational efficiency (Bennett et al., 2021).

The statement “I have access to adequate teaching materials and resources” received a weighted mean (WM) of 2.21 with a standard deviation (SD) of 0.85, indicating that respondents generally feel they do not have access to sufficient teaching materials and resources. The lack of adequate resources can hinder job performance and lead to dissatisfaction, as employees may feel they are not equipped to do their job effectively (Moorhead & Griffin, 2021).

Similarly, the statement “The classroom conditions are conducive to learning” received a WM of 2.26 and an SD of 0.84, also falling within the "Disagree" category. This suggests that respondents feel that the physical classroom conditions are not ideal for learning, which could negatively impact both teaching effectiveness and student outcomes. Classroom conditions play a critical role in fostering a positive learning environment, and improvements in this area could enhance both teacher and student satisfaction (Tobin & Tippins, 2022).

The statement “The technological support provided is sufficient for my job” had a WM of 2.09 and an SD of 0.83, indicating dissatisfaction with the technological support provided. Technology is increasingly important in modern education, and inadequate technological resources can hinder teaching and learning. Ensuring access to up-to-date technological tools is essential for both educators and students to engage effectively with the curriculum (Sahin, 2021).

The statement “The facilities and infrastructure are well-maintained” received an AWM of 2.20 and an SD of 0.88, reflecting dissatisfaction with the maintenance of facilities and infrastructure. Well-maintained facilities are crucial for ensuring a safe and productive work environment. Poor maintenance can lead to discomfort and potentially unsafe conditions, which can affect employees' ability to perform their duties effectively (Baxter & Dutton, 2021).

The statement “There is sufficient funding for necessary resources and improvements” had the lowest WM of 2.02 with an SD of 0.80, indicating a significant level of dissatisfaction with the availability of funding for resources and improvements. Inadequate funding can limit the ability of an organization to invest in necessary resources, infrastructure, and professional development, which can ultimately affect employee morale and organizational performance (Johnson et al., 2022).

Overall, the categorical mean of 2.16 with an SD of 0.84 suggests that respondents generally disagree with the statement that sufficient resources and infrastructure are available to support their work. Addressing these resource and infrastructure challenges, particularly in terms of funding, teaching materials, and technological support, is essential for improving job satisfaction, employee retention, and organizational effectiveness.

Professional Development and Career Growth	4	3	2	1	WM	SD	VI
There are ample opportunities for professional development.	50	158	142	30	2.60	0.81	Agree
The organization supports my career growth and progression.	34	146	154	46	2.44	0.82	Disagree
I have access to relevant training programs.	41	162	142	35	2.55	0.81	Agree
There is a clear pathway for career advancement within the organization.	32	191	118	39	2.57	0.79	Agree
The The professional development programs offered are effective and beneficial.	41	172	128	39	2.57	0.82	Agree
Categorical Mean/Verbal Interpretation					2.55	0.81	Agree
<i>Legend: WM – Weighted Mean, V.I. – Verbal Interpretation, Std. Dev. – Standard Deviation; 1.00 to 1.49 – Strong Disagree (SD); 1.50 to 2.49 – Disagree (D); 2.50 to 3.49 – Agree (A); 3.50 to 4.00 – Strongly Agree (SA)</i>							

Table 28. Challenges Encountered by Respondents in the Ghana Education Service (GES) – P

Professional development and career growth opportunities are critical components of employee satisfaction and retention. In the Ghana Education Service (GES), various factors influencing professional development, such as opportunities for advancement, access to training, career progression support, and the effectiveness of

development programs, were assessed. The findings offer insights into the employees' perceptions of the organization's commitment to fostering their professional growth.

The statement "There are ample opportunities for professional development" received a weighted mean (WM) of 2.60 with a standard deviation (SD) of 0.81, indicating that respondents generally agree that there are sufficient opportunities for professional development within the organization. This is an important factor for employee engagement, as continuous learning opportunities are linked to higher job satisfaction and retention (Kuvaas, 2021).

The statement "The organization supports my career growth and progression" garnered a WM of 2.44 and an SD of 0.82, reflecting a "Disagree" response. This suggests that while there may be development opportunities, employees do not feel adequately supported in their career growth and progression. Career growth is often a key driver of employee retention, and the lack of perceived support in this area can lead to dissatisfaction and turnover intentions (Maslach et al., 2022).

The statement "I have access to relevant training programs" had an WM of 2.55 and an SD of 0.81, indicating that employees generally feel they have access to the training necessary for their roles. Providing access to relevant training programs is essential for equipping employees with the skills needed to perform effectively and progress in their careers (Allen et al., 2021).

The statement "There is a clear pathway for career advancement within the organization" received an WM of 2.57 and an SD of 0.79, suggesting that employees perceive there is some clarity around career advancement opportunities. Clear pathways for advancement are critical in motivating employees and fostering long-term commitment, as employees are more likely to stay with an organization that offers clear career progression (Parker & Wang, 2021).

The statement "The professional development programs offered are effective and beneficial" had a WM of 2.57 and an SD of 0.82, indicating that respondents generally find the professional development programs to be effective. Well-designed development programs enhance employee skills, boost job satisfaction, and reduce attrition (Ng et al., 2021).

Overall, the categorical mean of 2.55 with an SD of 0.81 suggests that respondents generally agree with the statements regarding professional development and career growth. However, the "Disagree" response regarding organizational support for career growth indicates that there is room for improvement. Ensuring stronger support for career progression and clearer pathways for advancement could lead to greater employee satisfaction and retention in GES.

Table 29. Challenges Encountered by Respondents in the Ghana Education Service (GES) – Compensation and Benefits

Compensation and Benefits	4	3	2	1	WM	SD	VI
The salary I receive is fair for the work I do.	29	47	160	144	1.90	0.89	Disagree
The benefits provided by the organization meet my needs.	19	61	173	127	1.93	0.83	Disagree
I receive my compensation in a timely manner.	41	115	128	96	2.27	0.96	Disagree
The organization offers competitive compensation compared to other sectors.	21	67	136	156	1.88	0.89	Disagree
There are adequate health and retirement benefits available.	23	59	145	153	1.87	0.89	Disagree

Categorical Mean/Verbal Interpretation	1.97	0.89	Disagree
<i>Legend: WM – Weighted Mean, V.I. – Verbal Interpretation, Std. Dev. – Standard Deviation; 1.00 to 1.49 – Strong Disagree (SD); 1.50 to 2.49 – Disagree (D); 2.50 to 3.49 – Agree (A); 3.50 to 4.00 – Strongly Agree (SA)</i>			

The compensation and benefits package within the Ghana Education Service (GES) was evaluated to understand how employees perceive their salary, benefits, timeliness of compensation, and the competitiveness of their compensation compared to other sectors. Compensation and benefits are critical factors influencing employee satisfaction, engagement, and retention, as they directly affect employees' financial well-being and motivation (Bockerman & Ilmakunnas, 2021).

The statement “The salary I receive is fair for the work I do” received a weighted mean (WM) of 1.90 with a standard deviation (SD) of 0.89, indicating a strong disagreement with the fairness of the salary. This dissatisfaction suggests that employees feel their compensation does not align with the level of work they perform. Fair compensation is essential for job satisfaction and retention, and perceived unfairness in salary can lead to increased turnover intentions (Tanskanen et al., 2021).

Similarly, the statement “The benefits provided by the organization meet my needs” had an WM of 1.93 and an SD of 0.83, reflecting a "Disagree" response. This indicates that employees are dissatisfied with the benefits package offered by the organization. Adequate benefits are an essential part of an employee's total compensation and are linked to both job satisfaction and organizational loyalty (Alfes et al., 2021). The lack of satisfactory benefits can contribute to dissatisfaction and attrition.

The statement “I receive my compensation in a timely manner” had an AWM of 2.27 and an SD of 0.96, still reflecting a "Disagree" response, suggesting that a significant portion of employees experience delays in receiving their compensation. Timely compensation is crucial for employee trust and satisfaction, and delays can negatively impact employee morale (Kuvaas & Dysvik, 2022).

The statement “The organization offers competitive compensation compared to other sectors” had the lowest WM of 1.88 with an SD of 0.89, indicating strong disagreement with the competitiveness of the compensation offered. Competitive compensation is a key factor in attracting and retaining talent, especially in comparison to other sectors. The perception that compensation is not competitive can lead to dissatisfaction and increased turnover (Bryson et al., 2021).

The statement “There are adequate health and retirement benefits available” had an WM of 1.87 and an SD of 0.89, reflecting disagreement with the availability of adequate health and retirement benefits. Adequate health and retirement benefits are important for ensuring employees' well-being and financial security. When employees feel these benefits are lacking, it can lead to decreased morale and job satisfaction (Kalleberg & Vallas, 2021).

Overall, the categorical mean of 1.97 with an SD of 0.89 suggests that respondents generally disagree with the statements related to compensation and benefits, highlighting significant dissatisfaction with the salary, benefits, timeliness of compensation, and competitiveness compared to other sectors. Addressing these concerns is crucial for improving employee satisfaction, engagement, and retention in the Ghana Education Service.

Table 30. Challenges Encountered by Respondents in the Ghana Education Service (GES) – Job Security and Stability

Job Security and Stability	4	3	2	1	WM	SD	VI
I feel secure in my current job position.	37	178	112	53	2.52	0.85	Agree
The organization provides a stable work environment.	28	175	123	54	2.47	0.83	Disagree

There is consistency in employment policies and practices.	30	181	117	52	2.50	0.83	Agree
I am confident that my job will not be affected by sudden policy changes.	45	183	100	52	2.58	0.87	Agree
The organization ensures job security and stability for its employees.	50	182	97	51	2.61	0.88	Agree
Categorical Mean/Verbal Interpretation					2.54	0.85	Agree
Legend: WM – Weighted Mean, V.I. – Verbal Interpretation, Std. Dev. – Standard Deviation; 1.00 to 1.49 – Strong Disagree (SD); 1.50 to 2.49 – Disagree (D); 2.50 to 3.49 – Agree (A); 3.50 to 4.00 – Strongly Agree (SA)							

Job security and stability are critical factors that influence employee satisfaction, motivation, and retention. In the Ghana Education Service (GES), these factors were assessed to understand employees' perceptions of their job security, the stability of their work environment, and the consistency of employment policies. A strong sense of job security is known to improve employee engagement, reduce stress, and foster organizational commitment (Sverke et al., 2021).

The statement “I feel secure in my current job position” received a weighted mean (WM) of 2.52 with a standard deviation (SD) of 0.85, indicating agreement with the perception of job security. This suggests that, on average, employees feel relatively secure in their positions. Job security is a major contributor to job satisfaction, and employees who feel secure are less likely to seek opportunities elsewhere (De Cuyper et al., 2021).

However, the statement “The organization provides a stable work environment” received a WM of 2.47 and an SD of 0.83, indicating a "Disagree" response. This suggests that employees do not perceive the work environment to be entirely stable, which could affect their job satisfaction and overall organizational commitment. A stable work environment is essential for fostering a sense of security and long-term engagement (Sverke et al., 2021).

The statement “There is consistency in employment policies and practices” had a WM of 2.50 and an SD of 0.83, indicating agreement with the consistency of employment policies. Consistency in policies is essential for ensuring that employees feel treated fairly and equitably. When policies are consistent, it builds trust in the organization and reduces uncertainty about employment conditions (Meyer et al., 2021).

The statement “I am confident that my job will not be affected by sudden policy changes” received a WM of 2.58 and an SD of 0.87, reflecting a moderate level of agreement. While employees generally feel that sudden policy changes will not affect their jobs, the relatively high SD suggests some level of uncertainty. Job stability is highly influenced by how policy changes are communicated and implemented, and frequent, abrupt changes can create insecurity (Nielsen et al., 2022).

The statement “The organization ensures job security and stability for its employees” had a WM of 2.61 and an SD of 0.88, indicating agreement that the organization provides job security and stability. Job stability is a crucial factor in employee retention, and employees who feel their jobs are secure are more likely to stay with the organization and perform at a higher level (Maertz & Griffeth, 2021).

Overall, the categorical mean of 2.54 with an SD of 0.85 suggests that employees generally feel secure in their job positions and believe their jobs are stable. However, there are areas of concern regarding the perceived stability of the work environment and consistency of policies. Improving the stability of the work environment and ensuring more consistent policies and practices could enhance employees' sense of security and long-term commitment to the organization.

Table 31. Challenges Encountered by Respondents in the Ghana Education Service (GES) – Intention of Employee Leaving GES

Intention of Employee Leaving GES	5	4	3	2	1	WM	SD	VI
How likely are you to leave GES in the next year?	133	87	96	33	31	3.68	1.26	Likely
Have you considered leaving GES or your position in the past 2 years?	135	96	73	40	36	3.67	1.31	Likely
<i>Legend: WM – Weighted Mean, V.I. – Verbal Interpretation, Std. Dev. – Standard Deviation; 1.00 to 1.49 – Very Unlikely; 1.50 to 2.49 – Unlikely; 2.50 to 3.49 – Neutral / Somewhat Likely; 3.50 to 4.49 – Likely; 4.50 to 5.00 – Very Likely.</i>								

Employee Intention to Leave Ghana Education Service (GES)

The intention of employees to leave the Ghana Education Service (GES) was assessed by asking employees about their likelihood of leaving the organization in the next year and whether they had considered leaving in the past two years. The results offer critical insights into employee retention and potential areas that need attention to reduce turnover within the organization.

The statement “How likely are you to leave GES in the next year?” received a weighted mean (WM) of 3.68 with a standard deviation (SD) of 1.26, falling within the "Likely" category. This suggests that a significant proportion of employees perceive themselves as likely to leave GES within the next year. Employee turnover is costly, and a high likelihood of leaving can negatively affect organizational performance and morale. Addressing the factors contributing to this high likelihood, such as job satisfaction, compensation, and career development opportunities, is essential to improving retention (Haar et al., 2021).

Similarly, the statement “Have you considered likely leaving GES or your position in the past 2 years?” had an AWM of 3.67 and an SD of 1.31, also reflecting that many employees have considered leaving the organization in the recent past. This reinforces the previous finding, highlighting that the intention to leave is not just a future consideration but has been a recurring thought among employees. Understanding the reasons behind these intentions, such as dissatisfaction with compensation, career growth, or organizational support, can help GES develop targeted strategies to retain talent (Spector, 2022).

Overall, the responses indicate that a notable proportion of employees in GES are likely to leave or have considered leaving in the recent past. This signals the need for the organization to address employee satisfaction and retention through improved compensation, career growth opportunities, and a more supportive work environment. By improving these areas, GES can reduce turnover and enhance long-term employee engagement and organizational success.

Table 32. Which challenges make it difficult for you to stay in your current position?

Category	Frequency	Percentage	Rank
Salary / Remuneration Issues	180	37.5	1
Lack of Resources / Materials	100	20.83	2
Poor Working Conditions / Environment	60	12.5	3
Inadequate Benefits / Allowances	50	10.42	4
Workload / Class Size	30	6.25	5

Career Growth / Promotion Issues	20	4.17	6
Transportation / Proximity	15	3.12	7
Parental & Community Support	10	2.08	8.5
Job Security / Motivation	10	2.08	8.5
None / No Challenges Mentioned	5	1.04	10

Challenges Making It Difficult to Stay in Current Position within GES

The challenges employees face in staying in their current positions within the Ghana Education Service (GES) are primarily driven by Salary / Remuneration Issues, as reflected in Table 32, with 37.5% of respondents identifying this as the most significant challenge. Inadequate salary and remuneration can severely impact employee satisfaction and increase turnover rates, as employees often seek better financial compensation elsewhere (Bockerman & Ilmakunnas, 2021).

Lack of Resources / Materials ranked second, with 20.83% of respondents citing this challenge. Insufficient resources, including teaching materials and equipment, can hinder an employee's ability to perform their job effectively and can contribute to frustration and disengagement (Sverke et al., 2021). Poor Working Conditions / Environment (12.5%) was also cited as a significant challenge. A safe and conducive working environment is essential for both physical and mental well-being, and poor conditions can lead to higher absenteeism and turnover (Kuvaas, 2021).

Inadequate Benefits / Allowances (10.42%) and Workload / Class Size (6.25%) also emerged as challenges that make it difficult for employees to stay in their positions. Benefits and allowances are crucial for job satisfaction and employee motivation, and when these are inadequate, employees may feel undervalued and consider leaving the organization (Maslach et al., 2022). Similarly, a high workload and large class sizes can lead to stress and burnout, decreasing job satisfaction and increasing the likelihood of turnover (Greenhaus & Allen, 2021).

Other challenges, including Career Growth / Promotion Issues (4.17%), Transportation / Proximity (3.12%), and Parental & Community Support (2.08%), were less frequently mentioned, but still contribute to the overall dissatisfaction. Job Security / Motivation and the absence of challenges were also mentioned by a small proportion of respondents, indicating that for some, job security or a lack of challenges may be a motivating factor for leaving.

These findings highlight that addressing salary concerns, providing adequate resources, improving working conditions, and offering better career development opportunities are critical to reducing turnover and increasing employee retention within GES.

While Safe and Conducive Working Environment (2.46%) and Policy Reforms and Governance (1.64%) were mentioned less frequently, they still contribute to the overall stability and satisfaction of the workforce.

In conclusion, the strategies suggested by respondents focus on addressing both intrinsic and extrinsic factors that influence job satisfaction and retention. By improving salary, working conditions, career development opportunities, and providing the necessary resources, GES can better retain its teachers and reduce attrition rates, ultimately improving the quality of education in the region.

Table 33. What could GES management do to improve your experience and reduce the likelihood of leaving?

Category	Frequency	Percentage	Rank
Salary and Compensation Improvement	250	31.85	1

Better Conditions of Service	150	19.11	2
Provision of Resources and Infrastructure	100	12.74	3
Incentives and Allowances	80	10.19	4
ProfProfessional Development and Training	70	8.92	5
Career Growth and Promotion Opportunities	60	7.64	6
Workload Management and Support	30	3.82	7
Leadership and Management Practices	20	2.55	8
Safe and Conducive Work Environment	15	1.91	9
Policy Reforms and Governance	10	1.27	10

Table 34. What incentives could be implemented to promote long-term commitment to GES?

Category	Frequency	Percentage	Rank
Salary and Compensation Adjustments	250	32.47	1
Housing and Accommodation Support	120	15.58	2
Transport and Risk Allowances	100	12.99	3
Health and Welfare Benefits	80	10.39	4
Promotion, Retirement, and Pension Benefits	70	9.09	5
Professional Development and Training	50	6.49	6
Provision of Teaching and Learning Resources	40	5.19	7
Work Environment and Conditions of Service	30	3.9	8
Incentives and Recognition Programs	20	2.6	9
Loans, Mortgages and Financial Support	10	1.3	10

Incentives to Encourage Long-Term Commitment to GES

The most commonly suggested incentive to encourage long-term commitment to the Ghana Education Service (GES) was Salary and Compensation Adjustments, cited by 32.47% of respondents. Competitive salary packages are a significant factor in employee retention, as fair and adequate compensation is linked to higher job satisfaction and lower turnover rates (Bryson et al., 2021). Providing salary increases or adjustments can demonstrate that the organization values its employees and is committed to addressing their financial needs.

Housing and Accommodation Support ranked second, with 15.58% of respondents identifying it as a crucial incentive. Housing support, particularly in urban areas with high living costs, can reduce financial strain on employees and make it easier for them to remain in their positions (Sverke et al., 2021). Similarly, Transport

and Risk Allowances (12.99%) were also identified as important for supporting employees, especially those who face challenges in commuting or working in high-risk areas.

Health and Welfare Benefits (10.39%) and Promotion, Retirement, and Pension Benefits (9.09%) were also viewed as essential incentives. Health benefits ensure employees' well-being, while retirement and pension benefits provide long-term security. These incentives contribute to employee satisfaction and loyalty, as they address both immediate and future needs (Maslach et al., 2022).

Professional Development and Training (6.49%) and Provision of Teaching and Learning Resources (5.19%) were also identified as important for encouraging long-term commitment. Continuous professional development and access to resources are essential for maintaining employee engagement and ensuring that teachers feel supported in their roles (Kuvaas, 2021).

While Work Environment and Conditions of Service (3.9%), Incentives and Recognition Programs (2.6%), and Loans, Mortgages, and Financial Support (1.3%) were considered less critical, they still play a role in improving overall job satisfaction and commitment. A positive work environment, recognition, and financial support can significantly influence employees' decisions to stay with the organization (Kuvaas & Dysvik, 2022).

In conclusion, the most commonly suggested incentives, such as salary adjustments, housing support, and benefits, focus on addressing both the financial and personal needs of employees. By implementing these strategies, GES can enhance employee satisfaction, reduce attrition, and foster long-term commitment.

Table 35. Results Showing Differences on the Respondents' Assessment of Factors Affecting Human Capital Attrition and Its Challenges in the Ghana Education Service, Grouped by Respondents' Age

Age	Chi-Square	Df	Asymp. Sig.	Decision
Job Satisfaction	.711	2	.701	Not Significant
Leadership Effectiveness	2.626	2	.269	Not Significant
Organizational Culture	.320	2	.852	Not Significant
Workplace. Environment	.976	2	.614	Not Significant
Summary: Attrition Factors	.743	2	.690	Not Significant
Workload and Job Demand	1.539	2	.463	Not Significant
Resources and Infrastructure	.182	2	.913	Not Significant
Professional Development	1.239	2	.538	Not Significant
Compensation and Benefits	.899	2	.638	Not Significant
Job Security and Stability	.273	2	.872	Not Significant
Summary: Challenges Related to Human Capital Attrition	.116	2	.944	Not Significant

Table 35 presents the results of the Chi-Square tests examining differences in respondents' assessments of factors affecting teachers' attrition and its challenges in the Ghana Education Service (GES) when grouped according to age. The results show that none of the factors exhibit statistically significant differences across age groups, as all p-values are greater than 0.05 (e.g., Job Satisfaction: $\chi^2 = 0.711$, $df = 2$, $p = 0.701$; Leadership Effectiveness: $\chi^2 = 2.626$, $df = 2$, $p = 0.269$).

This finding suggests that perceptions of teachers' attrition factors and challenges, such as organizational culture, compensation and benefits, and professional development, are consistent across different age groups within the GES workforce. This aligns with the assertion by Braun and Clarke (2006) that demographic variables do not always significantly influence employees' perceptions, especially in highly structured organizations where experiences may be uniform. Similarly, Field (2017) emphasized that non-significant differences often imply shared experiences or organizational uniformity in policy implementation.

The consistent non-significant results across variables also indicate that strategies addressing human capital attrition in the GES may be effectively designed to target the entire workforce rather than being tailored strictly by age group. This is supported by Bartlett, Kotrlik, and Higgins (2001), who suggested that when demographic differences are minimal, a universal approach to policy intervention can be more efficient.

In conclusion, Table 35 demonstrates that, within the GES context, factors affecting teachers' attrition and its challenges are perceived similarly across age groups, suggesting the importance of implementing broad-based human resource strategies rather than age-specific interventions.

Table 36. Results Showing Differences on the Respondents' Assessment of Factors Affecting Teachers' Attrition and Its Challenges in the Ghana Education Service, Grouped by Respondents' Civil Status

Civil Status	Chi-Square	Df	Asymp. Sig.	Decision
Job Satisfaction	11.465	3	.009	Significant
Leadership Effectiveness	7.094	3	.069	Not Significant
Organizational Culture	8.827	3	.032	Significant
Workplace. Environment	10.602	3	.014	Significant
Summary: Attrition Factors	11.018	3	.012	Significant
Workload and Job Demand	5.328	3	.149	Not Significant
Resources and Infrastructure	5.684	3	.128	Not Significant
Professional Development	11.602	3	.009	Not Significant
Compensation and Benefits	9.783	3	.021	Significant
Job Security and Stability	4.041	3	.257	Not Significant
Summary: Challenges Related to Teachers' Attrition	9.368	3	.025	Significant

Table 36 presents the Chi-Square test results assessing differences in respondents' evaluations of factors affecting human capital attrition and its challenges within the Ghana Education Service (GES), grouped by respondents' civil status. Several variables exhibit statistically significant differences across civil status groups at the 0.05 significance level, including Job Satisfaction ($\chi^2 = 11.465$, $df = 3$, $p = 0.009$), Organizational Culture ($\chi^2 = 8.827$, $df = 3$, $p = 0.032$), Workplace Environment ($\chi^2 = 10.602$, $df = 3$, $p = 0.014$), Summary: Attrition Factors ($\chi^2 = 11.018$, $df = 3$, $p = 0.012$), Compensation and Benefits ($\chi^2 = 9.783$, $df = 3$, $p = 0.021$), and Summary: Challenges Related to Teachers' Attrition ($\chi^2 = 9.368$, $df = 3$, $p = 0.025$).

The significant differences suggest that perceptions of key attrition factors vary depending on respondents' civil status. This aligns with findings by Shah et al. (2024), who emphasized that demographic characteristics, such as marital status, can influence individual perceptions and experiences within an organization. Married

employees, for example, may experience higher sensitivity to job satisfaction and compensation due to family responsibilities.

Conversely, factors such as Leadership Effectiveness, Workload and Job Demand, and Resources and Infrastructure did not show significant differences, indicating that these are perceived similarly across civil status groups. According to Nilasari et al. (2024), such uniform perceptions may reflect standardized organizational policies or shared experiences among employees regardless of their circumstances.

The significant differences observed in compensation and job satisfaction align with the suggestion by Shah et al. (2024) that compensation is a critical factor influencing workforce stability and motivation. Moreover, the results underscore the importance of tailoring retention strategies that consider civil status differences to better address unique employee needs and reduce human capital attrition.

Table 37. Results Showing Differences on the Respondents' Assessment of Factors Affecting Teachers' Attrition and Its Challenges in the Ghana Education Service, Grouped by Respondents' Highest Educational Attainment

Highest Educational Attainment	Chi-Square	Df	Asymp. Sig.	Decision
Job Satisfaction	6.878	4	.142	Not Significant
Leadership Effectiveness	8.722	4	.068	Not Significant
Organizational Culture	2.681	4	.613	Not Significant
Workplace. Environment	7.586	4	.108	Not Significant
Summary: Attrition Factors	7.025	4	.135	Not Significant
Workload and Job Demand	6.940	4	.139	Not Significant
Resources and Infrastructure	4.494	4	.343	Not Significant
Professional Development	2.770	4	.597	Not Significant
Compensation and Benefits	5.200	4	.267	Not Significant
Job Security and Stability	4.781	4	.310	Not Significant
Summary: Challenges Related to Teachers' Attrition	4.125	4	.389	Not Significant

Table 37 presents the Chi-Square test results assessing differences in respondents' evaluations of factors affecting teachers' attrition and its challenges within the Ghana Education Service (GES), grouped by respondents' highest educational attainment. The analysis indicates that none of the variables exhibit statistically significant differences across educational attainment groups at the 0.05 significance level (e.g., Job Satisfaction: $\chi^2 = 6.878$, $df = 4$, $p = 0.142$; Leadership Effectiveness: $\chi^2 = 8.722$, $df = 4$, $p = 0.068$).

This finding suggests that perceptions of human capital attrition factors and challenges, such as organizational culture, compensation and benefits, and professional development, are consistent across different educational attainment levels within the GES workforce. This aligns with the assertion by Çevik (2024) that demographic variables do not always significantly influence employees' perceptions, especially in highly structured organizations where experiences may be uniform.

The consistent non-significant results across variables also indicate that strategies addressing teachers' attrition in the GES may be effectively designed to target the entire workforce rather than being tailored strictly by

educational attainment. This is supported by Çevik (2024), who suggested that when demographic differences are minimal, a universal approach to policy intervention can be more efficient.

Table 38. Results Showing Differences on the Respondents' Assessment of Factors Affecting Teachers' Attrition and Its Challenges in the Ghana Education Service, Grouped by Respondents' **Length of Service**

Length of Service	Chi-Square	Df	Asymp. Sig.	Decision
Job Satisfaction	11.690	4	.020	Significant
Leadership Effectiveness	13.419	4	.009	Significant
Organizational Culture	12.803	4	.012	Significant
Workplace Environment	7.804	4	.099	Not Significant
Summary: Attrition Factors	12.203	4	.016	Significant
Workload and Job Demand	2.684	4	.612	Not Significant
Resources and Infrastructure	8.943	4	.063	Not Significant
Professional Development	13.845	4	.008	Significant
Compensation and Benefits	8.102	4	.088	Not Significant
Job Security and Stability	.414	4	.981	Not Significant
Summary: Challenges Related to Teachers' Attrition	6.471	4	.167	Not Significant

Table 38 presents the Chi-Square test results examining the differences in respondents' assessments of factors affecting teachers' attrition and its challenges in the Ghana Education Service (GES), grouped by respondents' length of service. Several factors show statistically significant differences across different lengths of service at the 0.05 significance level, including Job Satisfaction ($\chi^2 = 11.690$, $df = 4$, $p = 0.020$), Leadership Effectiveness ($\chi^2 = 13.419$, $df = 4$, $p = 0.009$), Organizational Culture ($\chi^2 = 12.803$, $df = 4$, $p = 0.012$), Summary: Attrition Factors ($\chi^2 = 12.203$, $df = 4$, $p = 0.016$), and Professional Development ($\chi^2 = 13.845$, $df = 4$, $p = 0.008$).

These results suggest that perceptions of key attrition factors vary significantly based on respondents' length of service within the GES. This aligns with the findings of Ali and Ahmed (2024), who emphasized that tenure can influence employees' perceptions of workplace factors such as leadership, satisfaction, and development opportunities. Employees with longer service often experience different expectations regarding professional growth and organizational support compared to those with shorter service (Chen et al., 2024).

Conversely, factors such as Workplace Environment, Resources and Infrastructure, Compensation and Benefits, and Job Security and Stability did not show significant differences, indicating consistent perceptions across service lengths. This is supported by Khan et al. (2024), who found that organizational policies may overshadow individual tenure differences, leading to uniform experiences regarding these factors.

The significant differences observed in professional development and leadership effectiveness highlight the importance of tenure-specific HR interventions to address the evolving needs and expectations of employees at different career stages. According to Chen et al. (2024), aligning HR policies with tenure-based expectations can reduce attrition by fostering a sense of progression and belonging.

Table 39. Results Showing Differences on the Respondents' Assessment of Factors Affecting Teachers' Attrition and Its Challenges in the Ghana Education Service, Grouped by Respondents' Geographical Location

Geographical Location	Chi-Square	Df	Asymp. Sig.	Decision
Job Satisfaction	9.967	2	.007	Significant
Leadership Effectiveness	4.472	2	.107	Not Significant
Organizational Culture	4.560	2	.102	Not Significant
Workplace. Environment	5.749	2	.056	Not Significant
Summary: Attrition Factors	6.535	2	.038	Significant
Workload and Job Demand	8.688	2	.013	Significant
Resources and Infrastructure	1.155	2	.561	Not Significant
Professional Development	6.386	2	.041	Significant
Compensation and Benefits	3.950	2	.139	Not Significant
Job Security and Stability	4.310	2	.116	Not Significant
Summary: Challenges Related to Teacher Attrition	4.860	2	.088	Not Significant

Table 39 presents the Chi-Square test results examining differences in respondents' assessments of factors affecting human capital attrition and its challenges in the Ghana Education Service (GES), grouped by respondents' geographical location. The analysis reveals statistically significant differences across geographical locations for several factors at the 0.05 significance level: Job Satisfaction ($\chi^2 = 9.967$, $df = 2$, $p = 0.007$), Summary: Attrition Factors ($\chi^2 = 6.535$, $df = 2$, $p = 0.038$), Workload and Job Demand ($\chi^2 = 8.688$, $df = 2$, $p = 0.013$), and Professional Development ($\chi^2 = 6.386$, $df = 2$, $p = 0.041$).

These significant differences suggest that respondents' perceptions of human capital attrition are influenced by their geographical location. This finding aligns with Adu-Gyamfi and Boateng's (2024) assertion that regional differences often shape employee perceptions, as contextual factors such as infrastructure, resource allocation, and community support can vary substantially across locations.

In contrast, factors such as Leadership Effectiveness, Organizational Culture, Workplace Environment, and Compensation and Benefits did not show statistically significant differences, indicating that these variables are perceived similarly across different geographical contexts within the GES. This consistency is consistent with findings by Mensah et al. (2024), who noted that organizational policies and practices can standardize certain experiences regardless of location, especially in large public sector organizations.

The significant findings for Professional Development and Job Satisfaction highlight the importance of location-specific human resource interventions. According to Boateng and Addai (2024), addressing regionally specific needs—such as access to training opportunities and managing workload demands—can help mitigate human capital attrition and improve employee satisfaction.

Overall, Table 38 underscores that while some attrition factors are universally perceived across geographical locations, others—particularly job satisfaction, workload, and professional development—are significantly influenced by local context. This finding supports the need for regionally tailored HR strategies to address human capital challenges effectively in the GES.

Table 40. Results Showing Differences on the Respondents' Assessment of Factors Affecting Teachers' Attrition and Its Challenges in the Ghana Education Service, Grouped by Respondents' Level Under GES

Level Under GES	Chi-Square	Df	Asymp. Sig.	Decision
Job Satisfaction	8.083	4	.089	Not Significant
Leadership Effectiveness	9.359	4	.053	Not Significant
Organizational Culture	14.826	4	.005	Significant
Workplace. Environment	10.106	4	.039	Significant
Summary: Attrition Factors	12.037	4	.017	Significant
Workload and Job Demand	11.241	4	.024	Significant
Resources and Infrastructure	2.029	4	.730	Not Significant
Professional Development	6.447	4	.168	Not Significant
Compensation and Benefits	2.016	4	.733	Not Significant
Job Security and Stability	12.973	4	.011	Significant
Summary: Challenges Related to Teacher Attrition	5.708	4	.222	Not Significant

Table 40 presents the Chi-Square test results assessing differences in respondents' assessments of factors affecting Teachers attrition and its challenges in the Ghana Education Service (GES), grouped by respondents' level under GES (e.g., KG, Primary, JHS, SHS, and Office Staff). The analysis reveals statistically significant differences across levels for Organizational Culture ($\chi^2 = 14.826$, $df = 4$, $p = 0.005$), Workplace Environment ($\chi^2 = 10.106$, $df = 4$, $p = 0.039$), Summary: Attrition Factors ($\chi^2 = 12.037$, $df = 4$, $p = 0.017$), Workload and Job Demand ($\chi^2 = 11.241$, $df = 4$, $p = 0.024$), and Job Security and Stability ($\chi^2 = 12.973$, $df = 4$, $p = 0.011$).

These significant differences suggest that employees' perceptions of certain human capital attrition factors vary depending on their level under GES. According to Abebrese et al. (2024), organizational hierarchy and role expectations can shape experiences related to workplace culture, job security, and workload. For example, teachers at different levels (e.g., KG vs. SHS) may face varying administrative demands and classroom management challenges that influence their perception of job security and workload (Owusu & Agyekum, 2024).

Conversely, factors such as Job Satisfaction, Leadership Effectiveness, Professional Development, Compensation and Benefits, and Summary: Challenges Related to Human Capital Attrition did not exhibit significant differences. This finding aligns with Asiedu et al. (2024), who observed that certain organizational factors are perceived consistently across different staff levels in public sector institutions due to standardized HR policies and centralized administrative practices.

The significant results regarding Organizational Culture and Workplace Environment highlight the importance of tailoring interventions to specific GES levels to address unique challenges and enhance overall staff retention. As suggested by Abebrese et al. (2024), implementing level-specific support structures and fostering an inclusive culture can mitigate human capital attrition.

In conclusion, Table 40 emphasizes that the level under GES significantly influences perceptions of some factors affecting human capital attrition, underscoring the need for differentiated HR strategies to improve employee satisfaction and reduce attrition across all levels.

Table 41. Results Showing Differences on the Respondents' Assessment of Factors Affecting Teachers' Attrition and Its Challenges in the Ghana Education Service, Grouped by Respondents' Category of GES Staff

Category of GES Staff	Chi-Square	Df	Asymp. Sig.	Decision
Job Satisfaction	2.476	3	.480	Not Significant
Leadership Effectiveness	2.824	3	.419	Not Significant
Organizational Culture	3.877	3	.275	Not Significant
Workplace. Environment	.985	3	.805	Not Significant
Summary: Attrition Factors	2.494	3	.476	Not Significant
Workload and Job Demand	11.971	3	.007	Significant
Resources and Infrastructure	1.807	3	.613	Not Significant
Professional Development	3.095	3	.377	Not Significant
Compensation and Benefits	1.991	3	.574	Not Significant
Job Security and Stability	11.114	3	.011	
Summary: Challenges Related to Human Capital Attrition	4.783	3	.188	Not Significant

Table 41 shows the Chi-Square test results assessing differences in respondents' assessments of factors affecting human capital attrition and its challenges in the Ghana Education Service (GES), grouped by respondents' category of GES staff (e.g., Teaching Staff, Administrative Staff, Support Staff, and Technical Staff). The analysis reveals statistically significant differences for only two factors: Workload and Job Demand ($\chi^2 = 11.971$, $df = 3$, $p = 0.007$) and Job Security and Stability ($\chi^2 = 11.114$, $df = 3$, $p = 0.011$).

These significant differences indicate that different categories of GES staff experience varying perceptions of workload and job security. According to Ofori and Boateng (2024), the variation can be attributed to differences in job roles and expectations among staff categories. For example, teaching staff may experience higher workload demands compared to administrative or support staff, influencing their perceptions of attrition risk.

Conversely, factors such as Job Satisfaction, Leadership Effectiveness, Organizational Culture, and Professional Development did not exhibit significant differences across staff categories. This finding aligns with Asante et al. (2024), who emphasized that standardized HR policies and training programs in public institutions often result in uniform perceptions of organizational factors across staff categories.

The significant differences in workload and job security suggest the need for targeted interventions to manage workload distribution and enhance job security perceptions, especially among those staff categories most affected. Ofori and Boateng (2024) recommend developing role-specific workload management strategies and communication initiatives to clarify job security policies, thereby reducing human capital attrition in public institutions.

In conclusion, Table 41 demonstrates that while many factors are perceived similarly across GES staff categories, workload and job security remain key areas where tailored HR strategies are essential for managing attrition risks effectively.

Table 42. Results Showing Differences on the Respondents' Assessment of Factors Affecting Human Capital Attrition and Its Challenges in the Ghana Education Service, Grouped by Respondents' Number of Staff

Number of Staff	Chi-Square	Df	Asymp. Sig.	Decision
Job Satisfaction	5.676	3	.128	Not Significant
Leadership Effectiveness	1.994	3	.574	Not Significant
Organizational Culture	2.587	3	.460	Not Significant
Workplace. Environment	4.001	3	.261	Not Significant
Summary: Attrition Factors	4.246	3	.236	Not Significant
Workload and Job Demand	2.487	3	.478	Not Significant
Resources and Infrastructure	4.727	3	.193	Not Significant
Professional Development	4.947	3	.176	Not Significant
Compensation and Benefits	5.785	3	.123	Not Significant
Job Security and Stability	2.374	3	.499	Not Significant
Summary: Challenges Related to Human Capital Attrition	4.710	3	.194	Not Significant

Table 42 presents the Chi-Square test results assessing differences in respondents' assessments of factors affecting human capital attrition and its challenges in the Ghana Education Service (GES), grouped by the respondents' reported number of staff. Interestingly, none of the variables in the table show statistically significant differences across groups, with all p-values exceeding the 0.05 threshold (e.g., Job Satisfaction: $\chi^2 = 5.676$, $df = 3$, $p = 0.128$; Leadership Effectiveness: $\chi^2 = 1.994$, $df = 3$, $p = 0.574$).

These results suggest that the number of staff under a respondent's supervision does not substantially influence their perception of the factors affecting human capital attrition or the challenges faced in the GES. This finding aligns with recent work by Adom et al. (2024), who observed that in public sector organizations with standardized management structures and consistent HR policies, staff perceptions often remain stable regardless of team size. This may reflect institutional uniformity in operational procedures, communication, and role expectations.

The consistency in responses across staff sizes indicates that HR policies and attrition interventions can be designed and implemented at the organizational level without necessarily differentiating by team size. This approach can enhance administrative efficiency and promote equitable treatment across GES institutions, as noted by Baah et al. (2024). However, Adom et al. (2024) caution that while perceptions may appear uniform, there could still be operational challenges (e.g., workload management or staff allocation) that require context-specific attention.

In summary, Table 42 highlights that, within the Ghana Education Service, the number of staff under a respondent's supervision does not significantly shape their perceptions of human capital attrition factors and challenges. This finding suggests that retention strategies and HR management can be applied consistently across varying staff sizes while ensuring periodic reviews to address any unanticipated operational disparities.

Professional Summary

Experienced HR professional with over 15 years of experience in developing and implementing HR strategies aligned with organizational goals. Expertise in System Thinking, Talent Management, Employee Development, and Strategic HR Initiatives. Proven ability to enhance employee relations, performance management, and organizational development through effective leadership and consulting. A dedicated researcher and counselor passionate about fostering a positive, inclusive work environment.

Professional Experience

Head of Unit - Planning, Monitoring, Data Collection, Research, and Records Ablekuma North Municipal Education Directorate, Accra, Ghana

January 2023 – Present

- Spearhead the monitoring and evaluation of educational programs within the municipality.
- Manage and maintain databases on budget and administration for reporting purposes.
- Oversee school mapping and planning based on district needs, including enrollment, staffing, and infrastructure.
- Provide the Director with essential data for effective school management and operations.

Head of Administration, Budget, and Financial Control Unit

Ablekuma North Municipal Education Directorate, Accra, Ghana **2019 – 2023**

- Coordinated the work of officers within the unit, including Budget, Accounts, Supplies, and Logistics.
- Produced quarterly financial management reports.
- Ensured that budget allocations aligned with Ministry of Education (MOE) strategic priorities.

Part-Time Lecturer

Mahatma Gandhi University, Accra, Ghana **2014 – 2016**

- Lectured and provided consultancy services, conducting research and offering guidance and counseling.

Deputy Head Teacher / Teacher

Pig Farm Junior High School, Accra, Ghana **2007 – 2019**

- Assisted in school administration and supervised staff.
- Fostered a cooperative environment between staff, students, and the community.
- Taught English Language and Social Studies while ensuring a conducive learning atmosphere.

Teacher

Kamalo Junior High School, Donkorkrom, Ghana **2000 – 2003**

- Taught English Language and Social Studies, creating an engaging learning environment.
- Supervised student activities and addressed inquiries and complaints professionally.

Presiding Officer

Electoral Commission of Ghana **2000 – 2019**

- Supervised polling stations, ensuring smooth and orderly operations during elections.

Education

PhD (Candidate) in Business Management (Human Capital and Labor Relations)

San Sebastian College Recoletos, Manila, Philippines

Expected Completion: TBD

Postgraduate Certificate in Organizational Development

De La Salle University, Dasmariñas, Philippines

Issued: August, 2024

Postgraduate Diploma in Education

University of Education Winneba, Ghana

Issued: May 2019

Master of Business Administration (MBA) in Finance

University of Ghana, Legon, Accra

Issued: May 2015

Bachelor of Arts in Political Science with Philosophy

University of Ghana, Legon, Accra

Issued: May 2007

Teacher's Certificate "A" (3-Year Post Secondary)

Dambai College of Education, Ghana

Issued: June 2000

Certifications

- **Certified Management Professional (CMP Prep Course)**, Canadian College for Leadership & Management (March 2024)
- **Certificate in Counseling**, TUCSEE Institute of Counseling & Technology (November 2023)
- **Marriage and Family Therapy**, TUCSEE Institute of Counseling & Technology (November 2023)
- **Executive Certificate in Strategic HR Management**, HR Certification Centre (November 2023)
- **Labor Law Application**, HR Certification Centre (September 2023)
- **Supply Chain Operations Management and Performance**, CARISCA (February 2023)

- **International Graduate Students Research Interdisciplinary Training (GRIT)**, Center for Health, Ethics & Social Policy (April 2022)
- **Education Informatization for Countries Along the Belt and Road**, Zhejiang Normal University (March 2022)
- **Single Subject Diploma in Financial Management**, ICM (December 2011)
- **World Bank Certificate on Global Issues Seminar Series**, GIMPA (December 2006)
- **World Bank Institute Certificate on Local Economic Development Growth**, GIMPA (November 2006)

Skills

- **HR Management:** Strategic HR Initiatives, Talent Development, Employee Relations
- **Technical Proficiency:** Microsoft Word, Excel, PowerPoint, Access, Internet Research
- **Research & Analytics:** Strong research and data analysis capabilities
- **Communication:** Excellent verbal and written communication skills

Personal Information

- **Marital Status:** Married
- **Nationality:** Ghanaian
- **Residence:** Kaneshie, Accra
- **Religion:** Christian (Presbyterian)

Interests & Hobbies

- **Interests:** Researching online, Reading, Writing
- **Hobbies:** Watching Football, listening to music, playing indoor games

References available upon request.